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REQUIREMENTS OF EDUCATION OF YOUNG PEOPLE WITH ACTIVE CITIZENSHIP

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Annotation
The article analyzes the entry of Uzbekistan into a new stage of development, the historical process, the education of young people with a civic position in the new Uzbekistan and its important aspects.

Key words: Youth, citizenship, civic position, moral and ethical criteria, duty, responsibility.

Introduction

As we all know. Today, Uzbekistan is taking a bold step into a new stage of its development. Our relations with all countries, both near and far, and international organizations are expanding and developing. Happily, due to the wise policy of the head of our state, the future of our great country has begun to match with the developed countries of the world, and even more important changes have taken place in our worldview and way of life. In this regard. It is no coincidence that today Uzbekistan is entering a new stage of development, laying the foundation for a new revival - the Third Renaissance. If we look at the centuries-old rich history of the people of Uzbekistan, we can see the difficult stages of conquering the peaks of development. At these stages, such proud processes as the formation of our statehood, the rise of science, art and culture in society, the achievements of great figures in their work contribute to the development of world civilization. The first Renaissance in Central Asia - the period of the development of science, philosophy and culture in the Muslim East in the IX-XII centuries. [5] The Second Renaissance coincided with the reigns of Amir Temur and the Temurids, and not only Movaraunnahr, but the whole of Central Asia rose to a new level of development. During this period, the foundations of statehood improved, urban planning and architecture flourished, and international trade and diplomatic relations intensified. [6] Also, during this period, the development of science, culture and art, as well as the growth of the scope of thinking will be reflected. The strategic reforms

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being carried out under the leadership of our esteemed President have laid the foundation for a new revival - the Third Renaissance. Today, Uzbekistan is taking a bold step into a new stage of its development. Our relations with all countries, both near and far, and international organizations are expanding and developing. Our republic has become a huge construction site. All this is the result of the consistent implementation of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, developed at the initiative of our President. [1] It is also one of the most important tasks today to nurture young people with active citizenship. Can we define the concepts of citizenship and citizenship? In civil society, a citizen is a person whose citizenship is legally recognized and a member of a particular society (state). Citizenship, on the other hand, means belonging to a particular state on the basis of conscious observance of legal and moral norms, exercise of certain rights and responsibility for the performance of certain duties, active participation in one's work and community, and spiritual maturity. Article 16 of the Civil Code of the Republic of Uzbekistan defines "citizen (individual)" as follows: "Citizens (individuals) means citizens of the Republic of Uzbekistan, citizens of other countries, as well as stateless persons" [2,1]. The right to own property; the right to work, to free choice of occupation, to just and favorable conditions of work and to protection against unemployment; the right to rest; social security law; the right to qualified medical care; the right to education; freedom of scientific and technical creation, the right to use cultural achievements ”[3,10-15]. Citizenship can also be interpreted as a notion of a person as a sign of a person who feels a sense of his or her legal, social, spiritual and political worth. According to V. Dahl's dictionary, "citizenship is a state of mind that reflects the level of consciousness and knowledge of society in order to make decisions" [4,401]. Although citizenship was interpreted as loyalty and patriotism during the Soviet regime, it was largely ideological. In most cases, it has been observed that citizenship is mixed with patriotism. In fact, patriotism is just a form of citizenship. Just as civil society is not simply a collection of citizens, so citizenship is not just an event of individual significance. Citizenship means that citizens living in the territory of a country are loyal to their homeland, respect the law, obey it unconditionally, as well as be active in defending the homeland and issues of national importance. To summarize the different views on citizenship, it can be defined as follows: "Citizenship, on the one hand, means a high degree of independence of the individual in society, on the other hand, a set of views that imply a high level of solidarity expressed in people's participation in society." The following are important aspects of citizenship:

- Awareness of the citizen's rights and the ability to apply them in practice;
- Recognition and respect for the rights of other citizens;
- Personal responsibility of the citizen for his actions;
- Understanding of the individual's legal and moral responsibility to the state and society; - mutual equality of citizens;
- Has an objective and critical approach to social realities based on high moral and ethical criteria;
- Ability to communicate and cooperate with the authorities, other citizens and public associations;
- A person who has the ability to self-understand, reflecting the legal, cultural and linguistic identity of a country, society and state, as well as belonging to it.

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In terms of the level of activity of an individual, citizenship can be conditionally divided into the following levels:
- If the citizen is responsible, conscious and conscientious, he can be assessed at the initial stage, that is, as a person with civic characteristics;
- If a citizen has the ability to express a certain attitude to the events around him, he can be recognized as a person with a civic point of view;
- If a citizen has acquired the rights and duties, the ability to use or exercise them in practice, he can be included in the ranks of active citizens.

Conclusion

In short, the spiritual and political perfection of our youth today must have its own level of citizenship. First of all, a person who has reached the level of perfection will be able to think independently in society and look at processes and events with interest, will be able to independently analyze the realities of events. A citizen with such an ability will not be indifferent to the fate of his homeland when the time comes, he will show his devotion to the homeland. A member of a society who has mastered the spirit of patriotism, a sense of responsibility, a high political culture and enriches his political consciousness can be assessed as a person with true citizenship.

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INNOVATIVE APPROACHES IN FOREIGN LANGUAGE TEACHING

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Annotation

As long as Uzbekistan has become Independent majority of reformations and changes were taken into seeking improvements in various spheres of Uzbek life. For instance Education system was totally reformed and now is on the way of meeting International Upgraded Standards.

Keywords: Books, lexical resource, education, new technological methods, units and lessons, foreign language.

INTRODUCTION

In the past years, before Liberty, students were taught only grammar rules and short range of vocabulary. Afterwards, having graduated from the Higher Education Institutions, personnel were merely ready and able to make up grammatically correct sentences, using proper tenses, however were incapable of expressing their mind freely, nor could they understand what they listen to. They had a lack of oral and listening practices.

Therefore, in order to establish communicative approach demands new text books consist of four basic sections: Reading, Writing, Listening and Speaking parts.

These innovations are introduced to improve Education system and to be equal to International Standards. And new textbooks demanded teachers to create more modern Complex of files possessing wide lexical resource, grammatical range, fluency and accuracy in pronunciation accordingly to the new workbooks, student books and teachers books of B1 level.

A new education demands teachers to use new technological methods, learning styles, internet materials and Case study rules in each units and lessons.

People appear to learn in different ways. Some people expect making mistakes in their studies and are capable benefiting from their mistakes. They don’t mind to be corrected by their teacher and indeed often ask to be corrected.

Others however dislike to make mistakes. They try to avoid doing anything which they might do badly. They would rather perfect something in small steps and be sure they have got it right to attempt to do a task based on a subject they don’t feel they have finished to explore yet.

Both ways of learning seem to be equally valid, but a combination of the two may be the best solution. In order to learn effectively, students have to remember to take risks sometimes. But they also have to

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feel comfortable and secure with what they are doing so that not to become demotivated. All students should at least think about questioning the way that they approach learning.

A new expression CEFR code entered the Education System. From now on teachers of Secondary schools, Professional Colleges, Lyceums, University and Institutes will get their degree qualification accordingly to CEFR rules. CEFR is one of the Worldwide Foreign Language Education Systems.

CEFR –is a reliable way of comparison of specialty degree and assessment system. According to CEFR following resources should be provided:

*To set up a Communicative Approached guidelines

*To teach teachers a Communicative Education

*To create students Communicative experience demonstrating assessment system

According to CEFR code assessments: there are descriptions of CEFR levels

Proficient User—C2—Has fully operational command of the language: appropriate, accurate and fluent with complete understanding

Very Good User—C1—Has fully operational command of the language. Misunderstandings may occur in unfamiliar situations.

Independent User –B2+—Has fully operational command of the language, though with occasional inaccuracies and misunderstandings in some situations. Generally handles complex language well and understands reasoning.

Competent User –B2—Has generally operational command of the language despite some inaccuracies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Modest User –B1—Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Every year hundreds of teachers are going through CEFR assessment tests in order to demonstrate their competence and suitability to their current posts and specialties. This testing procedure urges teachers to be always ready, alert and smart specialists of their honorable profession.

After Uzbekistan installed a different education system in the state, introducing CEFR code, its possibilities confronted new text books for school children, college and lyceum, institute and university students, and a new academic era of education began in our country.

From now on college students will be taught accordingly to B1 level books during three years of education. These books embrace four main skills of study:

1. Listening
2. Reading
3. Writing
4. Speaking

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It is normally believed that learning any foreign language should be started as in earliest ages as possible. To my way of thinking children should start learning language at primary schools. To begin with, young children are very quick and acceptable to any new information they come across comparing to elder children. The reason is their fresh, unlittered brain, ready and thirsty for innovative ideas.
Secondly children have no barriers of tongue possibilities. The more language they learn, the more they analyze and compare the foreign language with their native tongue, which will bring to brain development.
Thirdly, there is a saying in folks: A knowledge acquired in youth is the script curved on life stone.
At the end we can say, these opportunities of learning are being confronted to our Youth-Young generation. They should be aware and alert of gifts given to them study better and achieve the best results in their academic life to make Uzbekistan more prosperous and famous now and in future.
We are living in the century when the technology is developing so rapidly we can meet technological innovations in every glimpse and its quite impossible to imagine our life without it. Every two third of young people use censor mobiles, laptops, i-pods, i-pads, smart phones, even living accommodations are becoming smart.-controlled. People became acknowledged and over-informed of using internet resources, e-books, e-guides, e-databases and distance education. On the one hand, the education is too progressive, however people leaving a tradition anal way of study - reading books. Intensive library attendance, journal and magazine readers, tutors lecture attendants are decreasing dramatically. Are there any advantages of reading books?
First of all, book-readers acquire knowledge reading books aloud, turning over pages and become Visual, Auditorial, kinaethtestic learners and at least 70 percent of information is memorized, as far as three types of learning joining in one person leads to much more consolidated, established knowledge.
Secondly, people attending libraries expand much more energy than e-learners, while walking there, searching the relevant book or information, and spend hours in the reading hall and prevail the habit of laziness.
Thirdly, when taking part in lectures, taking notes, participating in debates, seminars people study interactively and make a valuable contribution to community building. Whereas, in community there is a healthy competency between members, challenging to progress, development and improvement.
On the other hand, students will be able to shorten the dependence on computers while following the above-mentioned eco-friendly activities and shorten the electricity consumption, get less radiated, save the eye-sight and even avoid the obesity, which is becoming a burning issue of present.
Why people of previous centuries were much more physically, conceptually, mentally stronger than the people of present time? Inevitably, they used more natural ways of acquiring knowledge, consumed uncondensed foods and genetically modified foods were far more to be produced then.
In conclusion, there always has to be measure in using computers and other technologies and try more natural ways of acquiring knowledge.

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COMPARATIVE ANALYSIS OF HISTORICAL WORKS

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Abstract

The article discusses that Mirkarim Osim provided the unity of form and content in the creation of historical work by finding a harmony between the composition of images, the composition of the narrator's speech, the composition of the plot. The similarity of the mythical worldview with the folklore narrative style of Mark Twain's historical novel can be traced in the story, but in terms of the narrative and the novel genre, some differences can be distinguished as both works have their own artistic and aesthetic concept.

Keywords: Time and place, set of characters, composition formation, historical narrative, historical novel, genre, situation, literary form, plot.

INTRODUCTION

It is known that the works are sometimes divided into such forms as "historical", "modern" and "fantasy". Herein, usually, the subject matter, time, and place are taken into account. By itself, its set of characters, as well as the language of the work refer to the subject, place, and time of the event. Hence, this feature also affects the designation of the compositional structure of works.

Moreover, the terms “historical narrative”, “historical novel” are also actively used, the meaning of the word “historical” has been partially explained above. The concept of "historical genre", "historical novel" is based on specific historicity [1, p.23]. The historical novel genre requires the depiction of a historical figure, a historical event, and a chronotype using romantic ideation. In this sense, even if a historical story is a product of epic ideation, it differs from the novel genre.

The second word in the terminology as "story", and "novel" define the difference in the genre of historical works. Even though both of them cover a historical theme, they differ from the compositional point of view. For example, when we talk about the story it is implied that the image, plot, the language of the work, the composition of the story, the possibilities of the genre are less than in the novel, the set of characters is simple, the image is not as wide, the number of characters is limited compared to the novel.

It is considered natural that the novel is a wider and larger work in terms of genre, and its structure (composition) is also different. Hence, the composition of the work depends on the genre of the work.

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Then, why the relationship between composition and genre is not studied, or even if they're a few, the number is little, and they do not adequately address the problem. In the meantime, the terms “genre” and “composition” are similar in some ways.

For example, the authors of the “Literary dictionary” have specified noting that “genre – literary genre, a historically formed type of literary work”, “...general features may include the literary type of the specific work, the main aesthetic feature, compositional features, image scale, forms of artistic speech and nature and others” [2, p.400]. If we pay attention, we can see that the features of the genre of the work also include compositional features.

The "Literary Encyclopaedic Dictionary", on the other hand, provides rather detailed information of scientific and theoretical information: They advance an idea that "composition is the proportion and relationship of the components of the literary form, that is, the construction of a work according to its content and genre” [3, p.164].

But there is one misunderstanding, which is that if the composition means the "coherence and relationship of the components of the literary form", then the content understood from the phrase "according to content and genre" in the definition is not included in the component of the form.

Herein, if the content and form are considered to be interrelated philosophical categories, then the genre and composition are included in the category of interrelated concepts within a work, and both are forms of content expression. Hence, the genre plays an important role in the composition of historical works. According to the Russian theorist G.N. Pospelov, "genre is not a specific historical phenomenon, but a typological one."

Here the scholar considers the genres included into one scope of one literary type, such as the epic genre of story, short story, novel as the works based on a broad description of their genres and a typological phenomenon in relation to each other. In this sense, too, the story and the novel as a genre have similarities in terms of their compositional structure.

Consequently, the historical reality expressed in historical works can be created based on the possibilities of the story or novel genre. Only in this case, the composition of the work is formed based on the requirements of this or that genre [4, p.233].

The connection of composition and genre was correctly shown by V.M. Zhirmunsky in his time: “Theories of composition and theories of poetic genres in the field of art, especially those that have already attracted the attention of researchers, are interrelated.

Each poetic genre (Eligius and ode, novella and novel, lyric poem and heroic epic, comedy, and tragedy) first manifests itself in music (sonata, symphony, etc.) as a unique compositional task that we encounter.The particular qualities of the art genre are determined by its composition”.

Thus, it is possible to analyze the composition of a story and a historical novel brought by the scientist based on the connection of the composition and genre. Notably, the composition of Mark Twain's novel "Joan of Arc" can be compared with the composition of the story "Tomaris".

True, the poetics of historical novels in world literature has been covered in works of such scientists like J. Nild, B. Matthews, H. Kem, A. Dickinson, A. Holder, G .; Butterfield, E. Lacey. In particular, the

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pursuit of activity of a separate research center on American historical novels at the Belarusian State University shows the need to pay attention to this problem in Uzbek literature.

Mark Twain created several historical works. However, among them, the novel Joan of Arc stands out as a mystical-tragic work. The main plot of the novel tells about the active social life of the protagonist Joan of Arc: her fight against the British invaders, her victory, speeches to inspire the people's spirit, the betrayal of the French aristocracy, the unfair trial and finally burning her alive. In fact, Joan, like Tomaris, has become a symbol of patriotism, courage, and bravery in the context of international cultural traditions.

The stability of these two women and the immortal courage they have left in the minds of mankind have helped them to discover new possibilities for each era. While the legend of Tomaris was still circulating among the peoples of the world during her lifetime, the poem "A Word About Joan of Arc" by the French poetess Christine de Pisan poem "A Word About Janna d'Arc" became popular during Joan's lifetime in 1429.

At those times, the folk drama "Mystery of the siege of Orleans" was staged. Since then dozens of mature writers have addressed this character sketch. We have also observed a similar attitude towards the personality of Tomaris and her courage. However, the poetics of the literary-historical works about them, in particular, the compositional structure, have not been compared.

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OFFICE OF THE REGISTRAR IN NIGERIAN PUBLIC UNIVERSITIES: PROBLEMS AND SUGGESTIONS

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Abstract
The article discussed the problems facing the office of the Registrar in Nigerian public universities. Secondary data was used to support the points raised in the article. This article obtains the secondary data from print material and online publication by recognized institutions and individual author. Some problems facing the office of Registrar of Nigerian public universities include; inadequate funding of the office of Registrar, inadequate staff/over-staffed, inadequate infrastructural facilities, inadequate working materials, poor capacity development of staff in the Registrar's office. To solve these challenges, this article recommends: that the school administrators should increase the funding of the office of Registrar, provide adequate infrastructural facilities, employment of more staff/deployment of staff out, provision of adequate working materials and effective staff development programme for staff in office of the Registrar.

Keyword: Challenges, Registrar, University, office

1.0 Introduction

University can be defined as "a community of teachers and scholars who commit themselves to the dissemination of knowledge through teaching and its acquisition through learning, research and scientific enquiry (Briggs,2012)".The university is saddled with the responsibilities of engaging in scholarly activities with the aim of expanding the frontiers of knowledge and innovations, inventions and discoveries of new thing. The universities are also known educating, teaching and transferring of knowledge to students. The university's scholars participate in activities both at the local and international arena to contribute to the development of the society and the world at large.

The university is structured to work with key principal officers like the Registrar. In the university governance, the office of the Registrar is the fourth in the line of authority. The principal officers of university are Vice Chancellor, the Chancellor, Pro Chancellor, Registrar, Bursar, university and Librarian.

The office of the Registrar is responsible to the office of the Vice-Chancellor for the day-to-day administration of the University while the Bursar is responsible to him for the day-to-day administration of the financial affairs of the University. The Vice-Chancellor is the Chief Executive and Academic Head of the university. Law vests him with the general function of directing the activities of

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the university for which purpose he is advised and assisted by the Deputy Vice-Chancellors, Registrar, Bursar, University Librarian, the Provost, Deans and Heads of Department.

The Registrar is the Chief Administrative Officer of the university and is responsible to the Vice-Chancellor for the day-to-day administration of the affairs (except financial affairs) of the University. The office of the registrar handles the administrative activities of the university, keeps the university records, overseer the administration of affairs such as academic; establishment; information; public relations; student s affairs; recruitment and promotion of staff; keepers of records and Secretary to committee and as from time to time assigned to him by the Vice-Chancellor. Registry office is presently organized into three main divisions: academic, personnel, general administration. Registrar office is an important office in the university system. The office of the Registrar is one office that less research/article has been conducted or written about. It is based on this that this article aims to discuss the challenges facing the office of the Registrar in the Nigerian universities.

2.0 Review of Literature

2.1 Concept of the Registrar office

The Registrar is the Chief Administrative Officer of the university and is responsible to the Vice-Chancellor for the day-to-day administration of the affairs (except financial affairs) of the University. The Registrar office is the administrative hub of the university. This office handles all the administrative matters of the university. The Registrar office takes charge of the information management of the university. Registrar is the head of the registrar office. The registrar of the universities is assisted by career offices such as Deputy Registrars, Principal Assistant Registrar, Senior Assistant Registrar, Assistant Registrar, Administrative Officers; Administrative Assistants and executive secretary on the other cadre include Executive Office, Higher Executive Officer, Senior Executive Officer, principal executive. Assistant Deputy chief Executive Officer, Chief Executive Officer.

The Registrar shall be appointed by the Council who shall be the Chief administrative officer of the university and shall be responsible to the Vice chancellor for the day-to-day administration of the university except as regards matters for which the Bursar is responsible. The registrar shall hold office for five years beginning from the effective date of his appointment and on such terms and conditions as may be specified in the letter in his letter of appointment, and may be re-appointed for one further period of five years and no more.

The function of the registrar shall be:

A) to keep in custody all record of the university;

B) to arrange for conduct of examination;

C) to act as secretary to and be responsible to the Vice-chancellor for executive action arising from a decision of Council, Senate, Congregation, Convocation, and such other bodies as the statutes may prescribe or the Vice-Chancellor or the Vice-Chancellor may direct;

D) to assist the Vice-Chancellor in the general administration of the university;

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E) to ensure that the university publications such as the university calendar, university prospectus, staff handbook, student handbook, university gazette, handbook on administrative procedures are updated and released regularly;
F) to handle establishment matters for senior, junior, intermediate, academic, non-academic and technical staff;
G) to liaise with the administrative unit heads and to network with staff and students unions in creating a conducive climate for the functioning of the university; and finally
H) to organize, direct and coordinate the activities of the administrative component of the university (FUW, Academic Brief,2015).
The Registrar is the principal administrative officer of the university. He is directly responsible to the Vice-Chancellor for the day-to-day administration of the university. The office of the Registrar is known as Registry. The Registry provides secretariat services to all Units of the University. Registrar is the secretary of Council, Senate and Congregation. The office of the Registrar handles formal correspondence on appointment, resignations, contracts, supplies, legal and property matters. The Registry contains several numbers of divisions, which include Establishment office, Academic office, Council of general administration, development and the liaison office. The office of the Registrar is the secretariat of the universities. The office receives official document within and outside the universities for the consumption of the university. Registrar office handles all issues of employment, promotion, termination of appointment, Staff development programme and all issues in the establishment.

3.0 Methodology

The objective of this article is to discuss the challenges facing the office of the Registrar. The researcher used secondary data. The researcher relies on published secondary data from reputable sources including review of published articles from reputable international journals such as CEON, Elsevier, Hindawi, JSTOR, IEEE, LearnTechlib SAGE, Nebraska and Springer amongst others. This work used Content Analysis in the selection and analysis of papers, journal and abstract used for the article. The design adopted for this article was to show understanding of the problems facing the office of the Registrar and how to solve it. This study employed content analysis method by selecting the relevant content of the various literatures related to this study; and the literature review enable the overall development of the study, which ordinarily centered on theoretical and conceptual exploration.

4.0 Challenges facing Registrar Department of Nigerian Public Universities

Some problems facing the office of the Registrar in some Nigerian public universities include; inadequate funding of Registrar departments, inadequate staff/over-staffed, inadequate infrastructural facilities, inadequate working materials, poor capacity development of staff in office of the registrar and leak of confidential information.

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4.1 Inadequate Funding

Inadequate funding is one challenge facing the office of the Registrar of many Nigerian universities. The yearly budgetary allocation for the administration and management of the office of the Registrar is not adequate. The office of the registrar is the engine room of the universities; it requires large sums of funds for internal administration and management. The impress for the management is too small. Generally, the annual budgetary allocation for the administration and management of the universities from the government is not adequate, and this affects allocation for the others sub-units in the universities. The administration of the universities is capital intensive and more funds are needed to implement the various units within the system so that the goals and objectives of the universities can be wholly realized. The universities can be described as a system with many sub-units that must all functions together in order to fully realize the objectives of the system. The problem of inadequate funding is a general problem facing the entire university system. Osunyikanmi, (2018), Okoli, Ogbondah, & Ewor, (2016) , Ogbondah (2010) and Uzoka, (2007) all agreed that inadequate funding is a major problem facing the university education in Nigeria. Therefore, government must provide adequate funds for the survival and sustainability of the university system in Nigeria.

4.2 Inadequate Staff /Overstaffed

Another problem that is facing the office of the registrar in some of the Nigerian universities is under-staffed or over-staffed. Some offices of the registrar in some universities across the country are understaffed and this is affecting the administration of the office. The non-academic staffs working in such offices are over worked and they don't rest from office responsibilities while academic staff in office registrar where the office is over-staffed. Staffs here are redundant and have less work to do. Some of the academic staff here roams about from office to office because they lack official duty to handle or execute. This submission is in line with NEEDS (2014) who reported that many Nigerian universities are overstaffed with non-academic staff.

4.3 Inadequate Infrastructural Facilities

Inadequate infrastructural facility is another major problem facing office of the Registrar in the Nigerian universities. Infrastructural facilities refer to those social capital that enable both academic and non-academic staff to discharge their functions without hindrance. Modern and adequate infrastructural facilities remain the bedrock of effectiveness and efficiency performance in the universities system. The infrastructural facilities for staff include; spacious and well furnished offices, uninterrupted power and water supply, ICT facilities, office equipment such as table, office chairs, fans, stable internet services, good road network among others. It is unfortunate that many registry departments in Nigerian universities do not have adequate offices to accommodate their staff. Due to inadequate offices, this makes many staff of registry department to share offices, office meant for two or four staff ended be filled with ten. The inadequate infrastructural facilities of many registry departments are affecting the smooth administration of the universities since the major administrative function of the universities comes from the registrar's office that oversees the registry department.

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There is no how academic staff can effectively discharge its responsibilities in an work environment not conducive due to lack of offices and office equipments. Inadequate infrastructural facility is a common problem facing the entire university system. Research revealed that most universities in the Northeast Nigerian do not have adequate infrastructural facilities. Udida , Bassey, & Udofia, (2009),John, (2016) and Ojo (2018), also agreed that inadequate infrastructural facilities is a problem facing the universities.

4.4 Inadequate Working Materials/ input

The office of the Registrar is one office in the Nigerian universities that is always busy with administrative works of the universities. The office of the Registrar uses much office equipment due to the responsibilities the office is performing. Office equipment include Stapler, Eraser, Push-pin, Drawing pin (U.K)/ Thumbtack (U.S), Paper clip, Rubber stamp, Highlighter, Fountain pen Pencil, Marker, Ballpoint, Bulldog clip, Tape dispenser, Pencil sharpener, Label, Calculator, Glue, Scissors, Sticky notes, 4A Paper, Notebook, Envelope, Clipboard, Monitor, Computer, Keyboard, Folder, Fax, Filing cabinet, Telephone, Swivel chair, Desk, Wastebasket, printer and calculators are inadequate in some offices of the Registrar across the various universities in the country and this is affecting the administration of the universities since the administration of the universities depends on the office of the Registrar. There are many factors responsible for this inadequate working equipment in most office of the Registrar in the Nigerian universities. Some of the caused include inadequate funding of the universities, lack of maintenance, and mismanagement of the resources, institutional corruption and poor supervision. John (2018) submitted that the inability of the university system to provide the adequate working materials to the non-academic staff is affecting the provision of services in the universities.

4.5 Poor Capacity Development of Staff

Training and retraining programme for academic staff is key to the realization of the universities' objectives. Non-academic staff needs constant training and retraining to function properly and be at the top of his work. Continuous professional development is the key to upgrade the skills, knowledge and technical known how of the academic staff to be positioned for an excellent job performance in the universities. It is unfortunate that as important as training and retraining programme is to the development of academics in the universities and for the realization of the universities objectives, that much attention is not given to non-academic staff of the Nigerian universities especially those working under the office of the registrar. Many staff working under the office of the registrar has not been given the opportunity to go for training and retraining programme to upgrade their administrative skills and knowledge of working in a corporate establishment like the office of the registrar. The poor capacity development of many non-academic staff in the Nigerian universities is affecting their productivities. Poor capacity development of staff is a challenge facing the entire university system in Nigeria. Adejare, Olaore, Udofia, Emola (2020) did a study to determine the extent to which induction, demonstration, on-the-job and formal training which are all elements of employee training and development enhance

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managerial efficiency by looking at employee productivity and quality of service delivery. The results revealed that on-the-job training has a significant negative relationship with the quality of service delivery in Nigerian universities (t = -4.454), (p < 0.05) and β = -0.20) which could be because most Nigerian universities do not deliberately place new employees to learn directly from a current employee in order to improve their performance. Hence, the study shows that the only way to resolve inefficiency among non-academic (administrative) staff in public tertiary institutions is to integrate effective training into employee career management and adopt employee performance evaluation process as contained in the private organizations. Basil, Felix, Eno (2013) and Bernadette & Ukaegbu, (2017) also submitted that poor staff development is a problem facing the universities in Nigeria.

4.6 Leak of Confidential Information

Leak of confidential information from the office of the registrar is another major problem facing the office of the registrar in some Nigerian universities. The registrar office is the administrative hub of the universities. Office of the registrar is saddled with the responsibilities of keeping the fundament document of the universities. The registrar office is the secret office of the universities where confidential document, minutes of official meeting, circular coming in and going out are kept. The registrar office is a central office that manages all the confidential information of the universities. It is amazing that due to poor capacity or lack of professionalism, many staff of the office of the registrar leak official document to the public or official committee report that are supposed to be within the reach of only school administrators and managers.

4.7 Poor ICT literacy / Inadequate ICT Facilities

ICT literacy is the ability to handle ICT facilities independently and use it for its purpose without assistance. ICT literacy is the ability and capacity to use ICT facilities without seeking for an external help. Many staff working in some offices of the Registrar across the Nigerian universities are not computer literate. They cannot independently use some software in the computer system to type, draw, and computer data/information. They cannot use the computer system to print document and some cannot even use the photocopy machine. Another problem in regarding the application of ICT for teaching is the poor ICT literacy rate level of many academic staff in the Nigerian higher institutions. The problem facing the academic staff of the Nigerian universities is that majorities of them are not computer literate. Another challenge facing the office of the registrar of some universities in Nigeria is the problem of inadequate ICT facilities like computer system and laptop for the staff. Many Nigerian universities failed to provide staff working in the offices of the registrar with laptops and computers in order to enable them carry out their functions properly. The Information and Communications Technology (ICT) is the technology that has brought excitement to teaching, learning, and research. It has become a major educational technology. In its simplest form, it can prepare and reproduce handouts or make presentations of learning materials as slides in lecture rooms. It is unfortunate that many higher institutions in the country do not have adequate ICT facilities to support administrative services in the respective institutions in the country. Livinus,(2013) observed in his study that50% of

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the respondents have tried to use computer while about 7.5% of them being non-academic counterparts do not. A percentage of 38.5 of academic staff and 33.5 of non-academic staff were not computer literate. Only 11.5% academic and 16.5% non-academic were literate in computer. 37.5% and 44.5% of academic and non-academic staff respectively have no computers of their own. 37% and 33.5% of academic and non-academic staff respectively cannot make use of computer. 13% academic and 20.5% non-academic staff respectively can surf the internet. The level of computer literacy among the staff of the college is unimpressive. It is worthy of note that more of non-academic than academic staff are computer semi-literate.

5.0 Way forward for sustainability of Registrar Department in the Nigerian Public Universities

To solve these challenges, this article recommends: that the school administrators should increase the funding of registrar department, provide adequate infrastructural facilities, employment of more staff/deployment of staff out, provision of adequate working materials and effective staff development programme for staff in registrar department.

5.1 Increase the Funding

For effective administration in the registrar's office, the school administrators and managers should increase the annual budgetary allocation of the office of the registrar to enable the office carry out its fundament function with no problem. The government needs to increase the funding of the universities so that school administrators can also increase the allocation going to the various sub units in the university system for effectiveness and efficiency.

5.2 Adequate Infrastructural Facilities

Government as well as university authority should provide adequate offices and ICT facilities for the office of the registrar of the Nigerian universities across the country to enable staff working in the department to have adequate offices to work and feel comfortable.

5.3 Employment/ Deployment of Staff

The School administrator and managers of universities are to carry out internal staff audit to identify where there is a problem of shortage and surplus within the university system and carry out deployment exercises to balance the system. With shortage, the universities administrators should employ more registry staff to reduce the workload of the existing staff.

5.4 Adequate Working Materials

The office of the registrar is a powerful office, so the problem of inadequate office equipment should not be mentioned. The school administrators should provide all the office equipment need by the office of the registrar to enable the staff carry out their work with no hindrance.

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5.5 Effective Staff Development Programme

Training and retraining programme for non-academic staff, especially those working in the registrar's office is very important to develop their capacity. So, the school administrators should allocate more slot of TETfund staff workshop for staff in the registrar's office.

5.6 Capacity on Information Management

To solve the problem of leakage of confidential information in the Registrar's office, there is a need to organize training for the staff of the Registrar's office on effective Information management. The management should design riot act for staff working in the registrar's office to prevent the leakage of confidential official information from the office of the registrar.

6.0 Conclusion

The office of the Registrar is an important office in the university's administration system in Nigeria. The office of the Registrar is the engine room of the universities. This article discussed the problems facing the office of the registrar in Nigerian public universities. The article identified the following; inadequate funding of registrar office, inadequate staff/ over-staffed, inadequate infrastructural facilities, inadequate working materials, poor capacity development of staff in office of the Registrar as the problems facing the Registrar's office of Nigerian universities. To solve these challenges, this article recommends: that the school administrators should increase the funding of Registrar office, provide adequate infrastructural facilities, employment of more staff/deployment of staff out, provision of adequate working materials and effective staff development programme for staff in office of the Registrar.

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LANGUAGE GAMES IN LITERARY TEXTS

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Annotation
The article examines the features of language games in literary texts. It characterized language games as "life forms". And also from the point of view of compliance with speech realities, language games are interpreted as local areas or aspects of the language, as integral languages.

Keywords: language games, use of language, use of signs, samples of speech practice, forms of life, family resemblance.

INTRODUCTION

Language games are understood as models (patterns, types) of the language, its variable functions. Like all models designed to clarify the complicated, incomprehensible, "language games" appear in Wittgenstein's concept primarily as the simplest or simplified ways of using language, giving the key to understanding more mature and often unrecognizably modified cases. "Language games are simpler ways of using signs than we use signs in our highly complex everyday language," Wittgenstein explained his idea in lectures to students.

The understanding of language games as "the simplest forms of language" is preserved in "Philosophical Investigations" and subsequent works of the philosopher. Moreover, it is constantly emphasized that the root forms of language are inherent in an inextricable connection with life: "I will also call a language game the whole, consisting of language and actions in which it is woven." "Games are examples of speech practice, the unity of thought-word-deed, as well as the circumstances under which all this taken together is carried out," works. "To explain the idea of a language game, Wittgenstein sometimes compared it with a theatrical performance, where they are combined into one whole." stage platform "," acts "," actions "," roles ", specific" scenes "," words "," gestures "(" moves "in the game). Over time, the philosopher increasingly began to characterize language games as" forms of life "... The concept of a language game, like all others in the concept of late Wittgenstein, does not belong to the number of clearly delineated, theoretically defined. Its boundaries are "blurred", but you cannot blame the philosopher, if only because his task did not include - it was emphasized many times - the creation of any kind of theory - be it a theory of language, meanings of signs, or something yet.

Theories (or something-concepts) did not now seem to Wittgenstein to be in any way effective for clarifying the mechanisms of language and mastering them (knowledge-how). Unlike the first period of creativity, he is no longer guided by the ideal of accuracy, since he has comprehended that in the practice of language the alternative "exact-imprecise" becomes very mobile and relative. In other words, in different types of practice, in different situations (contexts), these concepts acquire different meanings - different "business games" are played with them, and therefore, language games.

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And at the same time, many cases are found for which special accuracy (mathematical, logical, technical, linguistic, etc.) is not required at all and therefore its search becomes unjustified and ridiculous. The philosopher also classifies the concept of play as a concept that does not imply and does not admit a "precise definition". The fact is that games in general, like many other realities, do not have a set of stable typical features inherent in each of them separately, and therefore, in all games taken together. The similarity between them has that special character that Wittgenstein called "family resemblance." From the point of view of compliance with speech realities, language games can be interpreted as local areas or aspects of the language, as integral languages of a simpler type than a complex modern language (say, as the languages of primitive tribes), or as the practice of teaching children their native language. Being simplified speech forms, language games actually underlie the complicated forms and therefore serve as a convenient abstraction that provides a key to understanding them.

In addition, reading Wittgenstein's texts, you notice that language games are often invented artificially, as a mental experiment. In this case, they may not have a direct real analogue and serve only as a means of revealing and understanding what is present in ordinary language in a latent form, indistinctly. However, the same is essentially the purpose of the "games", which have quite real speech analogs.

For every speech practice at least developed, its elementary samples are sought. Then, on this basis, a gradual mental re-creation or "reconstruction" of more mature practices is carried out. And now, arbitrarily complex types of games, including those associated with the use of artificial languages, are in the field of attention. In other words, in a Language there is, as it were, a multitude of languages that perform very different functions. When a child or an adult, Wittgenstein explains, learns what might be called special technical languages - i.e. using maps, diagrams, descriptive geometry, chemical symbols, etc., he learns new languages). At the same time, Wittgenstein's texts constantly mean the logical-genetic subordination of games according to the principle of "primary / secondary" or "initial / derivative" and its role in conceptual clarifications is very important [1].

So to clarify such a complex concept as "infinite", a group of fictional, but in principle possible, plausible linguistic practices is introduced. For example, a tribe is invented that can count to 10, then tribes that have a complicated count, say, up to 159 or more. Finally, a community is mentally constructed that has at its disposal two ways of calculating - closed and open. The second, unrestricted, account system is associated with the operation "et cetera". It is this operation that clarifies, according to Wittgenstein, the mystery of the birth of the idea of the infinite. Revealing its simple earthly "sprout", it allows you to mentally "nurture" it, to trace step by step possible transitions from simple to more and more complex cases - up to those abstract judgments about the infinite in pure mathematics and metaphysics that cause the characteristic effect of dizziness, feeling mystical. Such a reconstruction sees the way to overcome the philosophical and linguistic illusion about the unusually difficult, incomprehensible nature of the concept of the infinite. The use of language games makes it clear that our use of the word "endless" is essentially as straightforward as the word "open", and the idea that its meaning is "transcendental" is inspired by a misunderstanding.

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As a result, the "infinite" acquires a completely earthy basis: the open system of calculus is characterized by the fact that the "game" goes with the system of constructed numerals. The given example shows that the method of language games (as a clarifying procedure) includes - along with other points - a kind of "grounding" of abstractions [2], the search for their "root basis".

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IMPACTS OF READING BOOKS IN IMPROVING WRITING PROFICIENCY

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ABSTRACT

This article highlights the importance of reading not only in education but also in a person's whole life, how it helps to improve writing skills, and how to solve the difficulties encountered in writing a task by reading a book. This article also presents the results of questionnaire, which determine how much reading has helped to improve writing proficiency.

Keywords: memory management, vocabulary, grammar, new ideas

INTRODUCTION

The book is an inexhaustible source of knowledge in people's life. The role of books in our life can hardly be overestimated. By reading extensively, students develop good reading habits, build up knowledge of the target language, and gain encouragement and pleasure from reading [1]. The importance of reading is due to the fact that it develops thinking, enriches people with knowledge, and helps to keep the mind active. Reading is an interactive or socio-cognitive process that results in creating meaning from the printed text [2]. From books, you can glean a variety of information that cannot be found anywhere else. For many centuries, reading for many people remained the main form of leisure time, and even after the advent of radio, television and the internet, books continue to be the most important source of information, and reading is one of the most common ways of spending time meaningfully. As a person reads books, they memorize their contents, which stimulates the area of the brain responsible for memory management. So reading can increase memory and attention.

There are also many other benefits of reading. For instance, reading has a great role in improving writing skills. We do not learn to write by writing, but rather by reading [3]. Good reading, like effective writing, involves generative processes that create meaning by building relations between the text and what we know, believe, and experience [4]. Reading can improve people's writing skills because it adds new words to vocabulary. The more people read, the more new words they will get to use in their writing. When they start writing something on topics, they can use the new words that they have learned. Whenever pupils read new books, they understand their meaning, but beyond that, they also see a way of writing that helps them write correctly. Reading helps expand vocabulary, gains understanding of other writing styles and techniques, and helps develop creativity.

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Many students also find the writing task difficult. Because they face different difficulties in performing the writing task. Vocabulary is the main reason that puts students in a situation that is extremely unpleasant. Because they will not be able to find words to express their thoughts perfectly while completing the writing task. Or they cannot use words in their own sense. Another aspect that makes it difficult for students to complete a writing task is the grammar. If a student does not have enough knowledge of the necessary rules of grammar, it is impossible to make a sentence, even if the vocabulary is sufficient. It is also possible to express meaningful and relevant ideas during writing. But sometimes no suitable ideas can be found for the topic of writing. And a reading can be a solution to these problems encountered in completing the writing task.

Vocabulary

Vocabulary is very important in all aspects of language, such as reading, writing, speaking and listening. Mainly in the writing task strong vocabulary is required to express ideas skillfully. Vocabulary is important in intelligibly conveying ideas to the reader.

Ways that having a strong vocabulary helps when writing include:

- being able to choose more descriptive words to help your reader envision what you are describing.
- being able to adapt your writing for your audience (e.g., simpler words for children and more complex words for college students).
- creating more variety in paragraphs and sentences with vocabulary words which keep your reader interested in what you have to say [5].

Reading builds vocabulary skills and background knowledge that strengthens reading skills and increases the enjoyment of reading [6]. Reading is the simplest and most effective way to improve vocabulary and apply them in performing a writing task without difficulty. Students can memorize words naturally through reading. During reading, students encounter a number of new words. And by seeing the translation of these words through the dictionary, by re-encountering these words in the text, these new words can be stored in memory for a long time. Students also do not have to spend time translating them from dictionary, it is also possible to learn the translation of unfamiliar words simply through the context when they encounter new words during reading.

Grammar

Grammar is necessary and important part of writing. It represents one of the key aspects of language learning. It is on the basis of existing grammatical dogmas that words are built into phrases, and then whole sentences are formed. Only thanks to grammar, writing becomes meaningful and understandable to the majority. Without knowledge of grammar, people simply will not be able to master the language skills qualitatively, to make writing coherent and understandable.

Grammar can also be improved through reading. During the continuous practice of reading, the reader encounters different grammatical structures. So the ones that cause grammatical difficulty in expressing ideas are articles, tenses, and proportions. While reading, these structures, tenses, articles, and prepositions become sealed in the pupil's brain if special attention is paid to them. For each learned

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grammatical rule, it is also possible to reinforce them by composing sentences independently. And during writing they can be used without difficulty.

New ideas/points

The most common problem encountered in performing a writing task is a lack of meaningful and relevant ideas. Sometimes there is no idea to write an answer to a given writing question. The solution to this problem can also be reading. Reading is one of the most important sources of information [7]. Reading opens up new ideas for people. There are so many ideas that we have never even heard or considered. However, as we read a small book, we may come across ideas that can change the world around us. The books contain a wealth of experience and knowledge of other people, a lot of ideas, techniques, and strategies. Through reading, people will discover stories, facts, and arguments for their work, discover new ideas, and find connections that will improve their writing.

Questionnaire

Aim of the Questionnaire:

The purpose of this questionnaire is to provide English language learners with books and to determine how much it helped them improving writing proficiency by reading these books over time.

Which part of the writing task did reading help the most?

Options	Number	Percentage
Vocabulary	7	28%
Grammar	3	12%
New ideas/points	5	20%
All of them	8	32%
Did not help	2	8%
Overall	25	100%

As can be seen from the table above, a large percentage of foreign language learners have noted that the problems they face in completing a writing task can be solved through reading. For example, 28% of people reported that they improved their vocabulary by reading. "All of them" has showed the highest score in this table. It means that, reading was very helpful in all aspects of writing, which makes it difficult for foreign language learners to complete a writing task.

In conclusion, the book plays a huge and most important role in a our life. Reading books contributes to the mental development of children and adults, improves imagination, makes a person more educated. And sometimes, through books, you can even get a useful life experience that almost does not differ from the real one. Books are read to gain knowledge, to find ideas, but we can also say that books form a worldview, values, beliefs, personal philosophy, and all this undoubtedly affects the standard of living in general. Reading opens up new worlds. Reading allows you to travel and get to know different cultures, religions, places and people, all through the pages of a wonderful book.

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CLASSIFICATION OF FACTORS INFLUENCING THE DEVELOPMENT OF THE ENGINEERING INDUSTRY

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Annotation

In order to increase the investment activity of enterprises in the national economy, attract and effectively use foreign investment, the country implements public investment programs. These programs serve to technically re-equip manufacturing enterprises, implement production and economic modernization programs, and ensure sustainable economic growth.

Keywords: Structural reforms, foreign investment, economic decisions, development of production, engineering and metalworking industries.

Introduction

Due to inflationary processes in a market economy, the value of fixed assets is revalued, and therefore the only source of increasing the investment activity of enterprises is the accelerated depreciation of fixed assets.

The investment program is a set of socio-economic and economic decisions that determine the priorities of capital investment in the economy and ways to use them effectively, and today the main directions and measures of investment programs in the country are:

Providing priorities for structural reforms in the economy;

Creation of a material production base for the implementation of effective measures to compensate for imports and expand export potential;

Organization of product competitiveness;

Increase the investment activity of enterprises and attract foreign investment on a large scale;

Large-scale attraction of foreign investment for the development of production, technical re-equipment and modernization, creation of new jobs;

Increase the level of localization in the production of finished products and spare parts;

Expansion of production of export-oriented competitive products, etc.

The investment attractiveness of the enterprises of the industry has played an important role in investing in the engineering and metalworking industries. In this regard, a number of factors affect the investment attractiveness of enterprises, and this set of factors can be divided into two groups.

Main part

Uzbekistan is one of the fastest growing economies in the world. The fact that the country is achieving high rates of macroeconomic growth at a time of ongoing global financial and economic crisis is further evidence of the right choice of long-term development strategy.

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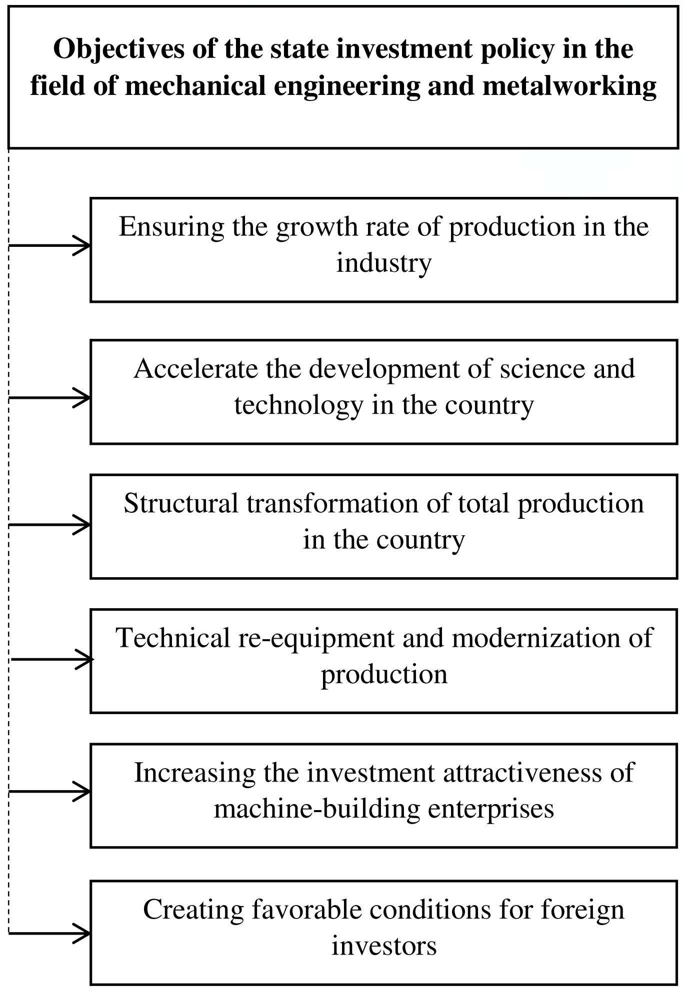

Fig 1.

Objectives of the state investment policy in the field of mechanical engineering and metalworking
Sources of foreign investment in machine-building and metal-working enterprises are:
Non-refundable budget funds of different levels, allocations from various business support funds;
Foreign investments, international organizations, financial institutions, and funds provided by the state;
various types of loans, including loans, non-repayable funds to support entrepreneurs and government funds, bank loans, funds of other institutional investors (investment funds and companies, insurance companies, pension funds) and promissory notes and other funds.
However, it should be noted that in the structure of the main sources of investment, the internal funds of enterprises, depreciation, play a leading role, and its share usually exceeds 70%.
According to S.A. Jigarev, the main goal is to modernize production in the machine-building industry, increase the efficiency of investment processes, and its auxiliary goals are:
Development of cooperation and integration, improvement of organizational and economic relations;

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Activation of investment processes on the basis of scientific and technical development with the help of logistics;
Organization of marketing research and product sales;
Ensuring the expansion of reproduction on the basis of modernization;
Improving the organization of the use of labor resources, the formation of social infrastructure.
Today, participants in investment processes in the engineering and metalworking industry are not only investors (legal entities and individuals investing cash and other resources), but also customers (legal entities and individuals authorized to implement investment projects), users of investment activities (investment activities). Legal entities and individuals creating the object) and investment exchanges, banks, insurance suppliers and other intermediary organizations are also participants in this process, and the investment process includes:
Direct (real) investments in construction, repair of new productions, acquisition of means of production;
Bank investments - investment of bank resources;
Investments in fixed assets - the acquisition of production equipment, machinery and construction of new production facilities of machine-building enterprises;
Intellectual investment - investment in the training and education of specialists and the development of scientific and technological progress;
Portfolio investment - investing in stocks, bonds and other securities for profit;
Foreign investments - long-term investments in the capital of foreign owners;
Investments in human potential;
Innovative investments;
Risky investments;
Venture investments.
At present, in the world practice, the main dynamics in the trend of investing in the engineering sector in many countries is formed by the following directions:
Investment in the creation of new equipment, the use of innovations and modern technologies, the introduction of new developments in production;
Investments in production modernization (technical and technological modernization, product modernization, modernization of training and management systems);
Investments in ensuring the competitiveness of products, improving their quality and energy efficiency, as well as stimulating the production of high-tech industries, etc.
The analysis shows that in recent years, the demand for products of the machine-building industry with a high capacity of innovation and science and technology in world markets has increased.
As a result, there have been significant changes in the export structure of many countries, and the share of products of this sector in the commodity structure of exports has increased.
As a result, due to the above, many countries have begun to move to different ways of supporting high-tech machinery industries, and in practice, various forms of financial support for enterprises in this sector have begun to emerge.

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In January-March 2020, the GDP amounted to 55,729.1 billion soums in the production of goods and 44,172.0 billion soums in the provision of services. soums, and net taxes on products amounted to 10,616.7 billion soums.

In January-March 2020, the value added of the industrial sector increased by 4.0%. The positive impact of industrial production on the absolute growth rate of GDP was 1.2%. Positive dynamics in the industrial sector 8.9% of the value added of the manufacturing (processing) industry (in January-March 2019 - 7.5%.

In January-March 2018 - 3.6%) due to the growth of after a significant increase over the past two years, the value added of the mining industry and the open pit mining industry decreased by 11.9% in comparable prices (5.3% in January-March 2019). ha, an increase of 25.8% in January 2018).

In the regions of the country there is a development of industries and an increase in the production of competitive industrial products. As a result of projects implemented in the regions for the production of competitive industrial products in 2017 in Andijan, Khorezm, Namangan regions, the Republic of Karakalpakstan and Tashkent in 2016 a significant increase in production was achieved.

The city of Tashkent (19.6% of the total), Tashkent (14.6%), Andijan (9.2%) and Kashkadarya (7.5%) regions account for the share of industrial production in the republic. The lowest share in the structure of industrial production is in Surkhandarya, Jizzakh, Syrdarya, Namangan and Khorezm regions.

The volume of industrial production per capita is much higher in Navoi, Tashkent regions and Tashkent city than in other regions. In 2017, 10.2 thousand industrial enterprises were established in the country. Of these, 2.6 thousand enterprises are in Tashkent, 1144 in Fergana region, 1057 in Tashkent region and other regions. In short, as a result of the ongoing reforms and programs in our country, industrial sectors are developing in the national economy.

The development of industries will increase the volume of production and exports of industrial products in the country, their role in employment and, ultimately, increase the living standards and quality of life.

The increase in financial stability of enterprises was due to the measures taken to modernize, technical and technological re-equipment of economic sectors, improve fiscal policy, as well as the introduction of a new Tax Code, which came into force on January 1, 2008.

The positive growth in the volume of foreign direct investment in the structure of funding sources was due to the newly adopted regulations. The Resolution of the President of the Republic of Uzbekistan "On measures to further deepen the privatization process and actively attract foreign investment in 2015-2019" has accelerated their growth.

In the first quarter of this year, foreign direct investment and loans accounted for 11.4% of total capital investment, an increase of 1.4 percentage points compared to the first quarter of 2019.

In January-March this year, the bulk of investment was directed to the development of basic sectors of the economy (industry, transport, communications), which led to an increase in investment in manufacturing to 72.6%. In the same period last year, the figure was 61.0%.

The development of these industries will ensure the economic independence and security of the country, as well as accelerate the formation of production infrastructure.

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TAKHRIJ AND SYARAH HADITH OF CHEMISTRY: RUSTY IRON IN HADITH PERSPECTIVE

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Abstract
The purpose of this study is to discuss the hadith of the Prophet Muhammad Saw. about iron rusting. This research method is qualitative through the takhrij and sharah hadith approaches with chemical analysis. The results and discussion of this research are about the rusting of iron and also how to remove it, one of which is by means of electroplating. In addition, several uses of iron were also found, including as an ingredient for making household utensils, jewelry or dowry, and also as a medicinal tool. This study concludes that the use of iron and its maintenance has been recommended by the Prophet Muhammad Saw. based on takhrij and syarah hadith. This research recommends developing iron through chemistry.

Keywords: Chemistry, Hadith, Iron, Syarah, Takhrij

Introduction
Iron is a metal that is very active and readily reacts with oxygen in the air, resulting in ferrous rust ($Fe_2O_3.xH_2O$). The reaction between metal and oxygen can cause the object to rust. When viewed from a scientific point of view, corrosion (corrosion) of metals results in a decrease in quality and material loss. For this reason, metal plating is necessary so that the metal is protected from corrosion and has a long enough durability. One of the efforts to protect metals from corrosion is the application of the principle of electroplating. Electroplating is a method of plating metal using an electric current (Salma 2016). In electroplating, metals that are more corrosion resistant (not easy to rust) are used. Electrochemically, the metal used is a metal that has a smaller reduction potential than the metal it is coating on. Copper metal has a smaller reduction potential than iron, so that it is possible for copper to coat the iron so that it does not rust.
There is a hadith of the Prophet with regard to iron rust in Musnad Imam Bukhari Number 1738:

قَالَ يَقُولُ عَنْهُ اللَّهُ رَضِيَ هُرَيْرَةَ أَبَا سَمِعْتُ يَقُولُ يَسَارٍ بْنَ سَعِيدَ الْحُبَابِ أَبَا سَمِعْتُ قَالَ سَعِيدٍ بْنِ يَحْيَى عَنْ مَالِكٌ أَخْبَرَنَا يُوسُفَ بْنُ اللَّهِ عَبْدُ حَدَّثَنَا
الْحَدِيدِ خَبَثَ الْكِيرُ يَنْفِي كَمَا النَّاسَ تَنْفِي الْمَدِينَةُ يَوَهِ يَثْرِبُ يَقُولُونَ الْقُرَى تَأْكُلُ بِقَرْيَةٍ أُمِرْتُ وَسَلَّمَ عَلَيْهِ اللَّهُ صَلَّى اللَّهِ رَسُولُ

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Having told us' Abdullah bin Yusuf told us Malik from Yahya bin Sa'id said, I heard Abu Al-Hubab Sa'id bin Yasar say; I heard Abu Hurairah radhiallahu'anhu say, Rasulullah ﷺ said, "I was ordered (to migrate) to a place where the appeal is more dominant than other places, namely the city of Medina, this city cleanses people (evil ones) as a tool for wrought iron. which cleans iron rust "(HR. Bukhari No. 1738).

Based on the above description, a research formula is compiled, namely the formulation of the problem, research questions, and research objectives (Darmalaksana 2020a). The formulation of this research problem is found in hadith of the Prophet SAW. about iron rusting. The research question is how the hadith of the Prophet Muhammad SAW. about iron rusting. The purpose of this research is to discuss the hadith of the Prophet Muhammad SAW. about iron rusting.

Research Methods

This research method is qualitative through literature and field studies (Darmalaksana 2020b). Meanwhile, the approach applied is takhrij and syarah hadith (Soetari 2015). The interpretation in this study used an approach with chemical analysis (Sudiarti, Delilah, and Aziz 2018).

In general, there are two stages of research on hadith, namely takhrij and syarah. Takhrij is the process of extracting a hadith from a hadith book to examine its validity, while sharah is an explanation of the hadith text with a certain analysis (Soetari 2015). The field of chemistry itself, as a means of interpretation in this research, is the science that studies the structure of matter, the composition of matter, the properties and changes of matter that occur when a chemical substance interacts with others, as well as the energy involved in its changes (Hernani 2014).

Results and Discussion

First, a search was carried out through the hadith application regarding the key word "iron" until the hadith was found in the book Musnad Imam Bukhari Number 1738, as presented earlier.

Table 1. List of Rawi Sanad

No.	Rawi Sanad	Birth/Death		State	Kuniyah	Scholars' Comments		Circles
		B	D			-	+	
1	Abdur Rahman bin Shakhr		57 H.	Madinah	Abu Hurairah		Shahabat	Shahabat
2	Sa'id bin Yasar		117 H.	Madinah	Abu Al Habbab		Tsiqah	Tabi'in Middle Circles
3	Yahya bin Sa'id bin Qais		144 H.	Madinah	Abu Sa'id		-Tsiqah -Most tsabat -Tsiqah ma'mun -Tsiqah tsabat -Imam	Tabi'in Ordinary Circle
4	Malik bin Anas bin Malik bin Abi 'Amir		179 H.	Madinah	Abu 'Abdullah		-Tsiqah -Tsiqah ma'mun	Tabi'ut Tabi'in among the erderly
5	Abdullah bin Yusuf		218 H.	Maru	Abu Muhammad		-Tsiqah -Hafizh -Mentioned in'ats tsiqaat	Tabi'ul Atba' among the erderly
6	Imam Bukhari	194 H.	256 H.	Bukhara	Amirul Mukminin fil Hadits		Imam al-hadits	Mudawin

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Table 1 is a list of the rawi and sanad under study. Rawi is the narrator of hadith while sanad is the chain of narrators from companionship to mudawin, namely scholars who record hadiths in the hadith book (Soetari 1994). According to the science of hadith, the requirement for shahih hadith is that rawi must be positive according to the comments of the scholars. If there is a comment from a scholar who gives a negative assessment to one of the narrators in the sanad lane, then the hadith is a hadith dhaif (Darmalaksana 2020d). Hadith shahih is a strong hadith while a hadith dhaif is a weak hadith (Soetari 1994). Requirements for authentic hadith must also be continued. If the hadith sanad is broken, then the hadith is a dhaif hadith. The proof of continuity is meeting between teacher and student. If there is no objective evidence, the encounter between teacher and student can be seen from birth and death. If there is no data on births and deaths, it is predicted that the average age of scholars is around 70-90 years. The meeting of teachers and students can also be seen from the narrator's life journey. If the teacher and student are in the same place, it is predicted that the teacher and student will meet (Darmalaksana 2020d).

The quality of this hadith is shahih. Because, from the side of the narrator, there were no comments from scholars who gave negative assessments. Also from the sanad side, it is connected from friend to homecoming. Basically the science of hadith has another parameter in providing reinforcement to hadith. Among other things, hadiths are called mut Worries in a very popular sense if the hadiths being researched are scattered in several hadith books (Soetari 2015). The distribution of this hadith acts as martyr and mutabi. Shahid is another hadith of a kind whereas mutabi is another sanad (Darmalaksana 2020d). The rest, as far as hadith is the virtue of Islamic practice, it can be argued even though its status is dhaif (Darmalaksana, Pahala, and Soetari 2017).

The scholars have given syarah, namely an explanation of the content and meaning of the hadith (Darmalaksana 2020c). According to the view of the scholars, Imam Bukhari made the chapter titles as the hadith lafazh. The factor which indicates that these are evil people is clear from the tasybih (likeness) mentioned in the hadith. As for the meaning of the history which uses the word tanqi (cleanse) instead of the word tanfi (to remove) is human in general (Salma 2016).

Hadith says that “Medina bring out the bad”أُمِرْتُبِقَرْيَةٍ (I was ordered to a village), that is, I (Rasullah Saw.,) was ordered by my Lord to migrate to a village, or I was ordered to live in it. The first interpretation is understood on the basis that he said it in Mecca, while the second interpretation is understood that he said it while in Medina. The purpose of the order was to eat villages. Namely, dominating or defeating other villages (Salma 2016). This hadith explains that there will be no doomsday until Madinah expels bad people like a smoker's fire blower peeling off or lifting iron rust from iron. This explains the uniqueness of the city of Medina, as a place of hijrah for the Prophet Muhammad, and as a city protected by Allah its holiness. So that people whose hearts are dirty will not be tolerated (Salma 2016).

This hadith can also be explained in terms of chemistry, which in principle informs about rusting iron and how to get rid of it. Blacksmiths in their attempt to distinguish between good and bad iron was to see whether the iron rusted or not. For rusty iron, the blacksmith will burn the iron until it boils like liquid, so that the rust on the iron will be lifted and the quality of the iron will improve (Salma 2016).

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Rusting (corrosion) is basically the reaction of metals into ions on metal surfaces in direct contact with aqueous and oxygenated environments (Utomo 2015). The reaction between metal and oxygen can cause corrosion. The rust that is formed can accelerate the subsequent rusting process. Therefore, rust is also called an autocatalyst (Utomo 2015). Rusty iron is brittle, dissolves easily, and mixes with other metals, and is poisonous which of course can be dangerous (Utomo 2015). As for efforts to prevent damage to iron caused by corrosion, namely coating on metal surfaces, cathodic protection, adding corrosion inhibitors and others (Sudiarti, Delilah, and Aziz 2018). However, in general, electroplating is often used (coating a metal surface using an electric current).
Iron has many benefits in human life, including it can be used as a household item, can be used as an object of jewelry or dowry, and also as a medicinal tool. In modern times like today, iron is also widely used as construction and mechanical equipment as well as equipment for the medicine and food industry.

Conclusion

Iron is recognized as a metal element that cannot be separated from human life. Since hundreds of years ago, the hadith of the Prophet. has informed the phenomenon of iron rusting and how to get rid of it, as well as informing the benefits of iron in life. Based on the hadith takhrij, the quality of this hadith is valid because the traditions of the hadith are connected from friendship to homecoming. According to the syarah hadith, iron is a metal that is very active and easily reacts with oxygen in the air. In modern times, iron has been widely used as construction and mechanical equipment as well as equipment for the medicine and food industry. This research is expected to have benefits for the development of iron, especially in the field of chemistry. This research has limitations, namely simple takhrij and syarah hadith, so it needs more adequate follow-up research through chemistry. This study recommends developing iron through the chemical field beyond its effectiveness as a household tool.

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NEW EFFECTIVE METHODS OF TREATMENT OF PERSISTENT INFERTILITY IN COWS (CORPUSLUTEUMPERSISTENS)

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Abstract
This article examines the persistent corpus luteum, the causes of infertility among cows, quantitative levels of steroid hormones in the serum of experimental cows, experimental cows were fertilized twice at 12-hour intervals using the manoservical method, and 3 months after insemination, cows were examined by commission-rectal studies. The application of symptomatic and operative therapies in the treatment of persistent corpus luteum, and the results of experiments, discussions were noted.

Keywords: Persistent, corpus luteum, follicle, sexual cycle, exudate, ovulation, steroid hormone, ovary, manocervical method, cloprostenol, involutional processes.

Persistent yellow body. (Yellow body is preserved). Persistent or undigested yellow body is yellow body that is not absorbed even 25-30 days after birth in the ovary of a non-pregnant animal. Most experts concluded that the persistent corpus luteum produces hormones that disrupt the maturation and development of follicles, and in 30-75% of cases can cause infertility in an animal [4.216-218]. However, special studies have shown that infertility due to persistent corpus luteum is practically observed only in 5.2-7.4% of animals. Persistent yellow body is more common in cows than in humans. other types.

In 3-5 days after calving, the hormonal function of the corpus luteum stops, and by 15-16 days it is completely absorbed. Permanent corpus luteum can form from the corpus luteum and often from the corpus luteum of the sexual cycle as a result of the anovulatory sexual cycle.

Pathogenesis. The pathogenesis of luteal tissue persistence in cattle is not yet fully known. The immediate cause is undoubtedly insufficient secretion of the luteolytic factor-PGF2a.

The following conditions were associated with long-term luteal function:

- infections of the uterus , including pyometra
- high milk productivity, especially in the early postpartum period
- long-term treatment with drugs that affect the prostaglandin pathways (NSAIDs, glucocorticoids)

Reasons. Prolonged keeping of animals in one place, unilateral feeding, skipping several sexual cycles without fertilization, latent endometritis, accumulation of exudate in the uterus and the presence of a dead child lead to the fact that the yellow body is not absorbed. Inadequate feeding of cows during high lactation, mineral metabolism disorders often lead to a decrease in ovarian function and a cessation of absorption of the corpus luteum [3.18].

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Symptoms and diagnosis. The main sign of a persistent yellow body is that the animal does not shows a hunt. In rare cases, ovulation does not occur, although the animal is in heat. Examination through the rectum reveals that one or both ovaries are slightly enlarged, the surface is indistinct, and the ovary is denser than its own tissue. The uterus is loose, enlarged, hanging in the lower abdomen, in some cases without pathological changes.

Sometimes it is difficult to distinguish a persistent yellow body from a real yellow body found during pregnancy. Therefore, before starting treatment, it is necessary to make sure that the animal is not pregnant, since in case of pregnancy, the child can have an abortion. If the pregnancy or infertility of the animal is questionable, it should be checked again in 2-3 weeks.

Forecast. If no deep changes are observed in the uterus and adequate storage conditions are created for the animal, the persistent yellow body is absorbed during nutritious feeding.

2. MATERIALS AND METHODS OF RESEARCH

The experiment was conducted on a livestock farm "Niezmat bobo" in the Khorezm region.

For the experiment, cows aged 4-6 months with 30 heads of calves were isolated by laboratory studies. Laboratory work was carried out in the Khorezm regional veterinary Laboratory.

Experimental groups of cows were formed according to the principle of mating analogues, based on the physiological state, breed, age, fecundity, live weight, stage of the sexual cycle and after a gynecological examination.

Arrival time and number of fertilizations were monitored in all experimental groups.

Quantitative levels of steroid hormones in the blood serum of experimental cows produced in the ovaries: progesterone, testosterone, estradiol-17r, and cortisol were studied by solid-phase immunoassay. These measurements are based on spectrophotometric readings of the optical density of co1 hormones associated with specific antibodies detected in the solid phase (Golovachenko V. A., Politsev-D. G., 2000) [2.111].

The number of red blood cells in the Goryaev counting chamber was calculated in 5 large squares by diluting 20 ml of a blood sample with 4 ml of isotonic or 3% sodium chloride solution.

White blood cells were counted using a Goryaev counting chamber in 50 large squares by diluting 20 ml of a blood sample with 0.4 ml of 3% glacial acetic acid (I. P. Kondraksin, 2004).

Differential counting of leukocytes (leucogram) was carried out on the basis of their different staining abilities under the action of Romanovsky-Giems dye and subsequent differentiation of their shape using an immersion system! A microscope using an 11-key leukocyte counter- (Bazhibina V. Ya., 1974).

Determination of the sex hormones follicle-stimulating hormone (FSH) and luteinizing hormone (LH), estradiol-e2, progesterone, prolactin, testosterone, beta-hCG, dehydroepiandrosterone sulfate (DHEA-C) is performed on an ARChITECT 2000 analyzer with an immunochemical method [1.8].

Determination of 17-alpha-hydroxyprogesterone (17-OH progesterone) is performed using an enzyme-linked immunosorbent assay.

The resulting digital material is processed statistically. "When determining the reliability of the difference between the indicators of the control and experimental groups, we used the Student's

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argument and the Fischer-Snedok table when calculating the reliability criterion (See F. F: 1990) 1. The results are considered reliable at p

The control group included healthy cows with a normal sexual cycle. The remaining experimental groups were selected from animals that were not exposed to sexual heat 60 days after calving, i.e., in a state of anaphrodisiac due to an active ovarian corpus luteum. The emergence of this functional state of the ovaries was organized by artificial insemination and rectal examination of the reproductive organs of cows. After more than 45 days of birth, a cow's ovary that persists and functions in the ovary is considered permanent. These cows were diagnosed with rectal examination twice a day at 2-week intervals and daily monitoring of animals.

Subsequently, the tested cows were fertilized twice using the Manoservic method at 12-hour intervals. Three months after fertilization, the pregnancy of cows was determined by laboratory rectal examinations.

Estrophan produced by Bioveta CJSC contains 250 mg of cloprostenol (D, L Cloprostenolum natricum) for veterinary use (from 1 ml). Cloprostenol is a synthetic racemic analog of prostaglandin F2a (PG F2a), which reduces the concentration of progesterone in blood plasma. In practice, a mixture of pure D (R) -cloprostenol or D (R) - and L-forms of cloprostenol is used. Studies have confirmed that pure R-cloprostenol exhibits significant luteolytic activity. When using pure R-cloprostenol, the dose can be reduced from the usual 500 mcg to 150 mcg in racemic D (R) form for of cattle. In addition to the luteolytic effect, the D, L-form of cloprostenol has uterotonic and cervicorelaxing effects. Both forms are administered intramuscularly.

Cloprostenol affects the ovaries, especially the yellow body (VT), causing luteolysis. It also increases the activity of the myometrium. The luteolytic activity of this synthetic prostaglandin is 200-400 times higher than that of natural PG F2a. Cloprostenol causes functional and morphological regression of the corpus luteum, which leads to the onset of estrus 2-5 days after ingestion.

Butamine. In appearance, the drug is a clear solution from pink to pink-red color, easily mixed with water. 1 ml contains 100 mg of butaphosphamide (which corresponds to 17.3 mg of phosphorus) and 0.05 mg of cyanocobalamin (vitamin B12), as well as excipients.

The main part. Symptomatic and operative therapy is used to treat persistent jaundice. Among the symptomatic remedies, ovariolizate prepared according to the recipe of M. P. Tushnov gives good results. When the drug is administered to cows subcutaneously for 20-30 ml every 15-18 days, in almost 100% of cases 2 times, the yellow body is reabsorbed, providing the beginning of the sexual cycle in the animal. Simultaneously with the use of ovariolysate 3-4 times a day for 3-5 minutes, the ovaries are massaged through the rectum for 3 days.

Most authors recommend the use of prostaglandin F2a preparations (estrophan, estuphalon, etc.), Progesterone in combination with gonadotropin and BBQZ (blood serum of bile bile of the throat).

Enucleation of the corpus luteum is a persistent treatment for crushing the corpus luteum, which is often used as a last resort, as it causes heavy bleeding, ovaritis and the development of periovaritis.

In our experiments, we used the drugs butamine and estrophan.

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The biocorrective effect of butamine is characterized by an increase in the total protein content in the blood of cows to physiological indicators.

The hepatoprotective effect of the drug glutamyl-tryptophan complex is reflected in a decrease in AST activity within 3 days after butamine administration and a tendency to decrease alkaline phosphatase after thymogen administration in all groups of cows.

Bionormalizing properties of butamine dipeptide are manifested in an increase in the level of hemoglobin to the physiological norm, with the exception of the control group with a normal sexual cycle and the control group with a predominance of progesterone.

Natural resistance factors were more pronounced in the butamine-treated groups. The most effective (53.6% increase) response of the body's immune response by day 10 was recorded 9 days after butamine use. By the 20th day of the study (an increase of 74.2%), after taking butamine - 9 days and estrophan-10 days.

Histostructural changes in the genitals reflect luteolytic processes in the ovary for 9 days on the 12th day after butamine delivery and stimulation of proliferative processes in the endometrium, which is characteristic of the onset of the arousal phase of the sexual cycle.

The effectiveness of intramuscular administration of butamine was 15-20 ml of the solution-77.6%) due to yellow body retention in anaphrodisia at a dose of 2 ml / head of cattle in combination with estrophan). cows with a fertilization index of 1.4 The effectiveness of self-administration of butamine in a similar dose for 9 days was 59.4% fertilized cows with a fertilization index of 1.6 Fertilized 69.2%.

Practical suggestions

In cows with a permanent ovarian body, butamine is recommended to be administered 15-20 ml of the solution every 5 days intramuscularly, for 9 days, or in combination with estrophan as a stimulating sexual cycle for 10 days. Estrafan 1 day intramuscularly once at a dose of 2 ml / head.

Conclusion

Analysis of the literature shows that the creation of a high level of herd reproduction in dairy farming is impossible without effective insemination, the key to which is the normalization, activation and correction of neuroendocrine processes in the reproductive system of cows.

For animalss The reproductive system interacts with all organs and systems of the body through neuroendocrine regulation, in which the hypothalamus plays a central role. Through it, information from the upper parts of the central nervous system, peripheral endocrine glands is combined, and these impulses are converted into a humoral signal sent to the pituitary gland, thereby affecting the entire endocrine function of the body. This system of reciprocating connections during the sexual cycle, pregnancy and the postpartum period. Controls all complex biochemical reactions in the body of cows at all stages of the cycle.

Indicators of the physiological normal state of the reproductive system are the manifestation of the sexual cycle in cows at certain periods of time and subsequent fertilization. To start sexual cycles, cows need to complete the involutional processes in the genitals after birth in a timely manner and not have complications in the postpartum period.

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FEATURES OF THE IMMUNE SYSTEM STRUCTURE OF THE MUCOSA OF THE SMALL INTESTINE OF MICE

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Abstract
Afferent and efferent units of immune system of mucous membrane of the small intestine in white outbred rats have been studied light-and electron microscopically. On the basis of the received findings it was established that afferent unit stimulates and regulates T-, B - blast's coo relation. Action of epithelium, stimulated T- and B - lymphocytes and cells of connective tissue has been integrated in efferent unit.

Keywords: immune system, small intestine, mucous membrane, white rats, epithelium, lymphocyte, structure, cells, integration, loose connective tissue.

Afferent and efferent links of the mucous membrane immune system of the small intestine were studied in light and electron microscopic studies in white outbred rats. Based on the results obtained, it was found that the afferent link stimulates and regulates the antigens interaction and T-, B-lymphocytes. The afferent link integrates the epithelium activity, stimulated T- and B-lymphocytes and cells of loose connective tissue.

The digestive tube, being on the border of the external and internal body environments, is constantly exposed to the chemical substances effects of different nature. As a result, structures are formed in the intestinal wall, which function is to ensure the internal environment constancy of the body [2,3,9,10,11]. The immune structures of the mucous membrane (ISMM) of the small intestine are among such formations. The structure and functional significance of them attract the close attention of many researchers. [9,12,13]

This study purpose was to study the structural features of the afferent and efferent ISMM units of the small intestine of sexually mature rats.

Material and research methods

Pieces of the mucous membrane of the jejunum and lymphoid (Peyer's) plaques of the ileum were studied in 3 months old white outbred rats (n = 6). After decapitation of anesthetized animals, the abdominal cavity was opened along the white line. After separation of the small intestine from the mesentery under an MBS-2 microscope, the number and linear parameters of lymphoid plaques, the distance between them, and their mass were determined.

Fixation of intestine and lymphoid plaques pieces for light microscopy was carried out in Carnoy mixture; for electron microscopy, the pieces were fixed in a buffered 2.5% glutaraldehyde solution (20 min) and 1% OsO_4 (1.5 hours). After passing through alcohols of increasing concentration, pieces of intestine were poured into paraffin or araldite. Paraffin sections with 5-6 microns thickness are stained

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with hematoxylin-eosin, semi-thin sections - with the main fuchsin - methylene blue. For electron microscopy, ultrathin sections were contrasted with uranyl acetate and lead citrate and viewed under a JEM-100S microscope. On semi-thin sections in the lymphoid plaques of sexually mature rats, the ratio of individual cells types was calculated. Quantitative studies were processed by the generally accepted methods of variation statistics [8].

Results and its discussion

In sexually mature rats, lymphoid plaques are located singly or in groups in the lamina propria of the mucous membrane and the small intestine submucosa. Their total number varies from 17 to 28 (on average 23,8+1,4). The distance between adjacent lymphoid plaques ranges from 5 to 180 mm (on average 55,1+2,2 mm). If the entire small intestine is divided into 3 equal parts, then in the distal direction, the number of plaques is 26,6+3,9(I), and 40,2+2,3(II) and 33,4+3,1%(III).

A significantly greater number of lymphoid formations in the II and III parts of the small intestine, compared to 1, is explained by the fact that it is in these departments that during the digestion and absorption of food digestion products, the antigens bulk is formed, which affect the intestinal walls and immune structures.

The mass of individual lymphoid plaques varies from 30 to 52 μg (on average 29,6+0,5 μg); total mass is 704,5+6,2 μg.

In accordance with modern concepts, in individual lymphoid nodules of the lymphoid plaque, zones are distinguished: germinal (central), peripheral (marginal) and dome. Each lymphoid nodule, which has a rounded shape, is separated from the neighboring thin nodules by an inter-nodular zone. Lymphoid nodules located in the peripheral parts of the lymphoid plaques, without sharp boundaries, pass into the loose connective tissue of the lamina propria of the mucous membrane and submucosa.

Lymphoid plaques bulge into the intestinal lumen in a semi-ball or cone form, and are surrounded by crypts at the periphery. As a result, a depression is formed, which probably contributes to a more perfect contact between the epithelium and the intestinal contents.

The epithelium that covers the lymphoid plaques surface is single-layered prismatic, abundantly infiltrated with lymphocytes. At the base, where the crypts are located, single goblet cells are revealed. Above the level of crypts, they are almost not detected.

A lymphoid nodules feature of lymphoid plaques is the zonal arrangement of their cells. Reticular cells interact with each other and are clearly distinguished between zones.

In a relatively light breeding center, small and large lymphoblasts, single macrophages are present. It is surrounded in a rim form by a marginal zone formed by densely located small lymphocytes. The dome is a relatively narrow area where, along with small lymphocytes, relatively many macrophages are detected. The proportion of large lymphocytes in the proliferation zone and in the dome is 23,7+1,1 и 16,1+1,2%, respectively. The relative proportion of reticular cells in all zones is almost the same.

Electronomicroscopic lymphoblasts in the lymphoid nodules proliferation centers have a large rounded nucleus, less often with a bay-shaped depression. The narrow rim of the cytoplasm contains single small mitochondria, flattened short cisterns, and Golgi complex vesicles; ribosomes are numerous and

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ubiquitous. Gathering 3-4, they form small rosettes. Groups of lymphoblasts are separated by long-process reticular cells. Occasionally, mitotically dividing lymphoblasts are found at the pro - and metaphase stage.

The marginal and near-nodular zones are formed mainly by small lymphocytes, occasionally large lymphocytes can be located between them. In the small lymphocytes cytoplasm, mitochondria are small, single, the Golgi complex consists of single cisterns and venules. The lymphoid nodules dome of lymphoid plaques differs in ultrastructure from its other zones. In it, along with small, medium and large lymphocytes, macrophages containing polymorphic lysosomes are often found. If in some lysosomes the nucleus and fragments of phago-cited cells differ, in others there are residual bodies or myelin formations. The cytoplasm also contains small smooth-walled vesicles, mitochondria with a clear matrix, reduced cristae. The macrophages nucleus is large, located eccentrically. The lymphoid nodules dome, in comparison with other areas, has more blood capillaries. If from the blood capillaries some lymphoblasts go into lymphoid nodules zones, then at the same time others, stretched out in a chain, go into the lymphatic capillaries. Radioautographic examination after one, two and three times injections of H_3– thymidine, we have shown that lymphocytes migrate at a high speed to the marginal and near the nodular zone into the nodules dome. Within 10-12 hours, lymphocytes from all zones migrate to the dome, where they interact with T-lymphocytes, macrophages, preparing highly specific antigens. After stimulation with antigens, the lymphocytes migrate to the lymphatic capillaries [1]. T- and B-lymphocytes enter the lymphoid plaques from the central organs of the immune system (bone marrow, thymus). Subsequently, after stimulation with antigens, after 10-12 hours they migrate into the lymph and bloodstream. Antigens of microorganisms (mainly) and food, affecting lymphocytes, provide a tense immune potential of the whole organism, mucous membranes and skin in particular. The lymphocytes movement from the central organs of the immune system to the afferent link of the ISMM, and after stimulation to the efferent sites (lamina propria of the mucous membranes, skin), allows regulating the antigens transport from the external environment and maintaining homeostasis of the internal body environment.

The lymphoid plaques surface is covered with several epithelial cells types, between which there are numerous (up to 90%) T-lymphocytes. Among epithelial cells, there are M-neuroreceptor and limb cells typical in structure [6, 11]. M- Neuroreceptor cells are detected from 1 to 4%, are found in the fornix region of lymphoid plaques. M-cells carry out constant endocytic transport of antigens from the intestinal lumen to T-lymphocytes and macrophages. In their ultrastructure, neuroreceptor cells are almost identical to brush alveolocytes [5], receptor cells of the organ of Corti [4].

Based on the results obtained, as well as the literature on the lymphoid plaques structure, we come to the conclusion that antigens of normal microflora and food provide constant stimulation of T- and B-lymphocytes, lymphoid plaques macrophages. Unlike other immune system organs that are not associated with the gastrointestinal tract, they are distinguished by the highest ability to migrate into the lymph and bloodstream. The presentation of antigens by M-cells by T-lymphocytes, macrophages and -blasts presupposes their regulation and their activation. Migrating through the lymphatic vessels, through the nodes into the blood and spleen, they settle in the lamina propria of the mucous membranes

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(ISMM efferent zone), along the ducts of the exocrine glands, into the mammary glands (during lactation). The T-lymphocytes bulk (helpers, killers, sup-springs, etc.) infiltrate the inter-epithelial space. Cytotoxic CD8+, being between the villi enterocytes of the small intestine, bind bacterial antigens penetrating from the intestinal lumen, are involved in their presentation and cytokine production [10]. In the food digestion dynamics, endocrine and neuroreceptor cells, under the influence of the resulting substrates ("signaling molecules"), regulate blood and lymph flow, enterocytes renewal, the interaction of connective tissue and epithelial cells, and nerve formations.

Conclusions

1. The afferent link of the ISMM, due to its structural features, both stimulates T- and B-lymphocytes, and regulates it.
2. The efferent link integrates the functional epithelium activity, T- and B-lymphocytes populations and cells of loose connective tissue.

Резюме

К статье: Осбайов М.И. «Особенности строения иммунной системы слизистой оболочки тонкого кишечника мышей».
Свето- и электронномикроскопически изучены структуры иммунной системы слизистой оболочки тонкой кишки у белых беспородных половозрелых крыс. Установлено, что афферентное звено представляет собой ассоциированную с эпителием лимфоидную ткань. Эпителий состоит из М-, нейрорецепторных и каемчатых энтероцитов, обильно инфильтрированных лимфоцитами. Лимфоидная ткань имеет по структуре различающиеся купол, фолликулярную, пара фолликулярную и герминативную зоны. Эфферентное звено состоит из меж эпителиальных лимфоцитов, лейкоцитов и клеток рыхлой соединительной ткани, деятельность которых интегрируется.

Summary

To the article of M.I.Osbayov, “Features of the immune system structure of the mucosa of the small intestine of mice”.
Afferent and efferent units of immune system of mucous membrane of the small intestine in white outbred rats have been studied light – and electron microscopically. On the basis of the received findings it was established that afferent unit stimulates and regulates T-, B – blast’s coo relation. Action of epithelium, stimulated T- and B – lymphocytes and cells of connective tissue has been integrated in efferent unit.

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LINGUCULTUROLOGICAL PROPERTIES OF "HARMONY LAZGISI"

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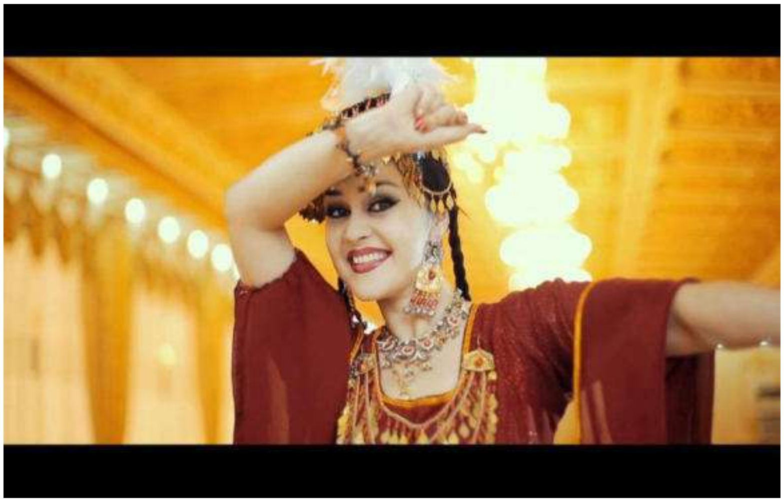
Annotation
This article analyzes the ancient roots, history and description, as well as the linguocultural features of "Harmon Lazgisi", which belongs to the category "Khorezm Lezgi dance" in the interpretation of dance movements and performance methods.

Keywords: half, plate, harmonica, rock, value.

In studying the cultural, spiritual, semiotic-communicative features of the art of dance, it is important to study the content of choreographic terms, which can be a leading tool in revealing the specific nature of dance.
Recent research has evaluated the use of human body movements in a figurative sense as a metaphor. Behavior specific to other objects is also a metaphor for a perceptual act based on a semiotic event that occurs through the movement and sound of human body parts.
In the Resolution of the President of the Republic of Uzbekistan dated September 28, 2020 "On the organization and holding of the International Festival" Lazgi "Khorezm Lazgi dance", which has a special place in the rich history of dance in our country, is famous not only in Uzbekistan but also abroad. The fact that the Khorezm Lezgi Dance has been included in the list of intangible cultural heritage of mankind by UNESCO also proves that it is a unique art. [1]



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To create dance schools based on the traditions of "teacher-student", we need to study the historical roots of our national dance and their. It is a great responsibility for us to study the ancient culture of Khorezm, which goes back several thousand years, and the roots of its multifaceted art. The past, cultural heritage, legends and myths of the land of miracles, where Avesto was born, have always amazed the world community. Honorary Academician of the Academy of Sciences of Uzbekistan, Honored Scientist of Uzbekistan SP Tolstov's research on the history of ancient Khorezm, in addition to the world-famous books, includes 11 volumes of manuscripts. [2] For 32 years (1937-69) as the organizer and leader of the Khorezm archeological and ethnographic expedition, the scientist studied the history, social system and culture of the primitive, ancient and medieval religion of this legendary land. The image of a woman playing the harp on the wall of the soil of the 3rd-1st centuries BC is also a unique find of this scientific expedition. In ancient times, folk dances, performed by methods such as clapping, whipping and beating sticks, and imitating animals, became perfect over time and became professional dances. Rock paintings and movements in the examples of applied decorative arts testify to the long history of the Uzbek national dance. Professor LR Sadokov, in his research on the history of Khorezm musical culture, says about ancient words, percussion instruments, musical circles with ceremonial songs, dancers playing with plates on the basis of sources found in Tuprakkala: The dancer stands next to the audience. He raised both hands over his head. Standing on tiptoe, he plays to the sound of a plate in his hands. "[3]

The traditions of this plate dance movement are clearly preserved in Harmon Lazgi. And it has evolved inextricably linked with ceremonies, celebrations, traditions. The essence of the musical text reached the audience faster and easier through dance moves. Based on the content of the song, new movements were invented.

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According to Gavhar Rakhimova, a researcher at the Khorezm Dance School, “I saw young and old people singing and dancing there. For me, it was an amazing sight. I was immersed in the atmosphere of its own beauty and originality, fiery dances, charming melodies. If it were possible, I would call these dances and styles of performance "Nozli otasin dances". While it was nice to see this art, it was much harder to perform them.It was very difficult for me to study Khorezmian dances, especially the features and symbols of Lazgi dances. In order to study them, I stayed in Khorezm for a month and even got a job as a dancer. Anash the cripple (Onajon Sobirova) helped me a lot. I lived in her house for the purpose of scientifically studying her dances. In addition to dancing, Onajon Sabirova also knew how to play the harmonica. In general, these creative women-artists, who are called khalfas, all knew how to play words, dance, circle and percussion instruments. I saw that no one could play Anash's lame Lazgi like Anashjon, who was hailed as the "mother" of the miraculous Lazgi dance. " [4]

People's Artist of Uzbekistan Gavhar . Matyoqubova: “The series "Lazgi" is very colorful, one does not repeat the other. In the legendary land, women and men used to hold weddings and gatherings together. Later, according to the rules of Islam, it became customary to hold separate ceremonies for men and for women.” [13]

Thus arose the art of women creating for the inner courtyard. They were popularly known as "khalfas" and occupied many fields of art, beating angishvona, plates, spoons, bowls, rust, shards, circles, dancing to their tune and warming the circle. According to art critic S. Sobirova, women who performed Avesto have been called khalfas in the past. The antiquity of the songs and dances of the Khorezm khalfas undoubtedly contributed to the transmission of not only the ancient rituals and melodies of worship, but also the most ancient "Lazgi" ways. "[5] One of the halves played the bowl and the other rang the bell or rust. The third one sang and danced, and these movements alternated. "As a result, a new direction in Khorezmian art has emerged" [6]. This unique art form is not found only in other regions of Uzbekistan, but in any nation of the world. It is impossible to imagine a circle of women at various public festivals, weddings and mourning ceremonies in Khorezm without kha`lfas. The term "Khalfa" also means "disciple of the master." In the "Explanatory Dictionary of the Uzbek language" - to follow one another; swap] 4. Folk. In the Khorezm oasis, a woman performing local oral art ”[7].

It is known that in the book "Yasna" of the Avesto there are 17 "goh" songs. Memorizing them during prayer was an important means of purifying the heart. According to the scientist H.Abdullaev, women who recited "goh" by heart were called "kalpa" at that time. [8]

The art of national dance, which gives the audience an aesthetic pleasure, spiritual pleasure, tells the story of the ancient past, national values, dreams and aspirations of the people through actions and gestures. The events of the past and present are twisted in attractive and elegant movements. It is the unconditional conversation of the soul with the past and the future. Literary scholar T.Jalolov praises the work of Khorezm khalfas: “Khalfas must master three types of art, that is, be musicians, singers and dancers. The Khalfas are the queens of weddings, girls ’gatherings, and women’s feasts: they attend weddings and add joy, rejoicing, rejoicing; playful melodies, charming songs sow the seeds of good feelings in the hearts of the wedding guests. That is why the people of Khorezm applaud and honor these merry fairies and write hymns in their honor. ”[9]

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According to ethnographer T.Kilichev, "Khalfas sang and danced lapar and yalla not to musical instruments, but to the rhythms of finger-worn angishvonas, plates, shards, and rust on the wrists. "Women have also learned to play the Lezgi, which they have been playing for a long time." [10]

Halfs are usually divided into two components: solo and group-shaped halves. The khalfas of the first group perform epics and songs without words. They are famous for reading epics from memory or from manuscripts and books in a pleasant, resonant tone, performing wedding songs with the content of "yor-yor", "kelin salom", "muborak". Roziya Matniyoz qizi, Saodat Khudoiberganova, Poshsho Saidmamat qizi, Anbarjon Ruzmetova and Anorkhon Razzokova are known as solo "khalfa".From 1895, the daughter of the famous Khiva caliph Saidamat sang songs and epics to the accompaniment of harmonies and gained great fame among the people. [11]

Ensemble khalfas usually consist of three people. The teacher played the harmonica and sang, accompanied by his circle, and sometimes danced. The dancers, on the other hand, warmed the circle with a whip. When it comes to yalla and horn lapars, in most cases the circle is affected. The combination of these formed a unique ensemble. They sang folk epics, wedding songs, lapars and yallas, works of their own or other contemporary artists to the accompaniment of harmonies and circles. The harmonium was in harmony with the Uzbek national music, and the introduction of this word allowed the caliphate to be further refined and improved. It is especially popular among older creative women because it is easier for them to find the keys with their fingers without seeing them, and because they are easier to play than other musical instruments. It should be noted that the term khalfa has not been used in the past to refer to women who sang with a bowl, a kayak or a dutar. They were simply called female singers. With the advent of the hormone, these female singers began to be called khalfas. Khalfaism also differs from each other territorially. For example, in Khiva, Urgench, and nearby districts, it is sung to the accompaniment of harmonies and doira, while in Khanka, Turtkul, and Shobboz (now Beruni district), it is often sung by beating each other. Onabibi Qori (pseudonym Ojiza), Shukur Olloquli qizi, Xonim suvchi and others were famous for their high skills and unique voice.

Ojiza Khalfa has created passionate poems and songs mainly on the theme of love. Many of his songs, such as "Where did you get this flower from?" has been captivating fans. These songs are full of noble ideas of Uzbek women, such as honor, loyalty, love with all their being, cherishing beautiful feelings in the heart, glorifying family and pure love. The creative collaboration of the musician and the dancer is invaluable in making them more impactful and alive.

These dances express exactly the national feelings. The art of khalfas consists mainly of songs and chants in a compact range, sung in a relatively low voice, which are unique to women, and captivating dances that move the heart. Especially the lapar type, which is said to be played with a kayak, brought great fame to the khalfa dancers. The dance moves, on the other hand, were constantly polished and enriched. Consequently, a true work in the art world is born, first of all, through inspiration and pleasure, captivates the hearts of many, and the dancer's talent, skill, creative skills learned from teachers are perfected due to vua professionalism.

The khalfas had to know how to play the circle, the harmonium, the plate, the bowl, the rust, the shard, the angishvana, and of course the beautiful dance. Yaqut khalfa, Guljon khalfa, Shukurjon khalfa,

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Anash Maryam, Oyimjon khalfa, Sharifa Nogay, Ogil Nogay, Onajon Sobirova (Anash lame) were the most talented artists of their time. The founder of Garmon Lazgisi is Anajon khalfa Sabirova, popularly known as Anash lame (1885 - 1952).

She was the first of the women to perform a solo dance in public, a man of great talent and unparalleled courage. The dance "Lazgi" created by this talented artist and dance movements consisting of several series form the basis of the Khorezm dance school - the root of the bullet. "The most famous Onajon khalfa Sabirova played an important role in preserving the composition of the khalfa performance, playing the harmonica and singing, dancing, especially in bringing women's dance to the stage" [12].

In this type of Lazgi, mainly women dance, and "Harmon Lazgis" played a key role in the formation and development of Khorezm women's dance. Onajon Sabirova was a professional dancer from the people.

People's Artist of Uzbekistan Gavhar Rahimova praises her skills as a skilled dancer: “Anyone who saw her for the first time thought she was preparing to jump. Her legs were moving spontaneously in accordance with the music. As Anash raises her lame hand, it seems to the viewer that she is calling someone, striving for the sky, listening to the future. Lezgi's tones gradually accelerated, and the dancer created dance moves on these tones, which seemed to be filled with feelings of hijra and nostalgia. The women who came to the party, the wedding, also attended, did not stay away from the dance.

When the harmonies were performed, the khalfas and the women applauded "joqu-joqu" and "kish-taka-kishtak" led to the development of the "Lazgi" dance in a new form. At that time, Anash was lame in her fifties and sixties. One leg was shorter than the other, and such a weakness was also present in his hand. Surprisingly, at first, when I watched her dance, I didn’t even notice that she was crippled. He lived in a dance in which, without human consciousness, there would be legendary, unrepeatable movements. ”[13]

Popular among the people, the most performed "Harmon Lazgisi" expresses the populism and authenticity of the events of antiquity in a unique way. Its techniques and forms have changed over time. But it has not lost its original content and basic types of action. It is rare for the creations of the Khalfas to repeat each other. Among the people, the famous khalfas were always in search, creating new melodies and dances. They are constantly looking for ways to increase the color and attractiveness of movements and tones. In the performance of "Harmony Lazgisi" the dancer delves deeper into the content of music and text. Word and action enrich each other. This harmony enhances its impact and makes it the original gem of the Khorezm dance school converted Over time, dances, such as cities and customs, have also become more civilized, intricate, and embellished with elegant finishes. As their types and categories increased, so did the rhythmic technique and the content of the text. Today, "Harmon Lazgisi" is performed by talented dancers Dilnoza Mavlonova, Dilnoza Artikova, Oksana Davlatova at international festivals abroad. In general, khalfa has a long history, which is based on the art of dance in a broad sense, as well as the style of baxshi. In the process of performance, the dancer's aesthetic imagination, talent and skill are enriched. The audience felt an extraordinary mysterious charm in every dance performance, becoming a captive of it.

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After all, the fact that "Khorezm Lazgisi dance" is included in the list of intangible cultural heritage of mankind by UNESCO also proves that it is a unique art. "[1] In Khorezmian dances, bright pieces of history, attractive movements in line with the values of national intelligence, inner sufferings of the human psyche, joys and sorrows, ups and downs are reflected in both depressing and exciting scenes. Dances born in certain areas of the oasis were formed, developed and passed through the screams of the period, bringing different cultures closer together. They speak about the way of life, customs, traditions and culture, intellect and values of our ancestors. The art of national dance is a spiritual reflection of the promotion of our values and culture. Just as light shines in the darkness, so does the Harmony Lazgis shine brighter in the turn of the century.

Also, the school of folk epics, which was restored due to independence, is in some ways related to the art of "Harmon Lazgisi". Even today, many Khalfas work in the Khorezm oasis. They sing lapars and dance on various themes, make a worthy contribution to the further development of our spiritual life, while preserving our ancient national values, giving the audience vitality, enthusiasm and aesthetic pleasure. So, we have a responsibility to pass on this priceless heritage from our ancestors to future generations. After all, we must not forget that our national dances are a spiritual bond that connects our rich history with our great future, our great Motherland, the beginning of world civilization, a beautiful symbol of our noble intentions.

It is no coincidence that in the last five years, one of the main points of the national-spiritual-enlightenment revival, special attention is paid to the art of dance as a promoter of rich national and universal values. The importance of restoring and enriching the historical methods of "Harmon Lazgisi", which are part of the "Khorezm Lazgisi" series, in raising the spiritual and aesthetic world of young people, strengthening national traditions and values is incomparable.

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MEASURES TO INCREASE THE PRODUCTIVITY OF NATURAL PASTURE PLANTS IN THE EFFICIENT USE OF LAND RESOURCES

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Annotation
This article describes the current state, use and improvement of pasture use, which constitute the bulk of the land fund of the Republic of Uzbekistan, including agricultural land.

Introduction
In recent years, a number of measures have been taken in the country to organize the rational and efficient use of land, to regulate land relations, to strengthen state control over land use.
At the same time, the effective organization of state control over land use, the introduction of modern technologies in the field, the accounting of land resources remain insufficiently organized.
There are also 21.2 mln. Efficient use of hectares of pastures and hayfields, increasing the type and number of plants, increasing productivity, establishing regular rotations of livestock, conducting geobotanical research to prevent the degradation of pastures and hayfields are generally out of control.

Relevance of the topic
In the last 25-30 years, 35-40 percent of pastures and hayfields have been degraded, plant species and numbers have decreased by 20 percent, and yields have fallen by 1.5-2 times. [1]
In animal husbandry, grazing cattle is the cheapest, most effective method because the cattle selectively eat the grass they want outdoors. In this process, the way to save is not to cut grass, grind, transport, save fuel. According to the data, the productivity of livestock in grazing will increase by 25-40%, the cost will decrease by 20-30%.

Object of study
The total area of natural pastures and hayfields currently used in the country is 21.2 million hectares, of which 17.8 million hectares are used only by karakul areas. 18696 thousand of this area is supplied with water. Deserts and hills make up 86.1% of the country's pastures, mountainous 4.3% and alpine pastures 1.4%. The area of pastures across the provinces is not a flat one. Thus, in Karakalpakstan,

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Navoi, Bukhara, Khorezm, Syrdarya regions there are mainly pastures, in Samarkand, Surkhandarya and Tashkent regions there are all kinds of pastures.

Research results

Pasture and hay species depend on soil climatic conditions. In the Central Asian region, it occupies a wide plain, plain-hill, foothills and mountainous areas. The vast area corresponds to the steppe region. The region is divided into sandy, muddy, saline and ephemeral pastures. Sandy pastures (Kyzylkum, Karakum, Barsuki) contain plants such as saxaul, juzgun, yantak, yaltirbosh, astragalus. The average yield is 6-10 ts\ ha, the yield is hay. Shrubs, ephemeral plants, wormwood are found in muddy pastures. The average yield is 3-6 ts \ ha. In saline pastures there are annual and perennial salt marshes, the yield is 0.5-5.0 ts \ ha. Various plants are found in ephemeral pastures. Productivity is 3-3.5 ts \ ha.

There are also mountain pastures in Uzbekistan. There are different types of pastures depending on the height:

a) mountain-forest pastures. In this region grows lame, split head, red seborrhea. Productivity is 10-20 ts

b) mountain-desert pastures. Brown and leguminous grasses are common in this region. Productivity 12ts \ ga

c) mountain-steppe pastures - mainly brown grasses are common. Productivity is 6 ts. g) subalpine pastures - precipitation increases, grass species are also different. Yield 25 ts \ ga.

d) alpine pastures - this is 3200 - 4000 m. The yield of pastures is 8-14 t / ha.

The following plant groups are found in the pastures and hayfields of Uzbekistan:

Ephemeral plants. The growth period of these plants is short. Yields an average of 30–50 days. Ephemeroids and monocarpics are also common in these grasslands. In the spring these plants can have up to 80 feed units per 100 kg. Ephemeral plants include dye, black soup, yarrow, elderberry, arpagon, cauliflower, pea, chitit, donashor, and other plants.

Yaltirbosh is an annual plant belonging to the family of brown crops, 15-40 cm tall, blooms in April and produces seeds. Pichan contains 17.5% protein, 3.6% fat, 45% AEM, 8.5% ash and 25.3% klechatka (tissue). Its nutritional value is 92.3 feed units.

Arpaxon is an annual plant belonging to the family of beetles, height 10-25 cm, seeds ripen in May. The greens and pizza are well eaten.

An annual plant of the pea family, 10-40 cm tall. Cattle eat well in the form of greens and hay, containing 22.37% protein, 2.65% fat, 49.8% AEM, 10.36% ash and 14.94% tissue.

Among the pasture plants are shrubs and semi-shrubs - wormwood, syringe, cherkez, black saxaul, white saxaul, izen, juzgun.

Karasakovul is a perennial plant belonging to the family Shorasadosh, 3-4 m tall, up to 5-6 m in good conditions. The root develops well and reaches the moist layers of the soil, sprouts in early April, blooms in mid-April, is sown in September. Its annual branches are lush, articulate and green in color and serve as leaves. Karasaksovul feed contains 10-12% protein, 2.2, -2.7% fat, 21.2-38.6% ash, 39.3% AEM. 100 kg of Karasaksovul hay contains 20 feed units in spring, 46 in autumn and 37 in winter.

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It belongs to the Cherkez (Paletsky Shura) family, is 3-4 m tall, has side branches 1-1.5 m long, its annual branches and seeds are eaten by sheep and goats in spring, autumn and winter, and camels eat well all year round. Pichanida 16.5-22.9% protein, 2.0-2.4% fat, 38.3-43.1% AEM, 15.9-25.0% ash and 17.8-21.0% tissue available. Pichanida has 25 feed units in spring, 45 in summer, 38 in autumn and 33 in winter. Circassian sand is widely used in increasing the productivity of pastures, the establishment of pasture agrophytocenoses and enclosures.

Poisonous and harmful plants are also found in pastures and hayfields. Harmful plants are plants that mechanically injure cattle or adversely affect product quality. Poisonous plants are plants that contain alkaloids, glucosides and other toxic substances that are considered extremely dangerous for livestock and humans. Harmful and poisonous plants can be poisonous or harmful during certain periods, but not during the entire growth period. Harmful plants have thorns, hairs.

Bite (adraspan) - belongs to the family of foetuses, height 40cm. In April, it sprouts, blooms finely, in June the seeds ripen. The Greens do not eat moles, they eat dried twigs and seeds in winter partially moles. In the branches there are 1,5-3,5%, in the leaves 2,2-4,9%, in the seeds 2,3-4,6% alkaloids (garmalin, Garmin, vasicin, peganin). The composition of the knife prepared during the flowering of the bite includes 24,1% protein, 3,7% fat, 17,8% ash, 30,7% AEM and 18,1% tissue.

Conclusions and Recommendations

Pastures are used for many years, so plant species should be selected correctly, and the timing and methods of sowing should also be determined by the type of crop. When choosing a type of crop, first of all the type of plants that grow in these natural conditions is selected. Cultural perennial grasses grown in agriculture can also be added.

If the productivity of the pasture is equal to 6-8 thousand feed units per hectare, the pasture can feed 0, 25-0, 35 cows per head during the whole grazing period. Greens from cultivated pastures are the least expensive.

If the relief, cultural, technical and phytosanitary condition of pastures, plant type and number are satisfactory, surface improvement measures will be taken to increase their yield - natural grass will be preserved, shrubs and trees will be removed. DP-24, MTP-13 , the roughness for carrying out agro-technical measures should not exceed 20 cm. After improving the cultural and technical condition of pastures, agro-technical work will begin - fertilizing, plowing, planting grass mixture. The pasture will be improved over 5 years according to the plan. The most important thing is to properly compose the grass mixture, timely planting.

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ORGANIZATION OF INCLUSIVE EDUCATION IN UZBEKISTAN AND DEVELOPMENT ISSUES

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ABSTARCT

In the modern scientific system of Uzbekistan, the establishment of a pedagogical process related to the joint education and upbringing of healthy children and children with disabilities is becoming one of the urgent tasks of the new educational process.

In Uzbekistan, special education has been developed as a system of education for children with disabilities. This teaching is based on the assumption that the needs of children with disabilities cannot be met in general education institutions. Special education operates worldwide in the form of schools or boarding schools, as well as small parts of secondary schools.

Keywords: Inclusive education, integration, socialization, UNESCO, disability, adaptability, intellectual character, general didactic approach, correctional approach.

Inclusive education is a public policy that seeks to address barriers between children with disabilities and healthy children, to address the developmental challenges of adolescents who need special education (and those who are disabled for some reason), or to prevent economic hardship.

The project "Inclusive education for children with special needs in Uzbekistan" was launched in 2014. Inclusive education provides children with special needs with education on an equal footing with children with normal development. That is why inclusive education is so important.

“In the past, a solid legal framework has been established in this area, and dozens of laws have been adopted. Our country has acceded to the UN Convention on the Rights of the Child, and its ratification was one of the first international documents.

According to UNESCO, due to the pandemic, one-third of the world's schoolchildren still do not have access to traditional education. This is very sad. Although this problem can be partially solved through online training courses, it is not demanding. That is why the issue of education for children with disabilities is still very sad.

As of January 1, 2019, about 710,000 people with disabilities have been officially registered in Uzbekistan. 101 thousand of them are children with disabilities under 16 years old.

The new version of the Law on Education, adopted on 23 September 2020, defines the concept of "inclusive education" for the first time, as well as the Law on the Rights of Persons with Disabilities for the first time.

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Inclusive education is a French word that includes the process of teaching children with special needs in general education schools.

Typically, inclusive education is the process of developing a general education that provides access to education for all, with access to education for children with special needs.

In 2000, as a primary basis for inclusive education in Uzbekistan, the Republican Education Center's Special Education Department developed an "Action Plan for the Development of an Open Education System for Children with Special Needs in the Republic of Uzbekistan."

The following legal and social bases of the system of inclusive education in the Republic are created based on "Temporary system of inclusive education for children and teenagers with disabilities":

- In preparing the child for social life, regardless of age, sex, race, or nationality, the article of the Constitution of Uzbekistan stipulates that all children should be included in the general education process and adapted to social life;
- Every child can pursue his / her interests and the right to receive education per his / her needs;
- take into account the diversity of characteristics and needs in the development and implementation of the curriculum;
- Every child has the right to education as a peer;
- the organization of education not according to the needs of the child, but according to the needs of the child;
- support and evaluation of the methodology of teaching, the compactness of the curriculum, taking into account the needs and capabilities of the child;
- identifies that the problem of inclusive education is not in the child, but in the system, ensures the creation of favorable conditions for the child;
- Organizes correctional, pedagogical, and social assistance depending on the individual needs of the child, etc.

Following the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 PF-5712 "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030", the development of inclusive education in Uzbekistan To improve the quality of education, the Resolution No. PK-4860 of October 13, 2020 "On measures to further improve the system of education for children with special educational needs" was approved. The Resolution sets targets for the development of the education system with special educational needs in 2020-2025.

At present, there are shortcomings in the inclusion of children with disabilities in education. For example, some children are not covered by education and have limited opportunities to stay at home. If the conditions for inclusive education in schools are created, 80,000 out of 101,000 children with disabilities will be able to go to school.

Uzbekistan has developed a "road map" for the development of inclusive education following the "Concept for the development of inclusive education in the public education system in 2020-2025." Targets for the development of education for children with special educational needs until 2025 have been approved. Based on the results achieved, the targets, and the main directions for the relevant

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period, the concept will be implemented step by step based on a separate "Road Map", which will be approved annually from 2022. The concept will be implemented in two stages, including:
During the years 2020-2022:
- The regulatory framework in the field of inclusive education will be improved;
- Qualified teachers will be trained, retrained, and retrained for an inclusive education system;
- The material and technical base of inclusive education institutions will be strengthened, they will be provided with special devices (lifting equipment, ramps, handrails, etc.), the necessary literature, manuals, equipment, and tools for training in various professions;
- modern information and communication technologies and innovative projects will be introduced in the field of inclusive education;
- The right to education of children with special educational needs, the creation of a positive social environment among the population by explaining the essence of inclusive education;
- Measures will be taken to reduce the number of children with special educational needs and to prevent them from being abused;
- The system of inclusive education will be introduced on a trial basis in the activities of individual educational institutions;
During the years 2023-2025:
- The system of inclusive education will be gradually introduced in other general secondary education institutions;
- Measures will be taken to ensure the right of every child with special educational needs to inclusive education;
- Teaching methods in inclusive education will be improved and the principles of individualization will be gradually introduced into the educational process;
- In the process of inclusive education, measures are taken to educate students spiritually and morally, to form them physically healthy and strong;
- Specialized state educational institutions (schools and boarding schools) (hereinafter referred to as specialized educational institutions) for children with special educational needs due to the physical and mental needs of students and the geographical location of educational institutions.
In the 2021-2022 academic year, as a pilot project, it is planned to introduce an inclusive education system in one of the secondary schools located in the cities and districts of Tashkent.
Special educators and tutors (assistant educators) closely assist children with special educational needs in mastering individual curricula;
An "Inclusive Education Laboratory" will be established within the established staff units at the Republican Center for Vocational Orientation and Psychological and Pedagogical Diagnosis.
The main tasks of the Laboratory of Inclusive Education are as follows:
- Creation of conditions for inclusive education in secondary schools, development of criteria for determining the quality and effectiveness of inclusive education and monitoring their implementation;
- development and improvement of methodological support of inclusive education (manuals, methodological recommendations for leaders, teachers, and specialists, etc.);

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- development and improvement of technologies aimed at psychological, pedagogical, and social development for all subjects of inclusive education;
- organization of psychological and pedagogical support for students in inclusive conditions;
- Carrying out of scientific researches on inclusive education, study, and application of the advanced foreign experience;
- organization and holding of scientific conferences and seminars on the development of inclusive education;
- Increasing the number of participants in inclusive education in the circles of "Barkamol Avlod" children's schools;
- wide involvement of children with special educational needs in cultural and art institutions;
- Involvement of children with special educational needs in physical culture and sports;
- Encourage the effective use of computer technology and the Internet among children with special educational needs;
- Raising the morale of children with special educational needs, the widespread promotion of reading among them;
- Development of professional skills of students with special educational needs;
- Advocacy activities on the achievements of children with special educational needs in culture, arts, sports, and other areas.

The goal of developing an inclusive education system in Uzbekistan is to ensure equal learning opportunities and to create the conditions for success in education, regardless of the individual characteristics of all children, previous educational achievements, language, culture, social and economic status of parents.

An inclusive classroom teacher can take into account the abilities of children and plan lessons accordingly, know how children's disabilities affect their education, and take advantage of methodological approaches to overcome these difficulties. can be achieved. Every child develops to the best of his ability, which, according to LS Vygotsky, can be confirmed by the idea that "any mental or physical defect develops."

For the development of inclusive education, it is important to make structural changes to the general secondary education system. Barriers between 'general education and 'special education must be removed. Although special education is part of regular education, it is based on two systems of education, consisting of its students, teachers, management team, and support system. There is no need for such a system in the "Inclusive School", which meets the requirements of all students.

Reforms can control the operation of educational goals, but they cannot directly control their pedagogical operation. Therefore, for reforms to be effective, they need to be well-discussed and reviewed by education system administrators and practitioners.

In today's fast-paced society, education is an opportunity for all. Although the boy has limited physical abilities, his talents, abilities, and mental abilities are worthy of attention. It is the honorable duty of our teachers not to be indifferent to their future, to bring them up as children worthy of our society and state.

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EFFECT OF PESTICIDES APPLICATION ON COTTON YIELD

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Annotation:
One of the main pests of spider mites is air temperature 7.3ºC. emerges from the winter and multiplies in weeds. It comes down to cotton from the fourth generation. Vertimek energy 1.8% g / l 0.4 l / ha, Abama 36 3.6% g / l 0.3 l / ha, Agrilex 5% g / l 0.2 l / ha were used against this pest and Agrilex 5% g / l 0.2 l / hectare The drug achieved high biological efficiency. 26.8 ts / ha in our control variant, the average yield in our variant using Vertimek energy is 1.8% g / l, 31.9 ts / ha in control, 5.1 ts / ha% g / l in our variant 0 The average yield is 32.2 ts / ha, 5.4 ts / ha more than the control, Agrilex in our variant is 5% g / l, the average yield is 34.5 ts / ha. We can see this to be 7.7 ts / ha more than the control.

Keyword: Cotton, Spiders, Vertimek energy 1.8%, Abama 36 3.6%, Agrilex 5%.

At present, the cotton plant is one of the main plants in the textile industry in the world, producing 20-22 million tons of cotton annually in 86 cotton-growing countries. tons of fiber are collected and exported. Due to the growing population of the world, the limited area of irrigated crops, the fight against pests is one of the most important tasks in the production of high quality cotton from cotton fields.

The unique natural climatic conditions of our region, as well as the favorable air temperature during the growing season of plants allow the development of many pests. That is why thousands of insects, canals, develop from agricultural crops, negatively affecting the quantity and quality of crops. There are many pests of cotton, and some species of pests affect plants only at certain stages of development. The chemical method has been used for many years in the field of plant protection, and it is one of the most effective methods in cotton fields when the amount of economic damage increases.

In cotton fields, the damage from a single cane per 100 leaves on average is 0.2%, and depending on the living conditions of the cotton, 12 to 20 generations of the pest develop throughout the year. On this account gives 8–12 generations in June-August. During development, up to 40% and more of the canals

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naturally die. An air temperature of 26-33° C and a relative humidity of 35-66% are favorable conditions for spiders.

Spiders are found in 248 species of plants, including 173 species of weeds. The mite is mainly located on the back of the leaves and sucks its juice, causing damage. The leaf is wrapped with very thin gray spider webs. The spider develops in March-April for 26-30 days, in May for 15-20 days, and in summer for 8-12 days. Throughout its life, the geographical location gives 12-15 generations, depending on the type of cotton in weather conditions. Of these, the 8th-10th generation falls in June-August. When the temperature is 290S and above, the canals break down naturally.

The spider emerges from the hibernation when the temperature is above + 7.3°C.

The spider is a constant and fierce enemy of cotton. The female of the canals goes through the developmental stages of egg, worm, imago. Favorable conditions for the development of the spider are 26-330C and its relative humidity 55-60%. The spider spreads through the wind, work tools, water through its own threads. They thrive in weeds such as butterbur, mint, and weeds among mulberry trees.

The natural relatives of the spider feed on the blood-thirsty thrips, beetles, caterpillars, stetorus, sirfids, and wild flies. Bloodthirsty thrips lay up to 50 spider eggs and larvae per night, up to 60-70 on the Khanqizi larvae, and up to 800 on the Golden Eye larvae [2].

If the spider lands on cotton in June, 50-60% will kill 35-40% in July and 7-8% in August. Reduces fiber length. The spider is a small animal that belongs to the class of spiders. The ovary is 0.3-0.6 mm long, the spring and autumn offspring are yellowish-green, and the wintering females are reddish. During mite development, the egg, larva, nymph and mature mite go through cycles.

The larvae and nymphs resemble mature canes, their bodies are somewhat smaller, and the larvae differ in the number of 3 pairs of legs [3].

We know from the literature that the earlier a spider lands on cotton, the more damage it will do. It destroys 50-60% of the crop in the early infested areas and 15-20% in the late infested areas. The spider is a deadly pest of cotton, and if timely control measures are not taken against it, the opportunity to get the desired harvest will be lost. [4].

Our experiment was carried out on the 20-hectare field area of the farm "Sabr Qanoat Kelajagi" Shermat Yusupov massif of Izbaskan district of Andijan region in the following scheme.

№	Options	Preparation cost
1	Control	No control was used against cotton spiders.
2	Vertimek energy 1,8 % g / 1	0,4 l / ha
3	Abama 36 3,6% g / 1 0,3	0,3 l / ha
4	Agrilex 5% g / 1 0,2	0,2 l / ha

In our experimental field, Vertimek energy from anti-spider chemicals was 1.8% g / l. 0.4 l / ha, Abama 36 3.6% g / l. 0.3 l / ha, Agrilex 5% l / ha Biological efficacy was calculated during our experiments using 0.2 l / ha (Table No. 1)

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Table 1 Biological efficacy of anti-spider chemicals in cotton fields

№	Options	Number of pests	Number of pests after the date of processing			Biological efficiency %			Average biological efficiency %
			3	7	14	3	7	14	
1.	Control	42	51	56	70				
2.	Vertimek energy 1.8 % g / 1 0.4 1 / ha	40	8	6	10	80	85	75	80
3.	Abama 36 3.6% g / 1 0.3 1 / ha	43	9	5	11	79	88.3	74.4	80.5
4.	Agrilex 5% g / 1 0.2 1 / ha	42	8	5	9	85	92.5	78.5	85.3

As can be seen from the table, the first option is the control option and no countermeasures have been taken. In the second option, the Vertimek energy is 1.8% g / l . Before spraying at 0.4 l / ha, the number of pests was 40, and after 3 days the number of pests was 8. The biological efficiency was 80% and the average biological efficiency was 80% in 14 days.

In the third option, Abama 36 has a 3.6%. g / l. Before spraying at 0.3 l / ha, the number of pests was 43, and after 3 days the number of pests was 9. The biological efficiency was 79% and the average biological efficiency was 80.5% in 14 days. In the fourth variant, Agrilex was 5% em.k. Before spraying at 0.2 l / ha, the number of pests was 42, and after 3 days the number of pests was 8. The biological efficiency was 85% and the average biological efficiency was 85.3% in 14 days.

In conclusion, Agrilex 5% l / ha. High efficiency was achieved in our variant using the drug 0.2 l / ha Based on these results, chemicals also affect productivity in different ways.

Table 2 Effects of chemicals on productivity

Options	Productivity ts/ ha				Total cotton harvest ts/ ha
	1- return	2- return	3- return	4- return	
Control	27.2	26.4	26.6	27.1	26.8
Vertimek energy 1.8 % g / 1 0.4 1 / ha	31.8	30.2	32.5	33.4	31.9
Abama 36 3.6% g / 1 0.3 1 / ha	32.7	31.5	32.5	32.3	32.2
Agrilex 5% g / 1 0.2 1 / ha	34.3	34.7	34.5	34.8	34.5

As can be seen from the table, the average yield in terms of returns was 26.8 ts / ha in our tour control option, the average yield in our variant using Vertimek energy was 1.8% g / l, 31.9 ts / ha in excess of the control, 5.1 ts / ha % g / l In our variant, the average yield is 32.2 ts / ha 5.4 ts / ha more than in the control, Agrilex 5% g / l in our variant, the average yield is 34.5 ts / ha 7.7 ts / ha more than in the control we can see that

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Table 3 Yields on returns at harvest

Options	Productivity ts/ ha			Total cotton harvest ts / ha
	1- harvest	2- harvest	3- harvest	
Control	19	6,3	1,5	26,8
Vertimek energy 1,8 % g / l 0,4 l / ha	22	8	2	32
Abama 36 3,6% g / l 0,3 l / ha	22,3	8	2	32,3
Agrilex 5% g / l 0,2 l / ha	23,5	9	2	34,5

Table 3 shows the yield in terms of returns at harvest. In our experimental variants, yields ranged from 22 ts / ha to 23.5 ts / ha. Thus, in the experimental variants, an additional yield of 5.1 to 7.7 ts / ha was achieved compared to the control.

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TAKHRIJ AND SYARAH HADITH OF CHEMICAL:CORROSION PREVENTION ON THE IRON

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Abstract
The purpose of this research is to discuss the hadith of the Prophet Muhammad saw. about iron corrosion. This research method is qualitative through the takhrij and syarah hadith approaches with chemical analysis. The result and discussion of this research is that corrosion of iron can be prevented by using natural extract inhibitors, one of which is the pine sap inhibitor which is proven to be the most effective in preventing the corrosion rate. The conclusion of this research is takhrij and syarah hadith of the Prophet Muhammad saw. about iron corrosion by chemical analysis has the opportunity to develop methods of preventing corrosion of iron using natural materials.

Keywords: Chemistry, Corrosion, Hadith, Syarah, Takhrij

Introduction
Iron is a chemical element that is classified as a transition metal with the symbol Fe on the periodic table. Based on its chemical properties, the reduction potential of iron is quite negative so that during its use it is very susceptible to corrosion (Sudiarti et al., 2018). Corrosion is the process of degradation of a metal material due to chemical reactions, especially electrochemical reactions with the environment (Sudiarti et al., 2018). Electrochemical reactions form a closed circuit due to reactions that occur simultaneously in the anode and cathode regions (Haryono et al., 2010). There are several ways to prevent corrosion, one of which is the addition of a corrosion inhibitor. Corrosion inhibitors are a method of reducing the rate of corrosion by adding a small amount of the substance to the electrolyte environment (Haryono et al., 2010). Even though it is in great demand, the use of inhibitors derived from synthetic chemicals has negative impacts, including being quite dangerous, not environmentally friendly and quite expensive. Therefore, inhibitors from natural extracts are a safe, easy, inexpensive, and environmentally friendly solution (Haryono et al., 2010).
There is a hadith of the Prophet saw. with regard to iron corrosion in Shahih Al-Bukhari Number 1738:

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حَدَّثَنَا عَبْدُ اللَّهِ بْنُ يُوسُفَ أَخْبَرَنَا مَالِكٌ عَنْ يَحْيَى بْنِ سَعِيدٍ قَالَ سَمِعْتُ أَبَا الْحُبَابِ سَعِيدَ بْنَ يَسَارٍ يَقُولُ سَمِعْتُ أَبَا هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ يَقُولُ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أُمِرْتُ بِقَرْيَةٍ تَأْكُلُ الْقُرَى يَقُولُونَ يَثْرِبُ وَهِيَ الْمَدِينَةُ تَنْفِي النَّاسَ كَمَا يَنْفِي الْكِيرُ خَبَثَ الْحَدِيدِ

Having told us 'Abdullah bin Yusuf told us Malik from Yahya bin Sa'id said, I heard Abu Al-Hubab Sa'id bin Yasar said; I heard narrated Abu Hurairah radhiallahu'anhu : Rasulullah (ﷺ) said, "I was ordered to migrate to a town which will swallow (conquer) other towns and is called Yathrib and that is Medina, and it turns out (bad) persons as a furnace removes the iron rust " (HR. Bukhari).
Based on the explanation above, a research formula is prepared, namely the formulation of the problem, research questions, and research objectives (Darmalaksana, 2020a). The formulation of this problem is that there is a hadith from the Prophet saw. about iron corrosion. The research question is how the hadith of the Prophet saw. about iron corrosion. The purpose of this research is to discuss the hadith of the Prophet saw. about iron corrosion.

Research Methods

This research method is qualitative through literature and field studies (Darmalaksana, 2020b). While the methods applied are takhrij and syarah hadith (Soetari, 2015). The interpretation in this research used an approach with chemical analysis (Sudiarti et al., 2018).
In general, there are two stages of research on hadith, namely takhrij and syarah. Takhrij is the process of extracting a hadith from a hadith book to examine its validity, while syarah is an explanation of the hadith text with a certain analysis (Soetari, 2015). Chemistry, as a means of interpretation in this research, is a field of study that studies all material in the natural surroundings, both natural and artificial, the properties of matter, the structure of matter, changes in matter and energy involved in that changing matter (Wasilah, 2012).

Results and Discussion

At first, a search was carried out through the hadith application regarding the keyword "iron rust" until the hadith was found in the Shahih Al-Bukhari Book Number 1738, as stated earlier.

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Tabel 1. List of Rawi Sanad

No.	Rawi Sanad	Birth / Death		Country	Kuniyah	Ulama's Comments		Circles
		B	D			-	+	
1	Abdur Rahman bin Shakhr		57 H.	Madinah	Abu Hurairah		Friend	Friend
2	Sa'id bin Yasar		117 H.	Madinah	Abu Al Habbab		-Tsiqah -Tsiqah -Tsiqah -Tsiqah -Tsiqah	Tabi'in middle circle
3	Yahya bin Sa'id bin Qais		144 H.	Madinah	Abu Sa'id		-Tsiqah -Paling tsabat -Tsiqah -Tsiqah ma'mun -Tsiqah -Tsiqah -Tsiqah -Tsiqah tsabat -imam	Tabi'in ordinary circle
4	Malik bin Anas bin Malik bin Abi 'Amir		179 H.	Madinah	Abu 'Abdullah		-Tsiqah -Tsiqah ma'mun	Tabi'ut Tabi'in the elderly
5	Abdullah bin Yusuf		218 H.	Maru	Abu Muhammad		-Tsiqah -mentioned in 'ats tsiqaat -Tsiqah -Hafizh	Tabi'ul Atba' the elderly
6	Imam Al-Bukhari	194 H.	256 H.	Bukhara	Amirul Mukmi nin fil Hadits		Imam al-hadits	Mudawin

Table 1 is a list of the rawi and sanad hadith under research. Rawi is the narrator of hadith while sanad is the chain of narrators from friend to mudawin, namely ulama's who record hadiths in the hadith book (Soetari, 1994). According to the science of hadith, the requirement for shahih hadith is that rawi must be positive according to the comments of the ulama's. If there is a comment from a ulama's who gives a negative assessment to one of the narrators in the sanad lane, then the hadith is a hadith dhaif (Darmalaksana, 2020d). Shahih hadith are strong hadith while dhaif hadith are weak hadith (Soetari, 1994). Requirements for shahih hadith must also be continued. If the hadith sanad is broken, then the hadith is a dhaif hadith. The proof of continuity is meeting between teacher and student. If there is no objective evidence, the encounter between teacher and student can be seen from birth and death. If there is no data on births and deaths, it is predicted that the average age of ulama's is around 70-90 years. The meeting of teachers and students can also be seen from the narrator's life journey. If the teacher and student are in the same place, it is predicted that the teacher and student met (Darmalaksana, 2020d).

The quality of this hadith is shahih. Because, from the side of the narrator, there were no comments from ulama's who gave negative assessments. Also from the sanad side, it is connected from friend to mudawin. Basically the science of hadith has another parameter in providing reinforcement to hadith. Among other things, hadith are called mutawatir in a very popular sense if the hadith being researched

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are scattered in several hadith books (Soetari, 2015). The distribution of this hadith acts as syahid and mutabi. Syahid is another hadith of a kind whereas mutabi is another sanad (Darmalaksana, 2020d). The rest, hadith so far is the virtue of Islamic practice, so it can be argued even though its status is dhaif (Darmalaksana et al., 2017).

The ulama's have given syarah, namely an explanation of the content and meaning of the hadith (Darmalaksana, 2020c). According to the ulama's view, Tasybih (likeness) is a factor indicating that what is meant is bad people. The purpose of the history of using the word tanqi (cleaning) in place of the word tanfi (removing) is human in general. It is stated in the hadith that "Medina brings out what is bad" أُمِرْتُبِقَرْيَةٍ (I was ordered to a village), namely I (Rasulullah saw.,) was ordered by my Lord to migrate to a village, or I was ordered to live in it. Divided into two interpretations, namely: 1) Understood on the basis of what he said in Mecca; and 2) It is understood that he said this while in Medina.

The command aims to (eat the villages), which means to dominate or defeat other villages. The word "eat" is used to express the word "dominate or defeat", because the person who is eating controls what he eats. In the hadith it is explained that before Medina expels bad people like a blacksmith's fire blower lifting iron rust from iron, there will never be a Day of Judgment. This shows the uniqueness of the city of Medina, as a place of hijrah for the Prophet Muhammad saw., and as a city that is protected by Allah SWT its holiness, so that the existence of dirty-hearted people will not be allowed (Salma, 2016).

The information regarding rusted iron and removing iron rust by burning with fire until it boils is information related to science, so it is very useful for Muslims and can be responded positively by scientists (Ibnu Hajar Al-Asqalani, 2013: 363-368) (Salma, 2016).

This hadith can also be explained in terms of chemistry. Iron corrosion that occurs due to environmental influences can be prevented by using natural extract inhibitors, especially compounds consisting of oxygen, sulfur, phosphorus, nitrogen, and other atoms that have PEB or lone pairs (Istiqlaliyah & Candrama, 2018). Atoms that have PEB act as ligands or electron donors that will form complex compounds with iron. These complex compounds are stable, do not easily undergo oxidation and will protect the metal surface, thereby inhibiting the rate of corrosion (Putra et al., 2018).

The method of extracting natural ingredients is carried out by extraction and distillation processes. Extraction is carried out using several materials that have been mashed and wrapped in filter paper which is then put into soxhlet. The solvent used in the extraction process is water. After the process is complete, the extract solution is then distilled to separate it from the solvent. Some natural ingredients that can be used include tobacco leaf extract, tea leaves, aloe vera, papaya leaves, coffee, gambier leaves, and pine sap.

Extracts of tea, coffee and tobacco leaves are effective as corrosion inhibitors because the three natural ingredients have the element N which acts as an electron donor so that the Fe^{2+} metal can form complex compounds and produce a more stable product. Coffee contains caffeine compounds ($C_8H_{10}N_4O_2$) which has a purine ring and is an alkaloid compound. Papaya leaves contain amino acids, N-acetyl-glucosaminide, and benzyl isothiocyanate. Aloe vera contains amino acids, aloesin, aloin, and alloenin. Tobacco leaves contain nicotine, alanine, aniline, amines, pyridine, hydrazine, quinoline and others.

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Tea leaves contain more caffeine compounds than coffee. All of the natural ingredients above are inseparable from the nitrogen content in their chemical compounds, so they can be effectively used as corrosion inhibitors (Ahmadi et al., 2016). Among these natural ingredients, pine sap is the most effective inhibitor and gambier is the less effective inhibitor in preventing the rate of corrosion (Haryono et al., 2010).

Conclusion

Iron as a metal that is recognized as having extraordinary strength has a disadvantage, namely that it is prone to corrosion. The phenomenon of corrosion on iron and how to get rid of it has been informed in the hadith of the Prophet saw. since hundreds of years ago. In chemistry, the corrosion rate can be prevented using natural extract inhibitors. Pine sap is one of the most effective natural extract inhibitors to prevent corrosion. Based on the hadith takhrij, the quality of this hadith is shahih because the sanad of the hadith are continued from friend to mudawin. This research is expected to be useful for the development of corrosion prevention in iron. This research has limitations, namely simple takhrij and syarah hadith, so it requires in-depth follow-up through chemistry. This research recommends the development of a more modern iron corrosion prevention with a chemical approach.

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METHODS OF TEACHING ENGLISH TO CHILDREN

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Abstract
This article analyzes the extensive work being done on the formation and strengthening of language learning skills in children and their results. Also, what kind of literature can be used to teach English to children. The results of many years of work will determine the future of their children.

Keywords: Childhood, learning skills, abilities, books, reading

INTRODUCTION

In recent years, the attention to language in our country is growing. Especially the newest ways of learning and teaching foreign languages are emerging. For example, teaching English begins in kindergarten. And a few laws are being passed yes. In particular, the Resolution of the President of the Republic of Uzbekistan "On further improving the system of learning foreign languages" dated December 10, 2012, and the introduction of foreign languages in the first grades of secondary schools from 2013-2014 academic year. The introduction of continuing education is clear proof of this. Today, not only school, lyceum, college, and university students, but also preschoolers and staff working in various fields are taught a foreign language, especially English. great attention is paid. There are various reasons for this. For example, the study of the languages of economically, scientifically, and culturally developed countries is a key feature of the achievements of world science and development.

In modern methods, they are increasingly talking about the benefits of early learning by foreign languages. Including what we are talking about Because of their psychological characteristics it is easy to teach young children to speak and read English.

And, of course, the advantages of this approach are obvious, because:

1. The psyche of children is not yet overloaded with stereotypes, which makes it easier for the baby to become acquainted with the norms and values of foreign culture.
2. Diseases ’ability to communicate, to imitate, to accurately imitate sounds, the needs of words, and even all expressions are simply incredible;
3.Young children have auditory and visual senses, rapidly developing memory and thinking, and can even easily perceive and memorize sounds and words in English.

Child psychology is interesting and incomprehensible. According to scientists, a person learns 70% of the knowledge he has acquired during his lifetime by the age of five. According to psychologists, children do their favorite things with pleasure. Especially if it’s fun and unusual. Even reading a book is fun. Maybe they don't like reading because children's books aren't very interesting. So it needs to be produced in a new design and a new style. It is possible to pay attention mainly to the variety of colors and the size of the font. Books with pictures in particular increase the interest of young children. Such

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children's books are also very useful for learning English. Reading is one of the best ways to improve your English. But for a start, simple books rich in interesting stories are appropriate. In children's books, you will find bright and interesting pictures, the most commonly used simple words. The kids love it.

It is a little easier for preschoolers to learn foreign languages. As children gradually develop the basics of communicative competence, this includes the following aspects in the early stages of learning English:

1. The ability to repeat phonetically correctly English words behind the teacher, native speaker, or speaker, i.e. the gradual formation of auditory attention, phonetic hearing, and correct pronunciation;
2. Assimilation, consolidation, and activation of English vocabulary;
3. Mastering a certain amount of simple grammatical structures, composing a coherent statement.

The methodology of direct educational activities should be built taking into account the age and individual characteristics of the structure of children's language skills and be focused on their development. Communication in a foreign language should be motivated and focused. The child needs to create a positive psychological attitude towards the foreign language, and the way to create such a positive motivation is to play. Play is both a form of organization and a way of conducting lessons where children gather a certain amount of English vocabulary, learn many poems, songs, count rhymes, and more.

This form of teaching creates a favorable environment for the acquisition of language skills and speech skills. The ability to believe in play activities allows for a natural motivation for speaking in a foreign language, making even the simplest phrases interesting and meaningful. Playing in foreign language teaching is not contrary to educational activity, but is organically related to it. Games indirect learning activities should not be episodic and isolated. In the process of language learning, end-to-end game techniques that combine and integrate other activities are needed. The play methodology is based on creating an imaginary situation and assuming a certain role by the child or teacher.

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GERMAN LANGUAGE AND ITS TEACHING METHODS

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Anatation
The article describes the German language and methods of teaching it, the wide possibilities of this language, the identification of students' interest in learning the language, the use of new innovative pedagogical technologies.

Keywords: language, German, folk, opportunity, education, interest, method, culture, knowledge, intellect, pedagogical technology.

Today, Uzbekistan is one of the developing countries in the world, as a country with its own voice and its own place

In our country, special attention is paid to every area, especially the education of the younger generation has always been one of the key issues. That is why the application of new pedagogical technologies in the education system, the education of the younger generation, especially teaching them foreign languages, is the main task of our teachers today. Excellent knowledge of a foreign language is necessary for this young generation and will serve to improve their future lifestyle. At this point, the study of the German language and culture is also very important for us.

In the methodology of teaching foreign languages, the interest of students in the learning process, their real participation in various activities is not at the required level or is falsified. this is because many schools lack communication with German-speaking peoples. Communication with German-speaking peoples is our main goal in learning German. The task of every teacher is to constantly maintain and increase students ’interest in the lesson. One of the ways to attract the attention of school students is the non-standard form of lessons. Because such methods attract students ’attention, increase their interest in science, and contribute to better mastery of the material. Non-standard forms of lessons include field trips, thematic lessons, didactic games, and, of course, group work. Active methods of language teaching play an important role in language learning. Active teaching methods are methods that help students engage in active thinking and practice in the process of mastering the learning material. N.M. Kleimenova emphasizes that the knowledge gained empirically is the deepest and most thorough. For a foreign language to be effective, the lesson must be structured differently, attract students' attention, and most importantly, encourage them to learn the language independently.

It is clear that school teachers do not neglect active teaching methods and try to apply them in their lessons.In her articles, N. M. Kleimenova, S. S. Kuklina va E. L. Berdnikova, E. A. Pavlova, A. Yu.Yusupova emphasizes the importance of an active approach to learning and emphasizes the basic principles that a teacher should use in her work. As well as N.M. Kleimenova and E.L. Berdnikova is gradually enriching them by making additions to active teaching methods. Many educators have written about their experience using teaching technology developed by them on a variety of topics. For example, I.I.Petrichuk recommends his many years of experience in applying various projects within his English

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classes. M.P. Klimenko writes about the development of the value orientation of high school students in the process of applying the design method and its noteworthy aspects. Z.M. Davydova sees the game as a way to teach foreign languages. M.A. Aryan recommends a way to communicate by entering different images during the lesson.

The problem of individual activism in educational practice is one of the most pressing issues. E.I. Itelson writes in his article "On students' attitudes towards foreign languages as an academic discipline "that" good results can be achieved in their language learning by properly nurturing students 'interest in language". The article describes the reasons that affect students' negative attitude towards a foreign language, this includes:

-lack of constant and complete explanations of the importance of learning foreign languages;

- non-traditional education does not encourage logical and meaningful memorization of this language material, but only directs students to intuitive comprehension

- the teacher does not take into account the specific characteristics of the learners. The methodology of teaching a foreign language should take into account the age characteristics of students and the degree of expansion of the scope of student knowledge.

In addition, the lack of consistency between the organization of lessons and the intellectual needs of students leads to a loss of interest in the subject being studied in school students. To overcome these problems, E.I. Itelson offers the teacher an integral connection of a foreign language with geography, history, literature. In a foreign language subject, students should use the knowledge they have acquired in other subjects. Also, in foreign language classes, students should focus on strengthening their knowledge in literature, geography, history, biology. Recently, as the interest of modern students in computers and the Internet is growing, M. M. Sakratova and M. V. Konovka are proposing to link interactive lessons with this topic. In addition, some teachers may organize lessons outside of the classroom, in nature. It should be noted that the specificity of teaching a foreign language is radically different from the specifics of teaching other school subjects. S. S. Kuklina argues that the subject of "foreign language" differs from the subject of "mother language" and also from other school subjects.
what are their differences?

A foreign language cannot perform all the functions that a mother tongue performs. Language primarily serves for the child to accumulate social experiences related to the environment. Then the child expresses his opinion to the interlocutor through language. In the context of school education, a foreign language cannot perform these functions of the mother language. Learning a foreign language is often a way of satisfying a cognitive need or expressing one's thoughts in another language. The main difference of a foreign language from other subjects is that other subjects can be taught in a foreign language. Methodists divide the process of language teaching into several stages in order to avoid the phenomenon of externally controlled assimilation in language acquisition. S.S. Kuklina says the learning process is an example of true intercultural communication. She divides the process of learning a foreign language into four stages. Formation of speech skills, improving speech skills, developing speech skills and learning to communicate. We observe the learning behaviors performed by school children at each of these stages. In the process of observation, we see that the school student learns the

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language in the early stages and expresses own opinion in a foreign language in the advanced stages and assimilates new social experiences. All of the above will help us learn its features in the process of teaching a foreign language.

Student activity is divided into 3 types

-Reproductive activity - students want to remember, memorize, enrich, master the methods of application in accordance with the model

- Translation activity is the student's desire to understand the meaning of what is being studied, to make connections, to master the methods of applying knowledge in a changing environment.

- Creative activity means the student's desire to understand knowledge theoretically, to search for problems independently, to show intense cognitive interests

The peculiarity of active teaching methods is that they are based on the stimulation of practical and mental activity, without which there is no progress in the acquisition of knowledge. Often when it comes to active teaching methods, they refer to students working in groups (teamwork, project activities), but this is not entirely true. The table compiled by E. L. Berdnikova says that it is important for those who are interested in learning a language to speak and communicate more in that language and not just memorize it.

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DISTRIBUTION OF NOSTOC ELENK SPECIES

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Annotation
In this article, we have analyzed and summarized the data on the distribution of Nostoc Elenk species in Central Asia.
According to “Algae” (Kiev, 1989), when it is announced that the species of the Nostoc family consists of 14, J. Komarec (Komarec et al., 2008) stated that it consists of 25 taxa. Among them, benthos, epiphytes, that is, those that spread on the bark of tree trunks, epiliths, that is, on the surface of rocks, and those that spread on the surface of slightly polluted water bodies and soils.
Keywords: trunks, epiliths, benthos, epiphytes, algae flora, cells, flora, Nostoc series.
Algalologists who have studied the algae flora of Central Asian soils have also reported data on the prevalence of species of the Nostoc family.
Melnikova V. V. A systematic and taxonomic study of algoflora in various sandy soils of Central Asia yields 6 species from the Nostoc family. The flora of algae distributed in the soils of the Gissar and Vakhsh valleys of southern Tajikistan consisted of 8 species of Nostoc (Melnikova, 1953). In the saline soils of the Vakhsh Valley, Melnikova (1954) recorded 3 species from this genus. Although the Nostoc family consists of 4 species in the algoflora of the main types of soils of Tajikistan, according to the author, their development, cells, and the structure of the thread were not clearly reflected (Melnikova, 1957).
Soil algae in some districts of Surkhandarya region contain 4 species of Nostoc (1959) and 5 species of Nostoc in the algae flora of the grasslands of the western Pamirs (1963). V. P. Butn's (1963) dissertation on "Algae communities in some soils of the Western Pamirs and changes in their processing" presented 6 types of Nostoc.
M. Muzafarov (1953) reported on the assimilation of 3 species of nitrogen from the Nostoc series. In his classic monograph "Flora of mountain reservoirs of Central Asia" (1958), Nostoc states that among the species of Cyanobianta there are 8 species.
M. Although Muzafarov's monograph “Flora of mountain reservoirs of Central Asia” (Muzaffarov, 1969) lists the distribution of species of the Nostoc family in Central Asian reservoirs and soils, ie the places where specialists were found, such work has not been done for 60 years.

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The monograph " Algae of irrigated lands and their importance for soil fertility" lists 11 species of the Nostoc family (Musaev, 1954; 1960). There are 5 species belonging to the Nostoc family from the reserve gray soils of Samarkand region (Musaev, 1964). Musaev K. “To the question of soil algae of the Hungry Steppe” nomli. Yu. (1965) lists 4 species from the Nostoc series. 6 species have been identified in the soils of Tashkent region (Musaev, But, 1966).

Musaev, Tashmuhamedovs (1971) found that according to the degree of distribution of species of the Nostoc series, some taxa are more common in specimens, while others are less common. R. A. Osmanova (1969) lists 12 species from the Nostoc series in the soils of Turkmenistan, with detailed information on their participation in soil nitrogen enrichment. Sh. Tadjibayev's (1970) bulletin “Materials for the knowledge of the distribution of algae in some soils of the Kashkadarya region of Uzbekistan” contains 4 species from the series Nostoc. Trontskaya wrote that 7 rounds were recorded in the southwestern Kyzylkum (1961). In the article " Algae of some old-irrigated soils of the Bukhara region" E. N. Trontskaya recorded 5 species of taxa from the Nostoc family.

Sh. Tadjibayev (1973) recorded 6 species from the Nostoc series from the soils of Tashkent region. Of these, Nostoc punctiforme wrote that the taxonomic composition of f.populorum algoflora was distributed in all soils studied, that N.micrascopicum was found only in areas other than the southern slopes, and that N.commune was prevalent in the steep region, starting from the topsoil.

Yu. A. Tokhtaboeva (2019) cited 17 species from the family Nostocaceae and 7 species from the family Nostoc.

S. T. Mamasoliev (2019) in his dissertation for the degree of Doctor of Philosophy (PhD) in Biological Sciences on "Soil algae of urban ecosystems (on the example of Andijan)" participated in polymorphic families with Nostoc 7 species and 4-5 levels with the family Cylindrospermum.

B.K. Karimova (1996) cited 112 (16.8%) species of Cyanobionta out of a total of 663 species of taxa. There is no information on the number of species of the Nostoc family, as in the algae flora of the Chirchik River in Uzbekistan.

A. E.. Ergashev's (1981) monograph " Algoflora of artificial reservoirs of Central Asia" also does not contain information on how many taxa were identified in the Nostoc series.

H. E. Ergashevaning (2017) "Andijon Suvomborining algoflorasi"

Suv havzalarida Nostoc turkumining turlari polymorphlikni ҳosil қilmaidi. Bu Turkumning Turlari Biz Yuқorida Keltirgan Malumotlarga Binoan Ular Tupro Florasiga Hosligini Keltirdik. Nostoc turkumidan deyarli barcha pedaalgologlarning keltirgan malumotlariga kura Nostoc punctiforene, Nostoc punctiforme f.populorum, N.miroscopicum, N.commune, N. paludosum, N. sphaeroides, N.lin fenckia, N. lynoshrida napa Bu mazkur taxonlarning ўzlariga khos bulgan tomonlari bilan boғliқ, deb isoblaimiz.

Nostoc turkumidan N.commune Keller (1952) tajribalarida ҳavo kuruқ, thallum of nomlangandha khazhmi March 13, 4 oshgan. N.commune 4 soat mobainida 90 ° kararatga bardosh bergan; 160 kr So 60 nurlanishga chidagan. Shu va boshқa bir қator hususiyatlariga kўra nostoklar hususan N.commune dunyo bўylab 200 dan ortiқ turli tuproқ iқlimiy ecotoplarda uchragan. Nostoc miroscopisum namlab turadigan Toshley қoyalarning yuzasida, ўt қoplamli, nuraotgan toshlar orasida, vulқonlar portlashidan

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Kejin sovugan Lavado, epilitofonda shilimshiғi Tufayli Turlov zarrachalarni olishi mulberries, bu 13 turkumdan Tourny atmosferadagi molecular nitric boғlangan holga aylantira olish hususiyati, ayniқsa, N.commune taksonida 4000- 600 lux yoritilishda faol tarzda nitrogen ўzlashtirishi kabi hususiyatlari bu turkum taxonlarini tabiatda moddalarning almashinuvi, biologist hilma hillikda aҳamiyatli ekanligidan ishonchli dalolat beradi.

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LIVING WEALTH

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Annotation
The oldest chlorophyll-bearing organisms of the planet, which had lived modestly and imperceptibly for many millennia, suddenly acquired wide, but often sad, fame. Today, botanists refer to this type of plant about 1400 species of organisms. The most famous blue-green algae, which develop in large quantities in water bodies, cause "blooming" of water. In the second half of the twentieth century, this "bloom" spread especially widely and was registered in many countries of the world. The "blooming" of water in reservoirs built in the basins of lowland rivers has reached a significant scale.

Keywords: biochemical parameters, plant material, protein, cloudy amino acids, carbohydrates, chlorophyll, β - carotene, phosphorus, phosphorus-rich legumes Blue-green algae, various vitamins and minerals.

During the construction of a reservoir, a person sharply reduces the flow rate, water turbulence, reduces water exchange, and creates conditions for the emergence of stagnant zones. From flooded fertile soils and vegetation that has fallen into the flooded zone, the water is enriched with a large amount of nutrients, which in turn changes its hydrochemical suction. All this creates conditions for the growth of algae.

The answer to the question why the biological production of reservoirs is realized in blue-green, least attractive to humans, we find in the biological and physiological-biochemical characteristics of these organisms, which are extremely stable and adapted to environmental conditions.

For example, such facts speak about their amazing stability. Representatives of blue-greens feel great in the water of uranium boilers of nuclear reactors, and within a few days after the explosion of atomic bombs at the test site, they begin to develop intensively even at the epicenter of the explosion. In order to kill them with an electric current, you need to apply a current strength of up to 10 amperes, and a voltage of up to 20 - 30 kilovolts. They are the last to die from the most powerful chemicals, the so-called algicides.

So what is blue-green: good or evil? There is no unequivocal answer to this question, since in one case they are our faithful friends, in the other - our worst enemies. It all depends on the place, time and type of algae. When representatives of blue-greens settle on bare rocks, in deserts and are the founders and pioneers of living things, create conditions for the arrival of other organisms there, we say that they are our friends. Indeed, developing in a reservoir in the desired concentrations, blue-green algae release oxygen, promote aeration of the reservoir, extract a variety of nutrients from it, including nitrogen and

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phosphorus. Water bodies prone to moderate "bloom" give a higher catch of fish. This means that the point is not in the blue-greens themselves, but in the steppe of their development.
The danger of excessive accumulation of algae (more than 100 grams per cubic meter of water) is due to the significant self-pollution of the reservoir by the decay products of organic matter. This not only reduces the organoleptic characteristics of water, interferes with the operation of water pipelines, but also poison the environment with unpleasant odors, causes intestinal and skin diseases, water toxicosis, as well as specific diseases that arise when drinking water from reservoirs prone to "blooming", or fish that ate toxic algae.
By improving the sanitary condition of the reservoir, we will be able to obtain additional amount of valuable organic matter. In terms of biochemical parameters, blue-green can be classified as a valuable plant material. They contain up to 30 - 40% protein, which includes 16 cloudy amino acids, up to 20% carbohydrates, up to 3% chlorophyll, up to 1% β - carotene, 0.8% phosphorus. For comparison, remember that the most phosphorus-rich legumes contain 0.4 - 0.5%. Blue-green algae are rich in various vitamins and minerals.
These plants are found in the plankton of stagnant and slow-flowing waters, they live not only in fresh, but also in salty water bodies. Not a hindrance to them and the complete lack of water.
When compared with cereals, the following picture emerges. The protein content in cereals is approximately 6 - 11%, and with an exceptionally high production culture, they yield up to 40 centners per hectare. Microalgae contain 60 - 68 and more quintals of protein. So, accumulations of blue-green algae are the richest reserves of natural plant materials.
Algae overgrowth will continue and as long as the one-way nutrient enrichment of the water is ongoing, blue-greens will flourish.
Therefore, it is important to increase the extraction of plant products from the reservoir, especially since valuable substances can be obtained from it. So, for example, from a ton of dry algae it is possible to obtain up to 500 kg of amino acid concentrate or a significant amount of individual amino acids essential for humans and animals.
Finally, the removed mass can be used without any processing as organic fertilizers.

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DEVELOPMENT OF OLIGOMERIC ANTIPYREN FOR POLYMERIC BUILDING MATERIALS

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Annotation

The article presents the result of the preparation of oligomeric flame retardants based on the products of the interaction of phosphorus -boron-containing compounds of the grades Aj-4,Aj-5, Aj-6 and also studied the fire retardant efficiency of treated wooden samples providing the 1st group of fire- retardant efficiency , according to GOST 16363-98

Keywords: Oligomeric flame retardant, flame retardant properties, flame retardant composition, flame retardant efficiency, flammability, self-burning, smoldering

New polyfunctional oligomeric fire retardants based on the products of interaction of phosphorus-boron-containing compounds have been synthesized, while the properties of fire retardants brands AJ-4, AJ-5 and AJ-6 have been studied.

The test procedure was carried out as follows: the test pieces of pine wood were suspended vertically in a black roofing steel pipe 166 mm long and 50 mm in diameter. A flame of a gas or alcohol burner was brought under the sample protruding from the pipe by 5 mm (in our tests, an alcohol burner was used). The distance from the upper edge of the burner to the sample was 10 mm. The holding time of the sample in the flame of a gas burner is 1 min, and in the flame of an alcohol burner, 1 min. 30 sec. After removing the burner, the duration of self-burning and smoldering of the sample was recorded.

This experiment was carried out in accordance with GOST 16363-98. The essence of the methods is to determine the loss of mass of wood treated with the test coatings or impregnating compositions, during a fire test under conditions favorable to heat accumulation. The classification method is used to determine the group of fire retardant efficiency and during certification tests. The accelerated test method is used to control the fire-retardant efficiency of fire-retardants that have passed classification tests.

The action of fire retardants is based on the fact that if there is a certain concentration of them in wood, they prevent it from burning without a source of flame. When exposed to fire on wood, various physicochemical processes take place, on which fire retardants have a fire retardant effect.

Fire retardant performance studies were carried out on wood elements. The composition was applied to the surface to be treated by spraying. The application was carried out in layers (2 layers). In one step, 500 g / m2 of the composition was applied. The interval between treatments was at least 12 hours. According to theoretical calculations, 1000 g of such a composition was consumed per 1 m2 of the

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treated wood surface, excluding losses. The results of the study of the compositions of ADJ-4 showed that, on average, the weight loss of the sample was 8.0%, that is, the fire retardant composition provides the 1st group of fire retardant efficiency, according to GOST 16363-98 (Table 1). The results of the study of the compositions of AJ-5 showed that, on average, the weight loss of the sample was 6.5%, that is, the fire retardant composition provides the 1st group of fire retardant efficiency, according to GOST 16363-98 (Table 1).

Table 1-Physicochemical parameters of the oligomeric fire retardant.

Indicators	Oligomeric flame retardant		
	АДж-4	АД-5	АДж-6
Solubility	water		
Appearance and color	Oligomeric substance of white color		
Flammability indicators: weight loss,% GOST 16363-98	8,0	6,5	7,5
Time of self-burning and smoldering, with GOST16363-98	Absent		

The results of the study of the compositions of ADJ-6 showed that, on average, the weight loss of the sample was 7.5%, that is, the fire retardant composition provides the I group of fire retardant efficiency, according to GOST 16363-98 (Table 1).

From the data of the impregnating compositions AJ-4, AJ-5, AJ-6 and from those given in Table 2, it can be seen that the oligomeric flame retardants belong to the I group of fire retardant efficiency. Solutions of oligomeric compositions penetrate deep into the surface, wetting the surface layer of wood. After evaporation of the carrier water, the fire retardant remains among the fibers, thereby creating a protective layer.

The fire-retardant efficiency of the compositions AJ-4, AJ-5, AJ-6 with a weight loss was 6.5-8.0%. Analysis of the ways of improving fire retardant impregnating compositions, their use in construction to increase the fire resistance of structures and wood products showed that the priority is the compositions that can provide the required parameters of fire protection at minimal cost, without reducing or deteriorating the operational properties of wood. Such a wide range of requirements for modern fire protection obliges researchers to constantly expand their scientific research.

Table 2- Influence of impregnation for fire protection of wood

Material name	Application technology	Consumption, kg / m^2	Fire retardant efficiency group
АДж-4	By brush, roller, spray	0,2	I
АДж-5		0,2	I
АДж-6		0,2	I

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Thus, the analysis of the work performed shows the prospects for the development and use of composite materials of phosphorus-boron-containing oligomeric flame retardants as fire retardants for wood and cellulose, cotton products, etc.

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USE OF EXIMER LASER IN THE TREATMENT OF VITILIGO

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Abstract
The study of the pathogenetic mechanisms of the development of depigmentation and the search for adequate combined methods of treating patients with vitiligo is one of the most urgent areas of modern dermatology; the study was carried out on the basis of the regional dermatovenerological dispensary. The study was conducted between 2019 and 2020. We conducted a randomized comparative study of seventeen male patients with extensive depigmented spots on the face, which were snow-white when viewed with a Wooden Lamp, with a clinical diagnosis of vitiligo, and they were examined at the regional dermatological dispensary in the city of Samarkand. These patients suffered from chronic vitiligo that remained stable for 3-10 years.

Keywords: excimer laser, vitiligo, treatment

Introduction
Vitiligo is characterized by a sudden loss of pigment on any part of the skin. Focuses of depigmentation, prone to peripheral growth, arise as a result of a violation of the secretory function of melanocytes or their death. The development of the disease is not accompanied by subjective symptoms, does not pose a threat to life, but is an unfavorable factor that has a serious impact on the quality of life, psychoemotional state of the patient, his mood and leads to impaired social connections and maladjustment. According to the WHO, in the world there are up to 40 million people (about 2.8% of the world population) suffering from this disease. Vitiligo is found everywhere, regardless of race, gender or age, occurs at any age, but most often from 8 to 25 years old. It is still unclear as a result of which factors the synthesis of melanin is abruptly stopped and melanocytes die. Several exogenous factors can directly or indirectly affect melanocytes, infectious, chemical and toxic agents, excessive

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ultraviolet radiation and stress. At the same time, chronic liver diseases of an infectious or toxic origin, helminthic invasion, a combination with autoimmune diseases (autoimmune thyroiditis, lupus erythematosus, rheumatoid arthritis, alopecia areata, atonic diseases) are likely to contribute to the appearance of vitiligo. Vitiligo is a multifactorial disease with a genetic predisposition. A significant number of genes involved in the pathogenesis of vitiligo have been identified, but it is not yet possible to name the key ones. Currently, several theories of the pathogenesis of vitiligo have been formulated, among which the most substantiated are the theory of immune disorders in the regulation of melanogenesis, the neurogenic theory, and the theory of oxidative stress.

Research in the field of immunology confirms the decisive role of cell-mediated reactions in the development of the autoimmune process, as well as in the violation of immune regulation of melanogenesis. At the same time, the results of numerous studies are often contradictory and contain statements regarding both pronounced changes of a subpopulation nature and violations of the activation and synthetic ability of cells of the immune system in vitiligo. Therefore, research in this area is still relevant. Vitiligo, according to a number of researchers, can occur after stress, in turn, the appearance of depigmented foci causes a stress-dependent state, which is expressed in the development of autonomic, neuroendocrine, immune, metabolic and trophic dysfunctions that form a picture of psychoemotional disorder. The formation of affective disorders is accompanied by neurophysiological, neurochemical disorders; a vicious circle is created that contributes to the maintenance of the pathological process and the appearance of new foci of depigmentation. The results of studying the causes and mechanisms of the development of vitiligo do not give an unambiguous answer, and therefore the treatment of this disease still remains one of the most difficult problems. Considering vitiligo as an autoimmune process, foreign researchers use immunosuppressive therapy, systemic corticosteroid drugs, cyclosporine, which inhibit the activation of cells of the immune system. On the one hand, these treatments can be effective early in the disease; on the other hand, they cause serious complications and side effects. Insufficient effectiveness, and with the long-term existence of vitiligo, lack of effect and high risks of complications and side effects limit the widespread use of these treatment methods. In modern medicine, in the complex treatment and prevention of vitiligo, medicinal immunocorrecting drugs are traditionally used. The chronic persistent nature of dermatoses with an immune component in the pathogenesis requires long-term use of drugs of this group. However, given the need for their long-term use, there is a high risk of developing a wide range of side effects and a syndrome of tolerance to the drug taken, as a result of which foreign researchers are currently studying the clinical efficacy of nonsteroidal inhibitors of pro-inflammatory cytokines pimecrolimus and tacrolimus, as a result of which the range of side effects decreases. with various forms of vitiligo. Also, many authors emphasize the high effectiveness of combining treatment with ultraviolet physiotherapy. Therefore, today ultraviolet physiotherapy of vitiligo is considered the safest and most popular method for treating various forms of vitiligo.

Experimental studies have shown the high efficiency of phototherapy using UV rays of the UV range (280-315 nm). It has been proven that rays with a wavelength of more than 315 nm (UVA) are ineffective in the treatment of vitiligo, and short-wave UVC radiation causes mutations and is carcinogenic. UVB

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therapy is a relatively safe method of treatment due to the minimal exposure of the human body to radiation. The rays of this wavelength range are completely scattered in the epidermis, initiating photobiological processes. reactions that improve the condition of the skin. Along with the spectral composition of ultraviolet radiation, an important parameter in the process of phototherapy, which has a significant effect on the effectiveness of treatment, is the dose level of ultraviolet radiation when the patient's skin is irradiated. The optimal value from the point of view of the effectiveness and safety of phototherapy in the treatment of vitiligo is, as a rule, the value of the minimum dose of erythema (MED), which determines the level of sensitivity of the patient's skin to UV radiation. There is a well-known technique for determining a patient's condition. When using a UVB dose lower than MED, phototherapy may be ineffective, and irradiation of the skin with a dose higher than the MED will burn the patient's skin, which can provoke an exacerbation of the disease. Excimer lasers are often used as a source of UV radiation, capable of generating coherent and directional radiation at a wavelength of 308 nm. Laser radiation arising from the disintegration of an exciplex molecule has stable spectral-energy characteristics and is easily dosed; therefore, excimer lasers are traditionally used in dermatology.
Purpose: Thus, the study of the pathogenetic mechanisms of the development of depigmentation and the search for adequate combined methods of treating patients with vitiligo is one of the most urgent areas of modern dermatology.

Materials and methods

The study was carried out on the basis of the regional dermatovenerologic dispensary. The study was conducted between 2019 and 2020. We conducted a randomized comparative study of seventeen male patients with extensive depigmented facial patches that were snow-white on examination with a wooden lamp, with a clinical diagnosis of vitiligo, and they were examined in the regional dermatological dispensary of the city of Samarkand. These patients had chronic vitiligo that remained stable for 3-10 years. They have previously been treated with a variety of topical drugs, including topical steroids and calcipotriene, for at least two years (2 to 6 years) without significant repigmentation. An excimer laser combined with topical vitamin D twice a day was selected for treatment. Laser therapy was performed twice a week until patients developed significant repigmentation. Patients began using the excimer laser at a dose of 200 MJ / cm2, which increased by 10 percent per visit until patients experienced phototoxic side effects, including severe erythema and blisters. The treatment dosages were then maintained or reduced by 10%, depending on the severity of the side effects. None of the patients discontinued treatment due to the side effects of laser therapy. The total number of procedures, the duration of treatment, and the average dose of laser energy were recorded. As in other studies, we chose the percentage of repigmentation with ranges: <25, 25-50, 50-75 and> 75 percent as the main criterion for assessing.

Results

All patients underwent the recommended course of treatment, which included laser therapy with topical application of vitamin D. Table 1 shows the effect of combination therapy on patients. Seven out

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of sixteen patients achieved more than 75% repigmentation after 22 treatments or less. Nine patients achieved similar results after 40 treatments. No correlation was found between the average dose of laser energy exposure and the percentage of repigmentation.

Table No. 1.

Количество пациентов:	Возраст пациентов	Продолжительность выполняемых процедур	Количество выполненных процедур.	Доза лазерного излучения.	Репигментация %
4	18-25	11 недель	22	220	>75
3	26-31	10 недель	20	308	>75
2	32-36	16 недель	35	350	>75
7	37-41	20 недель	40	380	>75

Discussion

Vitligo is a chronic, psychologically debilitating and difficult to treat disease. Many of the treatments currently in use require treatment intervals of more than one year to achieve apparent repigmentation. In this study, patients achieved more than 75% repigmentation of facial injuries between 10 and 20 weeks.

There are many theories that explain the effectiveness of light therapy in treating vitiligo. The findings show that inactive melanocytes present in the outer membranes of hair follicles persist in people with vitiligo. Then initiation of therapy can induce the maturation of these latent melanocytes, with an initial migration up the hair follicle with final expansion into the epidermis. In addition, those with reduced hairline potential have the most stable areas.

Seven patients in this series achieved excellent results (repigmentation> 75%) in a short time (5 months or less) compared to other treatments such as topical steroids, PUVA and NB-UVB. These patients achieved rapid results with such excellent results due to the increased sensitivity of the facial hair follicles to the excimer laser. Further research into the prognosis of response to excimer laser therapy may provide additional insight into the disease process.

Some studies show that people in different age groups from 18 to 31 years old may respond faster to therapy and have better results than age groups from 32 to 41 years old. Further research is needed with a large number of applications performed by skin type.

The excimer laser has proven to be a useful tool in the treatment of vitiligo. Patients receiving excimer laser treatment achieve excellent results in a few months, not many months or years. More data is needed to determine if skin type, gender, or other characteristics of hair follicles respond better to excimer therapy. More broadly, there are very few estimates of relapse rates in patients undergoing any mild treatment. This information will be critical to patient decision making and deserves attention.

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EPIDEMIOLOGY ANALYSIS OF TREATED PATIENTS WITH SKIN LEISHAMIZAM IN DJIZAK REGION (UZBEKISTAN)

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Abstract
According to official data, the incidence of cutaneous leishmaniasis is the last 5 years; in endemic areas, Uzbekistan is growing markedly. Given the increase in the incidence rate among the population of the republic, it is necessary to conduct an annual epidemiological analysis of the detection and spread of this disease, with the aim of timely monitoring and prevention. [1,4,5]

Keywords: Cutaneous Leishmaniasis, epidemiology, mosquitoes, endemic zone.

Leishmaniasis - a group of diseases caused by representatives of the genus Leishmania, the simplest parasites that infect numerous species of mammals, including humans. The disease is transmitted by more than 30 species of mosquitoes, mainly belonging to the subgenus Phlebotomus. Depending on the vectors of mosquitoes and geographic distribution The different Leishmania species differ in virulence, in the clinical symptoms they cause. However, they all have a similar life cycle, consisting of a stationary phase of amastigotes in mammals and a flagellar form with a promastigote in insects. [4,5,6]

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In addition, CL cases began to be registered in territories previously considered epidemiologically safe [6,7]

On the territory of the Republic, there are two forms of cutaneous leishmania - anthroponous CL and zoonotic CL. Anthroponous cutaneous leishmaniasis is caused by Leishmania tropica, where humans are the only reservoir and source of infection. The causative agent of zoonotic cutaneous leishmaniasis is Leishmania major, the source and reservoir of wild and domestic animals, and humans play the role of casual host. Each type of parasite circulates in natural foci of infection, where sensitive phlebotomins and mammals coexist. [1,9,6]

On the territory of the Republic of Uzbekistan there are two natural focal zones of cutaneous leishmaniasis: [4,7,8]

1. Highly active, which includes: Surkhandarya (Termez, Angora and Muzrabad regions), Bukhara, Karshi, Navoi, Jizzakh regions.
2. Inactive: Autonomous republic of Karakalpakistan, Kyzyl Kum desert.

During the analysis of morbidity in different regions of the republic, it was found that CL is distributed unevenly.

Таблица 1

Степень распространения КЛ В Ресбулике Узбекистан с 2001 по 2018 год

ГОРОД / ГОД	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Общ.к-во.
Ташкент	-	1	-	-	-	-	-	-	-	-	-	-	4	-	2	5	5	2	19
Андижан	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Бухара	42	42	49	33	34	26	25	68	138	268	74	23	112	52	6	107	123	106	1388
Джизак	-	-	-	-	-	-	-	2	-	-	8	29		26	43	52	87	74	389
Кашкадарья	37	101	108	45	21	20	11	10	19	62	11	14	61	29	84	46	67	22	768
Навои	-	9	1	3	5	8	7	17	9	40	49	26	27	64	78	51	44	25	463
Наманган	1	1	1	4	3	1	5	10	25	20	15	16	5	5	13	10	7	9	151
Самарканд	3	8	2	-	-	-	-	-	-	1	4	1	10	13	32	98	43	66	281
Сурхандарья	21	12	105	155	86	50	10	38	105	203	84	89	123	87	150	248	309	293	2168
Сырдарья	-	-	1	-	-	-	-	-	-	-	-	-	2	4	8	10	15	6	46
Таш.Область	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2	10	14	11	39
Фергана	-	-	3	-	-	-	-	-	-	3	4	3	27	4	2	5	1	-	52
Хорезм	2	3	-	-	1	-	-	-	6	3	4	-	3	2	6	36	5	4	75
Каракалпакистан	18	77	38	11	6	6	8	23	86	30	27	44	96	72	61	129	73	63	868
Общ.к-во.	124	254	308	251	156	111	66	168	388	630	280	245	539	359	547	807	793	681	6707

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Materials and methods

The material for the analysis was:

1. Data of anamnestic, clinical, epidemiological and laboratory studies of patients with proven CL who applied to the clinic of the Research Institute of Medical Parasitology named after L.M. Isaev in the period from 2014 to 2018. This took into account the gender, age, living conditions of the patients, as well as the location of skin lesions, their number, size and age of existence.

Parasitological confirmation of the diagnosis was carried out by microscopy of a smear from an ulcer stained with Azur II-Eosin after fixation with 96% ethanol in order to superimpose amastigotic forms of Leishmania (Borovsky's bodies).

2. We used the official reporting data of the Agency for Sanitary and Epidemiological Welfare of the Republic of Uzbekistan

Results and Discussions.

In total, from 2014 to 2018 at the Clinic of the Research Institute of Medical Parasitology named after L.M. Isaev, 704 confirmed cases of CL were registered, the age of patients varied from 11 months to 82 years, the average age was 26 years.

Catching of mosquitoes was carried out from the first ten days of May to September.

The number of confirmed CL cases from patients from Zhizak region, over a five-year period, amounted to 152 (21.5%). The lowest rate of confirmed cases was observed in 2014, with only 21 (13.8%) cases. The highest in 2017 - 36 (23.7%) cases.

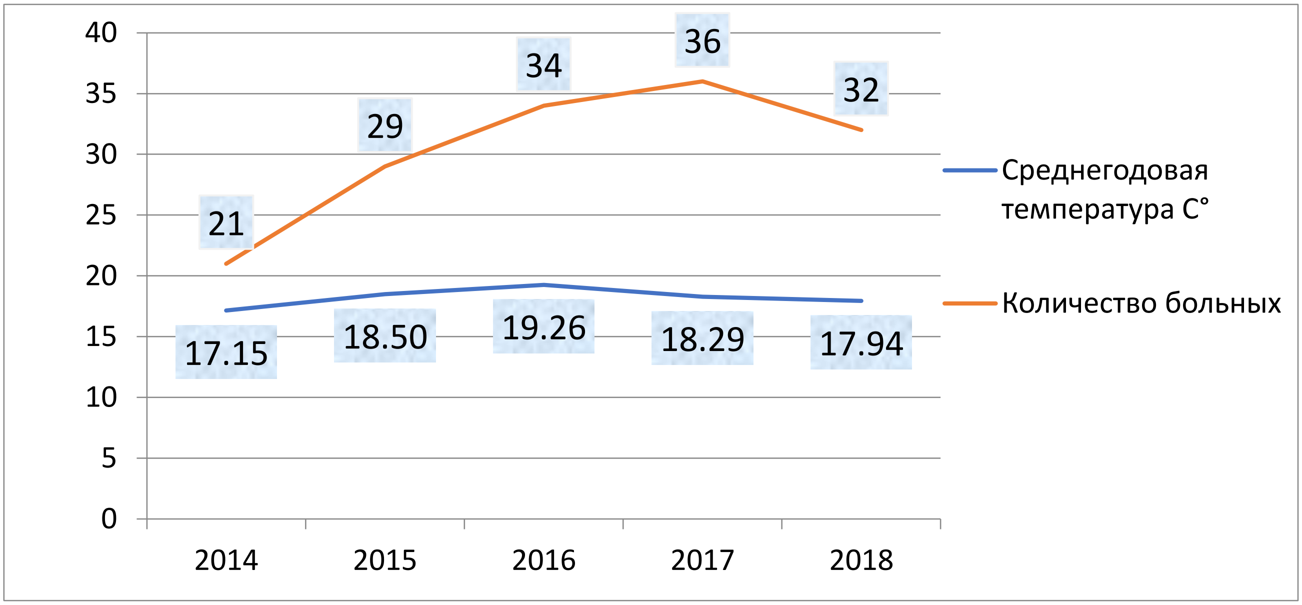

Table 2. Dependence of the occurrence of CL among the population on the ambient temperature.

65 (42.7%) males and 87 females (57.3%), respectively.

Of the 152 confirmed cases, 66 (43.42%) accounted for city residents, while the remaining 86 (56.58%) cases were unevenly distributed in the regional centers of the region and adjacent territories.

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The largest number of requests from patients from rural areas is explained by the characteristic features of the structures of the courtyards of local residents, in particular, adobe houses with a wide courtyard, with outbuildings for cattle and small cattle, with irrigation irrigation ditches for vegetable gardens, in some courtyards there are ponds that serve as a reserve for water.

At the same time, the largest number was observed in three regional regions of the Jizzakh region: Zamin, Sharaf Rashidov and Gallaaral.

There were only 4 familial cases over a five-year period, while in two of them all family members were affected (from 3 to 5 people), in other families only children under 14 were infected.

Of the total number of confirmed patients, children under 14 years old accounted for 130 (85.5%) cases.

According to the localization of skin ulcers, the largest number, in 47% of cases, were located on the face, 26% on the hands, 19% on the legs and 9% of the ulcers were of mixed localization.

When analyzing the applications received from patients from the Jizzakh region: 52% of patients were referred to the Clinic of the Research Institute of Medical Parasitology named after L.M. Isaev to confirm the preliminary diagnosis, 34% had experience of referring to the clinic, 6% of applications by gravity, and only 8% of patients returned ...

As we can see from the above data, the number of patients with cutaneous leishmaniasis in Jizzakh region over a five-year period does not have a tendency to decrease. The uneven distribution of the incidence of the disease in different regions, apparently, is associated with the peculiarities of social and natural factors affecting the epidemic.

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ULTRASOUND PICTURE OF THE CASE OF LIVER ECHINOCOCCOSIS

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Abstract
Hydatidous echinococcosis belongs to a group of severe parasitic diseases, which remains a serious medical problem on a global scale due to the existence of a huge number of endemic foci and a steady increase in the number of patients. Echinococcosis is a zoonotic disease caused by infection with the tapeworm Echinococcus. [1, 2, 3, 4, 6, 8, 7, 14] Humans are random intermediate dead-end hosts, infected by ingesting parasite eggs in contaminated food or by direct contact with animal hosts. Getting into the duodenal mucosa, the larvae of the parasite reach the bloodstream and then enter the liver (75%), lungs (15%) or other areas (heart, central nervous system, kidneys (extremely rare: 1-5%), bones, eyes, etc.), where they continue their development.[5, 7, 18]

Key words: Echinococcus granulosus, ultrasound diagnostics, enzyme immunoassay, albendazole.

Introduction
Echinococcosis is widespread in the world and is found on all continents except Antarctica. The high frequency of echinococcosis in regions with a predominant development of animal husbandry is associated with a low level of socio–economic development and sanitary culture of the population. In economically developed countries, the increase in morbidity is mainly due to immigrants and the development of tourism. In these regions, as well as in non-endemic foci, doctors are often not ready

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for timely diagnosis and adequate treatment of patients with echinococcosis. [10, 11, 12, 13, 15, 16, 17] Ultrasonography, supported by serology, is the main diagnostic method. [14]
A woman born in 1966, a resident of Kashkadarya region, Koson district, and the village of Darcha, applied to the Research Institute of Medical Parasitology named after L. M. Isaev. Epidemiological history: the patient lived in an area endemic to echinococcosis. The family is engaged in cattle breeding, there is a domestic dog. Until the summer of 2019, I considered myself healthy. In July, she felt soreness in the right side of her abdomen and went to a local private clinic, where two cysts were detected by ultrasound examination on the Medison sonoace – X4 device. In the VII segment of the right lobe of the liver, a single-chamber fluid cyst with a size of 93x75 mm, with a pronounced fibrous capsule. In the IV segment – a two-chamber liquid cyst, measuring 101x68 mm. Given the large size of the cysts, surgery was offered, but the patient refused the operation.
When applying to the L. M. Isaev Research Institute of Parasitology (Samarkand) in July 2018, the condition is satisfactory, the lungs are vesicular, there are no wheezes, the frequency of respiratory movements is 20 per minute. Heart tones are muted, the rhythm is correct, the heart rate (HR) is 80 beats / min, blood pressure is 120/80 mm Hg. The abdomen is soft, painless. The liver on palpation is dense, with a sharp edge, painless, not enlarged.
At the Institute, the research was carried out with a portable device (manufactured in South Korea) Alpinion e-cube i7, a 3.5-5.0 MHz convex sensor, oblique, longitudinal and transverse scanning of parenchymal organs. During the ultrasound examination, it was found that the echostructure of the liver is homogeneous, the echogenicity is average. The contours are smooth, the corners are sharp. The anteroposterior size of the right lobe is 136 mm, the cranio-caudal size of the left lobe is 102 mm. The intrahepatic passages are not dilated. The holedochus is 5 mm, the portal vein is 11 mm, and the contours are smooth. In the VII segment of the right lobe of the liver, a single - chamber fluid cyst with a size of 95x74 mm with a pronounced fibrous capsule is located, and in the IV segment-a two-chamber cyst with a size of 102x69 mm. According to the WHO classification of 2003, cysts correspond to the CE1 stage. Echopathology was not detected in the gallbladder, pancreas, spleen, and kidneys, as well as in the thyroid gland. Chest X-ray: no fresh focal and infiltrative shadows were found in the lungs
In the general blood test, the concentration of hemoglobin is 109 g/l. The number of red blood cells - 4, 1h1012/L., platelets-354x109/L., white blood cells-6, 7x109/L. The eosinophil content is 2.7%, and the erythrocyte sedimentation rate is 27 mm / h. General analysis of urine without pathology.
For the first time, a study to determine specific antibodies in the blood to single-chamber echinococcus (IgG) by ELISA showed a result of 0.2 units of OP. (Figure 1)
Based on the epidanamnesis, the nature of the development of the disease, the data of instrumental studies and the results of serological tests, the diagnosis was made-multiple echinococcosis of the liver (two cysts, CE-1).
Due to the refusal of surgical treatment, the patient was prescribed antiparasitic therapy with albendazole, at a dose of 15 mg / kg / day per / os. The patient's weight was 53 kg, a day of 800 mg 2 times with a fatty meal took albendazole. As a pathogenetic therapy, the hepatoprotector hepanorm was used 3 times a day, 1 capsule 30 minutes before meals, during the entire period of treatment.

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During the entire treatment, a two-week monitoring (every 2 weeks) of the patient's blood biochemical parameters (Table 1), as well as platelets and eosinophils in the blood was carried out. The result of the effectiveness of the treatment was the data of ultrasound and blood ELISA.
So, in the second week of treatment, an increase in eosinophils was detected to 7.7% (N-0.5-5.0 %).
Graph 1. Dynamics of the units of optical density of the enzyme-linked immunosorbent assay for the detection of echinococcal class G immunoglobulin:

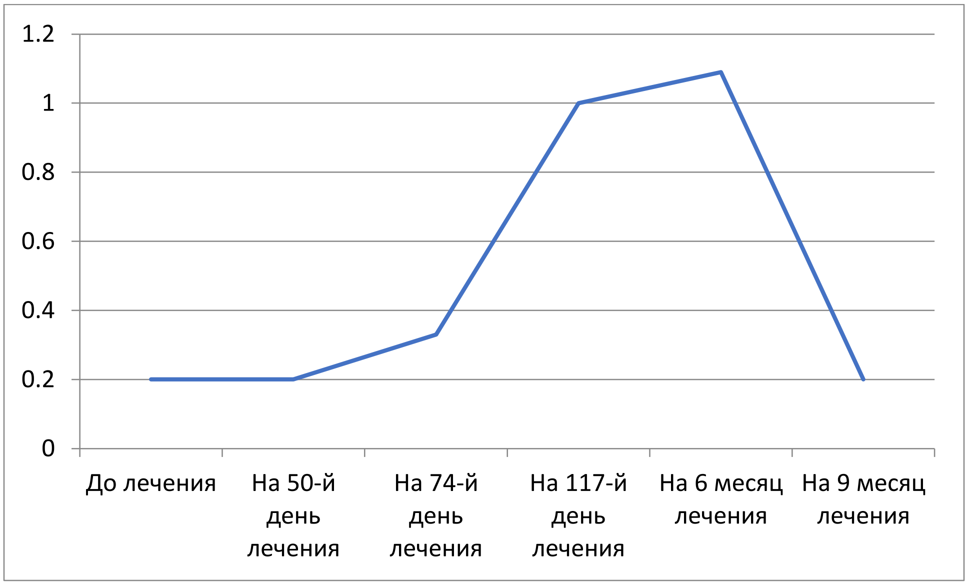

Таблица 1. Биохимические показатели крови в динамике:

	До лечения	Через 2 недели	На 35 день
Билирубин, общий, мкмоль/л	10,8	10,6	10,8
Прямой, мкмоль/л	6,4	5,7	5,6
Непрямой, мкмоль/л	4,4	4,9	5,2
Тимоловая проба, Ед.	9,8	7,2	8,9 Ед
АлАТ, мкмоль/л	0,94	0,96	0,94
АсАТ, мкмоль/л	0,51	0,61	0,58
Протромбиновое время, сек	14	16	17 сек
Протромбиновый индекс, %	107	100	94%

Positive dynamics of ultrasound was observed after 35 days of treatment. According to the results, the size of the cyst in the IV segment of the right lobe of the liver was 81x51 mm, while the size of the cyst in the VII segment was 62x60 mm. The wall of the chitinous shell began to peel off in both cases. According to the WHO classification, the condition of both cysts corresponded to the stage of CE1. ((Fig. 1a, b). On the 79th day of treatment: anechoic formations with clear contours and heterogeneous internal echostructure in the IV segment measuring 31x36 mm and 20x22 mm, and in the VII segment it was 43x47 mm. According to the WHO - CE3 classification (Fig. 2a, b).

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1a. В IV сегменте размер кисты 81x51 мм

1б. В VII сегменте размер составил 62x60 мм

Рис 1. На 35-й день лечения в правой доле печени

2а. В IV сегменте размер кисты составил31x36 мм и 20x22 мм

2б. В VII сегменте размер кисты составил 43x47 мм

Рис.2. На 79-й день лечения

The examination and observation of the patient continues.

Conclusion

Thus, the positive dynamics of the disease was observed with long-term administration of chemotherapy. Ultrasound diagnostics is the most accessible and informative method of visual monitoring during long-term therapy of liver echinococcosis.[9] Due to the fact that before the development of complications, echinococcosis is clinically latent, for early detection of the disease in

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risk groups, it is necessary to conduct an ultrasound examination at least once a year, and in areas where a high incidence rate is registered 2 times a year.

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THEORETICAL BASES OF METHODS OF DEVELOPMENT OF CHILDREN'S SPEECH

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Annotation

When teaching children to understand words, it is important not only to name the things they are looking at and the actions they are taking, but also to show the children these things on purpose and to keep them interested. This method is called "pointing and naming".

Keywords; fluent speech, dialogue, communication, interpersonal, internal individual, universal, acoustic and articulatory, imitation method

Often, when encouraging a child to understand the name of something, an adult asks him: "Where is such and such a thing?", But if we do not reinforce it with practical work, that is, "if we do not show and say the name", the child he cannot establish the conditional connection we need between the name, he does not understand the meaning of the word. The question "Where is something?" Can be used to reinforce words that the child can understand. For example, when we say "clock", if the child begins to look for the clock with his eyes, it is necessary to ask him often where the clock is. However, it is not a question of seeing and hearing the clock, but of matching the times.

But it is not enough for an adult to understand the essence of this method alone. It is also necessary to learn how to use it in a fun way for a child in different life situations: in this case, the speech of an adult will be a little more unique. When an adult is talking to a child, he or she should also say phrases without repeating the word that encourages the child to understand. The word that should be associated with what is being shown should be pronounced several times, using a separate tone, short but significant pauses before and after the word. Using this method ("pointing and naming"), an adult should teach a child to understand the names of certain toys, personal hygiene items, and food items. The more interesting the child is shown, the more he will get acquainted with the objects (touch, touch, touch, move, touch something, if there is food). lsa - can taste).

In the hygienic process, during dressing, eating, playing, there are many opportunities to teach the child to understand words. In teaching the comprehension of action words ("show", "knock", "throw", "clap", etc.), these words should be said when the action is performed by a child or an adult. You can try to hold the child's hand and say the right word. To strengthen the understanding of the word, it is necessary to teach the child to point to what the adult said when he said "show" and to take what the adult said when he said "give". These methods can be applied mainly to things that children know and begin to understand their names. It is necessary not to dwell on one word for a long time, but to gradually increase its number, and at the same time not to forget the previously learned words.

Language is a tool of thinking and a means of communication. Language is a unique treasure of the nation, which has always been expressed orally and in writing. Rich, bright, interesting, whoever speaks, is his light. The noble possibilities of language are revealed through speech, in the process of speech. Without speech, the infinite possibilities of language do not emerge. This is how the sultan of

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words and ghazals A. Navoi explains the relationship between language and speech. “Language is a weapon of speech with so much honor. If the speech turns out to be inconvenient, it is in the interest of the language. ”

So, no matter how good the language is, it serves as a tool for speech. His power is manifested in the process of speech. If the tongue is an arrow, speech is a bow. The power of the arrow also depends on the power of the bow. This is how our great ancestor A. Navoi assessed the word. "It is the word that gives life to the dead, It is the word that gives life to the soul. The word of man is like a beast of prey. One of the great works of pedagogy of the ancient East, "Nightmare" also pays special attention to language and speech, and we see that they have not lost their significance. Kaikovus considers speech to be the best of all professions: "Know that the word is better than all professions." That is why it is important to be a speaker. The author argues that the way to master public speaking is to work hard and study.

Narration: “I heard that one night Harun al-Rashid had a dream. That is, all the teeth in his mouth were knocked out. In the morning we called an interpreter and asked him what this dream interpretation was. The narrator said: O Amir al-mu'minin, all your relatives will die before you, and no one will be left except you. Harun al-Rashid said, "Will you say a word to my face full of sorrow?" What do I do if my relatives die? And how do I survive the day? he ordered the interpreter to strike him in the face. Then he called another interpreter and asked for the interpretation of his dream. The narrator said: O Commander of the Faithful, your life will be longer than the life of all your relatives. Harun al-Rashid said, "The path of all reason is the same, and the interpretation of the two comes from the same source, but there is a great difference between the statement of the above commentator and the statement of the next commentator," and ordered the Caliph to give the next commentator a hundred gold coins. O child, know the face and back of your words, follow them. Speaking meaningfully is a sign of eloquence. If you don't know what your word means when you speak, you look like a bird, such a bird is called a parrot. The parrot also speaks, but the word has no meaning. We call such a person a speaker, so that every word of his is understandable to the people and every word of the people is known to him. Such people are among the wise.

...Use the word you know in the right place, do not waste time. If you waste your time, you will ruin your wisdom. Always speak the truth, do not claim nonsense, do not speak of knowledge you do not know, so do not ask for knowledge. If you have any demand, it will be available from the knowledge, enlightenment and profession you know. If you claim that you do not know the knowledge, enlightenment and profession that you do not know, you will not get anything and you will work in vain.

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INNOVATIVE APPROACH TO REMOVING FIRES IN RESERVOIR PARKS OF THE STORAGE OF LIGHT FLAMMABLE AND CONCOMITANT LIQUIDS

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Annotation:
The effective extinguishing events at the fire in reservoirs and reservoir parks for saving the piceous and flammable liquids, pressed hydrocarbon gases was given in this article.

Keywords: reservoir parks, pontoon reservoirs, the safety jacket from heating, spread stream, turbulent stream.

Today we are in a period of comprehensive reforms that are being carried out consistently in all spheres of our country. During the years of independence, the main task has been to develop our country in all respects, to raise the economy, as well as spirituality, to become one of the developed countries of the world.

It should be noted that today, as a result of the implementation of the most modern, world-class projects in our country, the largest projects in the world, Uzbekistan is becoming one of the most developed independent countries in the world.

Today, the effective operation of enterprises for storage, refining and distribution of petroleum products has a positive impact on the rapid growth of the country's economy. Ensuring the industrial and fire safety of such enterprises is essential for their continued and efficient operation. Therefore, the following are the measures to be taken to quickly and efficiently extinguish fires in reservoirs of flammable and combustible liquids.

Reservoirs and reservoir parks for storage of flammable and combustible liquids, compressed hydrocarbon gases are widely used in various sectors of the economy and social facilities as the main facilities.

Stored liquids in reservoirs create additional evaporation surfaces when voids are formed, especially when the reservoir is emptied of stored fluid, the walls are damp, and additional evaporation surfaces are formed when faults occur. The risk of sparks, explosions, and fire is greater between pontoons, immersion tanks, and floating tank reservoirs, and pontoon or floating tank tanks are more hazardous than immovable tank tanks.

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Резервуардаги ёнғиннинг тарқалиши

It should be noted that there is a risk of fire in the reservoir parks of oil storage facilities in the event of strong emissions of flammable liquids into the atmosphere during high gassing.

The most dangerous technological process is the process of filling tanks with flammable liquids after prolonged emptying and filling tanks with hot gaseous liquids. This is because the static electric charges generated during the mixing of the liquid in the tank can rise to the maximum potential level. This can cause sparks. This can result in a high-risk explosion.

As a result of the accident, the earthen barriers built to prevent the spread of liquid spills from the reservoirs will be filled with water and oil products supplied during the fire, causing the piles to overflow into the area, making it difficult to remove.

One of the most dangerous situations is the sudden rupture of the reservoir, which quickly spills oil products, spills oil over barriers and spills oil into the entire reservoir fleet. The spill area depends on the capacity of the tank and can reach several thousand m2, as well as the collection of a large number of fire departments and a large number of firefighting equipment.

Another danger is that oil products spill out of the tank as a result of boiling water at the bottom of the tank. Burning oil can burn all equipment and appliances as it enters the production sewer.

In the first minutes of combustion on the surface of the liquid there is a temperature close to the boiling point. The combustion rate of liquids is up to 30 cm / h for gasoline, up to 24 cm / h for kerosene, 12-15 cm / h for crude oil and up to 10 cm / h for fuel oil. From the above data, it is clear that the difference between the rate of combustion of liquids and the rate of reduction of the surface area of the liquid in the tank is small, because we know that the temperature in the walls of the filled tank is not higher than the temperature of the liquid.

The height of the flammable liquid layer in the tank prevents it from bending. If the tank is not cooled, the wall of the board above the flammable liquid layer will heat up and begin to bend.

Therefore, the first firefighter to arrive at the scene of a fire will immediately arrange for the walls of the tanks to be cooled in accordance with applicable manuals and instructions. As a result of prolonged burning of crude oil and fuel oil, their heating begins to deepen to the bottom. The heating rate ranges from 25 to 35 cm per hour. As a result of this heating, the boiling oil may fall out of the reservoir into the area of the soil barrier. In addition, due to the spillage of burning oil, the fire can occupy large areas, the size and consequences of which can lead to major catastrophes.

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If the empty walls heat up to the point of ignition, the liquid may ignite spontaneously. Therefore, the fire chief arranges for the burning tank to be cooled to reduce the spread of the fire. If oil is being pumped from a burning tank, it must be stopped immediately, as an explosive air-vapor mixture will form under the roof of the tank as fresh air enters. In this case, the fire chief, with the help of the company's technologists and operators, should take measures to fill the tank with fuel or water to reduce the air pressure accumulated in the tank.

If an underground reinforced concrete tank is placed next to the burning tank, its air vents should be covered with felt and moistened with water. The fire chief prepares for a foam attack by burning and cooling adjacent tanks.

To prepare for a foam spray attack, the fire chief brings the required amount and reserve of foaming agents to the scene of the fire, assembles the foam fire extinguishers, installs the required amount of foam, and assigns them to the unit and trustees. announces signs to start and stop foaming to all personnel, and signs of retreat in case of danger of oil or oil products being thrown out of the tank or boiling.

When extinguishing a tank filled with petroleum products, the correct choice of the type of foam and the method of its delivery, depending on the type of flammable liquid, is the most important factor in extinguishing a fire.

In the event of a fire in the reservoir area, the fire chief calculates the required amount of forces and equipment, gathers them at the scene of the fire, organizes a fire brigade, which includes a representative of the administration and engineers and technicians, maintenance of reservoirs and communications. appoints persons responsible for the operation of the plant, activates fire extinguishers installed for cooling, and, if necessary, provides water protection to prevent the flow of flammable liquids into the combustion zone by the employees of the enterprise.

Organizes the separation and evacuation of rolling stock in the event of a fire on the loading and unloading platforms, cools the burning and adjacent tanks by means of carriages and QD-70 (hand handle 70), the amount calculated for shutting down and cooling the tanks (taking into account the reserve) Once the foam and dust have accumulated, the foam or powder begins to scatter, instantly inserting the foam handles as flammable and combustible liquids ignite inside the stack. If several tanks are on fire and the forces and means are not sufficient to extinguish the fire, start extinguishing the tank that does not endanger the non-burning tanks and process equipment, and when the fire is completely extinguished, start extinguishing the other tank.

Organizes fire extinguishers using windmills, truck lifts and foam lifts, and mechanically sprays the air with air. organizes the removal of collected water.

Controls the use of heat-shrinkable clothing to protect personnel working with the handles, and does not stop spraying foam until the surface of the tank is completely covered with foam once the fire in the tank has been extinguished.

In order to maintain the amount of flammable and combustible liquids in case of insufficient power and means, the fire chief simultaneously cools the walls of the tank and drains the fuel from the tank (in some cases). organizes the use of handles, cooling of burning and adjacent tanks.

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Particular attention should be paid to the protection of taps and incoming pipes, to reduce the pressure in the tank as much as possible, to release flammable gas from adjacent tanks to the torch, and to fill the tank with inert gases as much as possible when empty.

In case of burning of oil and oil products in tanks and reservoir parks, keep personal belongings, cars, equipment, safe boiling distance from flammable tanks, taking into account the possible boiling, explosion, possible leakage of flammable liquids and the situation in the smoke area, do not install equipment on the windward side. It is necessary to set single alarms for early warning of danger and to inform all personnel working in case of fire (accident), to determine ways of evacuation to a safe place. The evacuation signal for personnel must be radically different from all other fire alarms.

In the event of a spill of oil or petroleum products, it is forbidden to place hand supports in the area of the barrier wall around the burning tanks, which is not covered with a layer of foam, and in the absence of working foam generators or foam handles. Personnel of the units must work in heat-repellent and heat-protective suits and under the protection of spray water streams.

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INCREASING THE CONDUCTIVITY CAPACITY OF PIPES

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Annotation
This article provides information on the fundamentally new possibilities of reducing hydraulic resistance in pipes, i.e. increasing the permeability of pipes. A fundamentally new method known as the Toms effect results in the reduction of hydraulic resistance in pipe walls as a result of the addition of a small amount (per thousandth) of a high molecular weight polymer to the liquid.

Keywords: Hydraulic resistance in pipes,. Toms effect, polymers, engineering structures, polymers surfactant content.

One way to increase the permeability of pipes is to reduce their hydraulic resistance. Recently, fundamentally new opportunities have emerged to reduce the hydraulic resistance of pipes. We are talking about the Thoms effect or the Thoms phenomenon.

The Toms effect is due to the small amount of high molecular weight in the liquid

The addition of a linear polymer reduces the hydraulic resistance of the pipe walls. The practical effect of this method, discovered by Toms in 1948, is obvious, but only

By the mid-1960s, the use of one-millionth of a million water-soluble polymers by a number of authors began to be widely used only after proving that they could halve the loss of pressure in hydraulic resistance.

The mechanism of the Thoms effect has not yet been fully elucidated. However, it has been found that the addition of high molecular weight polymers changes the structure of the turbulent flow, especially near hard surfaces. Here, it suppresses a certain amount of turbulent pulsations (alternating current flow) and reduces turbulent displacement in the flow, thus reducing the energy dissipation of the flow.

Research at the Department of Water Supply of the Moscow Institute of Civil Engineering aimed at solving this problem. The research was conducted on steel pipes with a diameter of 15 mm to 100 mm. The effect of Reynolds number, solid particles, polymer concentration, pipe wall roughness and pipe diameter on the reduction of hydraulic resistance was studied. The main studies were performed with a solution of water-soluble polyacrylamide (PAA) at a concentration of 0.004% to 0.012% by weight, with Reynolds numbers ranging from 20 to 500,000.

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The results show that the effect of reducing the hydraulic resistance is as pronounced in pipes with technical roughness as in hydraulic smooth pipes.

Experiments with closed circulating equipment have led to some conclusions that the effect of reducing the hydraulic resistance of a polymer solution in a closed pump-pipe system is reduced. For example, the addition of 0.02% polyacrylamide to water after pumping reduces the hydraulic resistance in the pipe by 75%, while adding it before the pump reduces it by 50%.

The above-mentioned research was also conducted on firefighting equipment. The large flow rate, small diameter, single use of the polymer in the system and the availability of technical equipment (tanks, tanks, mixers, etc.) for the application of polymers in the hoses and nozzles allow to significantly reduce the hydraulic resistance. The experiments were performed on a system consisting of 51 mm diameter rubber hoses, 100 m long fire hoses and a 28 mm diameter nozzle. The results showed that due to the reduction of friction loss in the friction in the sleeves, an increase in the flow rate was achieved at a concentration of 0.05% PAA.

Due to the fact that PAA polymers added to water are surfactants, their aqueous solution can improve the fire-retardant properties of the stream and increase the length of the stream as a whole. It should be noted that the addition of polymers to the water not only reduces the hydraulic resistance, but also increases the efficiency of the pumps, as well as reduces the erosion of the inner surface of the pipes.

Thus, the addition of small amounts (0.004% to 0.012%) of high molecular weight linear polymers (PAAs) to the water content not only reduces the hydraulic resistance in the pipe and fire hoses, but also the p.i.c. This increases the length of the entire section of the flow and reduces the erosion of the inner surface of the pipes.

Adding polyacrylamide (S = 0.02%) to the water stream reduces the resistance in sprinkler and drain fire extinguisher pipes by 67.5%, which increases their permeability by 1.77 times. The addition of polyoxyethylene (S = 0.0002%) to the water reduces the loss of pressure in fire hoses by 40%.

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DEVELOPMENT OF OLIGOMERIC ANTIPYREN FOR POLYMERIC BUILDING MATERIALS

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Annotation

The article considers the dependence of the oxygen index AJ-4, AJ-5, and AJ-6, and also studies the effect of the concentration of oligomeric flame retardants on the oxygen index. Oxygen index of the epoxy composition (ED-20) with the addition of 1.0-30 wt%. It is KI-63%, which allows it to be used in the polymer industry

Keywords: Oligomeric flame retardant, fire hazard properties, rheological properties, flame retardant composition, fire hazard effect, flammability, self-burning, smoldering

Most polymeric materials have low fire resistance and are combustible. Reducing the flammability of polymeric materials is achieved mainly by modifying them or introducing combustion retarders (fire retardants) into the material.

When performing the work, it is necessary to determine the standard characteristics of the flammability of polymers (for example, the oxygen index of the polymer). The data obtained are necessary to construct a model for the ignition of polymers and their combustion under conditions close to real ones. The relevance of this study is determined by the widespread use of polymers in human life and the danger of emergencies during their combustion.

Under real operating conditions of polymer products (in the presence of atmospheric oxygen), along with free-radical processes of destruction of macromolecules, oxidative processes are inevitable, which also proceed by a radical chain mechanism. Therefore, to slow down the aging of polymeric materials, compounds are required that can terminate oxidative chains by interacting with peroxide radicals, as well as destroy hydroperoxides by reactions that compete with processes of degenerate chain branching.

Polyolefins are high molecular weight aliphatic hydrocarbons obtained by polymerization of the corresponding olefins. Of this class of compounds, the most widely used are polyethylene, polypropylene, and numerous copolymers of ethylene and polypropylene. Polyolefins have a valuable set of properties: high dielectric characteristics that remain in a wide temperature range, chemical resistance, low gas and moisture permeability, significant heat capacity and, in most cases, frost resistance, strength, etc.

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In construction, polyolefins are mainly used as waterproofing films, pressure and non-pressure pipes in water supply and sewerage systems, drainage pipes, molded and sanitary ware, fittings, ventilation ducts, and heating formwork.

The main disadvantages of polyolefins and building materials based on them are low heat resistance and increased fire hazard. They belong to flammable materials, the decomposition of which proceeds without the formation of a coke residue: Oxygen index, ignition and autoignition temperatures are equal, respectively: 17.4-18.2%; 325-345 ° C and 345-390 ° C.

The oxygen index of the composition of polyethylene grade F-0220 with oligomeric flame retardants in an amount of 10-60% is CI: 46-52%. The results of studying the compositions of AJ-4, AJ-5 and AJ-6 with polyethylene are shown in Table 1. Epoxy oligomers include compounds containing more than one epoxy (ethylene oxide, glycidyl) group, which are located at the ends or along the main chain of the molecule, or in the alicyclic ring.

Table 1-Dependence of the oxygen index on the content of fire retardant

Name of oligomeric flame retardant	Concentration of oligomeric fire retardant, mass,%	Oxygen index,%
-	0	18,0
АДж-4	10	28
	40	43
	60	48
АДж-5	10	22
	40	38
	60	46
АДж-6	10	27
	40	41
	60	48

Epoxy groups interact with many polyfunctional compounds to form three-dimensional polymers. Despite the variety of epoxy compounds and the constant expansion of their assortment, the products of interaction of various diols (diphenols, dioxybenzenes) and polyphenols with epichlorohydrin have received the greatest application for the preparation of binders.

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Table 2-Influence of the concentration of oligomeric fire retardants on the oxygen index. Thickness of ED-20 + PEPA samples with oligomeric flame retardant

№	Oligomeric flame retardant	Concentration of oligomeric fire retardant, mass%	Oxygen index,%
1	АДж-4	1.0	38
2	АДж-4	5,0	42
3	АДж-4	10,0	46,3
4	АДж-4	16,0	57,0
5	АДж-4	18,0	60,0
6	АДж-4	20,0	62,0
7	АДж-4	30,0	63,0
1	АДж-5	1.0	24
2	АДж-5	5,0	30
3	АДж-5	10,0	38,3
4	АДж-5	16,0	42,0
5	АДж-5	18,0	48,0
6	АДж-5	20,0	52,0
7	АДж-5	30,0	55,0
1	АДж-6	1.0	28
2	АДж-6	5,0	34
3	АДж-6	10,0	44,5
4	АДж-6	16,0	56,0
5	АДж-6	18,0	58,0
6	АДж-6	20,0	60,0
7	АДж-6	30,0	62,0

Epoxy polymers are widely used in construction due to their high strength characteristics, chemical and weather resistance, adhesion to many materials. At the same time, they have a number of disadvantages: relatively low thermal and light resistance, increased fire hazard. At temperatures above 150-170 ° C, their decomposition begins, at a temperature of 400 ° C, they ignite. The linear and mass combustion rates of polymers are 3.5-4 mm / min and 7.8 g / (s • m3), respectively. The surface temperature during the combustion of epoxy polymers reaches 500-530 ° C, the flame temperature is 950-970 ° C. Depending on the nature of the starting reagents used in the synthesis of oligomers, as well as the amount and nature of hardeners, the oxygen index of epoxy polymers ranges from 19.8 to 34.7%. They burn with the formation of sooty smoke.

The fire retardant properties of the oligomeric fire retardant were studied in accordance with GOST-12.1.044-84. The oxygen index of the epoxy composition (ED-20) with the addition of 1.0 - 30 wt.% Is KI-63%, which makes it possible to use it in the polymer industry (Table 2).

Thus, the analysis of the work performed shows that the development and use of phosphorus-containing oligomeric composite flame retardant materials as fire and bioprotective agents for wood

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and polymer materials is promising. It was found that as a result of the study, it was found that high fire resistance of wood and polymeric materials can be achieved by surface treatment with composite compositions AJ-4.

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THE IMPACT OF BANK DIVERSIFICATION ON STOCK MARKET VALUE: EVIDENCE FROM PAKISTAN

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ABSTRACT

Although commercial banks have gradually followed the diversification strategy and sneaked into non-traditional activities for further income sources, studies on diversification outcomes provide diverse results. This research investigates how stock market values bank diversification using a data set of Pakistani listed banks for the period 2009-2017. Over all we find a negative relationship between bank diversification and stock market valuation. This implies investor prefer to invest in the banks who focus on traditional activities.

Keywords: Bank Diversification, Stock Market Value, Commercial Banks, Pakistan.

Introduction:

Corporate diversification has been a subject of debate in the contemporary times. On one hand where diversification is considered as a source of adding more revenues to the businesses. There are certain grave concerns on the other hand regarding its application in some fields. Banking is one of these fields where the increased diversification has been questioned in the literature. For instance, a study conducted by Elsas (2010) raised an observation that when banks increase their diversification levels by moving into fee-based businesses for instance by getting into trading activities or by underwriting insurance contracts, they are prone to make the same mistakes as non-financial firms made in the last centuries. There is a need to understand whether the diversification adopted by these banks creates any value for the shareholders or not.

Literature on the subject of bank diversification offers two strands of knowledge. A study conducted by Afzal (2012) asserts that on one hand, the bank diversifies in terms of its credit portfolio and on the hand, the diversification is revenue diversification where the focus of the banks is on the fee based business. A study conducted by Boot (2003) found that revenue diversification is critical for the banks in order to respond to the dramatic changes that has been triggered by the technological progress and deregulation. Therefore, the revenue diversification by the banks has been a strategic response to the business uncertainty.

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Growth is critical for every sector within the economy of the country. It leads to develop the economic stability and brings monetary benefits thereafter. Industry, Service and Agriculture services are the three main sectors that significantly contribute towards economic growth. Since the last two decades, industrial sector of Pakistan has increased at a steady rate, such as textile fertilizer tobacco and petroleum has shown steady growth as well (Economic survey, 2017-2018).

The service sector of Pakistan majorly operates on two efficiently operating sectors such as banking and tele communication. There has been a strong need to assess the potential of improvement in the policies before the efficiency level turns into a saturation point.

There are studies in the literature that shed light on this aspect in the banking sector. For instance, a study conducted by Huang & Chen (2006) suggest that revenue diversification in the banking industry may be used by banks as well. A study conducted by Chiorazzo et al, (2008) found that the non-interest income that has been earned as a result of revenue diversification activities gives certainty to the income flows of the bank which is may be less in the other income sources of the banks which are used to generate income. It is due to the fact that the rate of interest may tend to vary and is not solely in the control of the bank.

A study conducted by Gurbuz et al, (2013) found that the revenue diversification by the banks may also cause to increase the shareholder value as well. The research study takes income obtained from revenue diversification as non-interest income and income obtained from the traditional activities of the banks as interest income.

On the contrary there are certain other studies which suggest that the consideration of non-interest income (obtained as a result of revenue diversification) for the purpose of earning more profit may lead to increase in fluctuations in the level of profits. For instance, a research study conducted by Delong (2001) suggests that the bank may face increase in fluctuations of profits due to non-interest income. There are certain factors such as increase in the financial and operating leverage is critical for the activities based on fee and sources for non-interest income may cause more fluctuations as compared to the traditional sources of income. Therefore, the results could have been contrary to what the expectations suggest regarding the diversification in the non-interest income sources by the banks. A study conducted by Delpachitra and Lester in 2013 indicates that over diversification of revenues may tend to increase the risk of default rather than increasing the avenue of generating more profits. There is a need to make a sound strategy when dealing with the diversification aspect in the banking sector as the extensive revenue diversification may cause decline in the financial performance of the banks (Sahoo and Mishara, 2012). The researchers further suggest that there is a need to get specialized managerial expertise in order to indulge in income diversification in non-interest based activities because it brings new risk. Further, if the risk is not managed properly it may affect the performance drastically.

Therefore, vigilance is required for the purpose of making diversification. Banks must not only rely on the traditional sources of income. There must be a consideration of other sources of income however, while considering other options for the purpose of diversification it is critical to remain careful during the process of selection and decision making.

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Considering how revenue diversification has been perceived and adopted by the bank's, and how it creates impact the bank's value among the shareholders, the underlying study aims to investigate how this measure by the banks is valued by stock market.

Research question

1. What is the impact of Bank Diversification (more specifically revenue diversification in banks) on the stock market value?

Research Objective

1. To investigate the effect of Bank diversification (more specifically revenue diversification in banks) on the stock market value

The underlying contributes to the literature on the subject in number of ways. For instance, it complements the literature by studying a different contextual setting i.e. Pakistan. The country is falls under the category of emerging market therefore; it is critical to understand the how market dynamics take this perspective. Further, it provides orientation to the banking industry regarding a new type of diversification that may not be considered as vital as it is considered in other parts of the world keeping in view the results it may fetch to the industry. A research study conducted by Mirzaei and Kutan (2016) narrate that the impact of bank diversification could have been different in different contextual settings. This is a breakthrough which has been a reason for undertaking this study. It means that in different economies for instance those which are bank based economies and those which are market based economies the impact of bank diversification could have been different. There has been a lot of research studies that have taken bank diversification in terms of portfolio diversification. However, the underlying study has attempted to take a different perspective that is revenue diversification to investigate the question that how stock market values such type of diversification.

The underlying study aims to investigate that how stock market value bank diversification under the contextual settings of Pakistan. In addition to this, the scope has been confined to the banking industry where the data of twenty banks have been obtained for the purpose of analysis. It is pertinent to note that although there has been a lot of work that is done on the fact that how diversification may increase the profitability of any bank, there is a dearth in studies which discuss in detail regarding which type of diversification and what is the result for the shareholder if the bank indulges in such sort of diversification.

Literature Review:

Theoretical Review:

As the key variable understudy is Bank diversification, the modern portfolio given by Markowitz (1952) has been taken as an underpinning theory for the underling study. The theory supports the notion that why firms should diversify? Diversification is basically the expansion of investments into activities that are not perfectly correlated. Such type of selection for the purpose of making investments tends to reduce the risk of portfolio. The application of this theory, in the context of the strategic decision taken

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by the firm suggest that the managers can diversify in two ways, firstly by entry into the new markets or by offering new products. Such an approach allows the managers to reduce risk that is specific to each activity and leave only risk that is common to all activities. It further means that the internal diversification can cause a firm to eliminate a firms' idiosyncratic risk and only leaves systematic risk to be faced by the firm on its part.

Empirical Review:

The underlying study focuses on the revenue diversification which results in causing the banks to indulge in the income sources that are other than the interest-based income sources. These other sources are also called non-interest income sources such as underwriting services, insurance etc.

Most of the literature on the subject of diversification deals with it in the context of risk and return. The general trend in the banks is often to diversify in their credit portfolios. The banks focus more on the interest only income. Whereas the underlying studies aims to investigate the non-interest income sources. In other words, the revenue diversification by the banks is the focus of this study. Along with the research studies that rely on the interest income sources and their diversification, the underlying study reviews the literature that concluded that when the banks tend to diversify in the interest income sources, they may achieve higher book to market value. However, this higher book to market value lasts only up to a certain point after that the performance indicators tend to show a negative association with the higher levels of diversification. A study conducted by Edirisuriya et al, (2015) found the application of the same notion when empirically test in the context of four South Asian countries (Bangladesh, India, Pakistan, Srilanka).

In connection to this, there are also research evidences on the fact that both interest based income or non-interest income (that is earned as a result of revenue diversification) both tend to reduce the insolvency risk of the banks and increase profitability (Sanya and Wolfe (2010 & 2011). It also tends to reduce the probability of systemic risk. A study conducted by William and Prather (2010) found that when shareholders keep an eye on the exposure of non-interest income, they do not get over-exposed to the point where the volatility effect diversification. The diversification of banks towards the revenue diversification sources tend to shift their attention away from the traditional income activity to non-interest income sources (sources of revenue diversification i.e. fee based activities (Gurbuz et al, 2013). Besides the benefits that the non-interest income that may be generated by the banks by indulging into the revenue diversification, there has been an increased probability that the banks may become in a position to provide better quality services to their customers. A study conducted by De-young and Rice (2004) found that the shift of banks towards revenue diversification (non-interest income source) may result in the positive relationship between the banks and customers. The banks tend to provide better quality services to their customer's post indulging in the diversification activities.

Further, the subject of bank diversification in any aspect i.e. revenue or credit portfolio diversification entails an ongoing debate. Diversification may tend to benefit the banks if it is less risky and it earns a better return to the bank. On the other hand, it may hurt banks in the opposite scenario. A study conducted by Moudud ul haq et al (2018) on the banks of Indonesia, Malaysia, the Philippines, Thailand

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and Vietnam found that diversification in any aspect earns the banks heterogeneous benefits. The study reveals that where revenue diversification tends to bring robust positive impact on the performance of the bank and its stability, asset diversification on the other hand may vary from country to country. There is a need for the banks to prioritize the activities of diversification according to their needs in order to maximize the benefits.

There are few studies in the literature that suggest the inclination of the banks towards the non-interest income (revenue diversification) has been gaining momentum. For instance a study conducted by DeYoung & Rice, 2004) found that the increase in the technological advancement in the banking industry has caused the transition among banks towards the non-interest income (revenue diversification). The shift may be due to the fact that the non-interest income (revenue diversification) remain least correlated with the factors which may cause volatility in the traditional sources of income (Chiorazzo et al, 2008).

However, a recent study has proposed adverse findings and states that the banks that tend to have higher non-interest income i.e. inclined more towards revenue diversification, such banks tend to have higher contribution to the systemic risk as compared to that of traditional banking. The study tends to substantiate this proposition by decomposing total non-interest income into two components i.e. trading income, investment banking (Brunnermeier et al, 2019).

2.2.1.2 Stock Market and Revenue Diversification:

The core focus of the underlying study is to understand and investigate that how stock market of Pakistan values revenue diversification of the banks in the country.

There are multiple empirical evidences that affirm the fact that there is a relation between stock market and revenue diversification and any change in the bank's composition of activities in which the banks tends to indulge itself in order to generate more income sources may be perceived positively or negatively by the stock market value. For instance, research studies conducted by Stiroh (2006), Baele et al (2007), Sawada (2013) and Vo (2017) found that there is a relationship between stock market value and bank diversification.

The studies further reveal that stock market measures of risk and return have some advantages over accounting measures.

First, equity prices look forward to allow prediction of performance and risks allied with different strategies of choice.

Secondly, the use of stock market data demonstrates that decrease in total risk and into systematic and idiosyncratic mechanism. Therefore, it is beneficial information for shareholders that are interested in various types of banks risks so as to mitigate them.

Thirdly, by using stock market data, if the non-interest income of banks is raised than there would be an increase in stock market value.

Fourthly, investors play a vital role in non-traditional activities if we continue the study in an emerging economy than the results would be totally different due to the investors rational behavior, only large banks are appreciated for diversification.

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According to Vo (2017) a study which was conducted in Vietnam which is an emerging economy, and the researcher found that the link between bank diversification and stock market value is negative, people living there tend to focus on traditional activities similarly they appreciate diversification in large banks rather than small banks. The literature on diversification and its impact on stock market value of banking sector indicates how important diversification is for banks to improve their earning, considering the effect of bank diversification on stock market value of Pakistan and to explore how banks can increase their valuation through diversification.

A study conducted by berger et al (2010) found studies the Chinese market. The study obtained the data of 88 chinese banks for the period of 1996 and 2006 and attempted to investigate the impact of diversification activities of the banks. The study made a comparative analysis of the concentrated versus the diversification activities and found that diversification has a negative impact on the performance of the banks. Not a single measure of diversification for instance cost efficiency, size, risk, ownership etc could give any hope in this regard.

Further, a study conducted by elsas et al (2010) investigated the impact of diversification on the wealth of the shareholders. The study taken into account a number of measures to estimate the impact of diversification for instance, performance measures include Return on Equity, Return on Assets. Market based measures include market to book ration, beta etc. the findings of the study suggested that the diversification has a positive impact on the profitability of the banks especially if such diversification is targeting non-interest based businesses.

The study highlighted two key issues regarding the question that whether stock market values bank diversification or not. These two key issues tend to navigate the results of any study. These include firstly the measures used to estimate impact of diversification in different studies. Secondly, the study pointed out that the literature lacks to study the subject of diversification as an indirect source of value creation. This indirect source of value creation is filled by studying revenue diversification.

To sum, the discussion on the subject of corporate diversification has been explored in depth in the global perspective, however, there seems lack of viewing the bank diversification with the lens that this dissertation is aiming to explore. Therefore, there is a critical need to understand how the situation turns out in the context of Pakistan. However, it is important to understand that to what extent the concept has been explored in the context that has been targeted for the purpose of this study. Following section shall depict the local perspective on the subject of diversification.

2.2.2 Local Perspective

By now the detailed review of the literature has been done. This section considers it pivotal to consider the local perspective in this regard. The studies on the subject of diversification are found and are narrated below.

According to (Afzal & Mirza .2012) explained that larger banks in Pakistan are better diversified than smaller banks due to the capacity to mobilize their funds, whereas market risk is positively associated with diversification, which is shown for the investors' concern about diversification. If banks get

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economic assistances from diversification than they will diversify their portfolios and reduce the risk profile of credit portfolios and enhance financial systems.

Ismail et al. (2015) demonstrated that according to Pakistani culture diversification can increase the performance of the banks, and larger banks tend to diversify more than smaller banks after a certain point increase in diversification can lead to volatility. The study showed that banks in Pakistan has not achieved maximum diversification but if they make strategies for income diversification they can get the benefit.

To sum, the literature review of the research studies conducted at the local level indicate the dearth of the subject understudy. Therefore, this research study intends to explore further in the area of revenue diversification, by taking into account the banking sector of Pakistan.

Data and Methodology:

The underlying study is quantitative in its approach. The nature of the study is explanatory due to the reason that the study intends to examine and explain the link between the diversification and stock market valuation. Secondary data has been collected in order to conduct this research study. The data for the underlying study has been collected from the annual reports of twenty (20) banks. Details of the banks are provided in the Table 1 in appendix. The data has been collected on the basis of convenience sampling. The sample consists of the data having the time period of 2009 to 2017.

Moreover, Eviews has been used for the purpose of analysis and to obtain the results for the underlying study. Panel data regression has been used as a statistical technique for the purpose of analysis and in order to attain the research objectives set in the beginning of the process.

3.2 Econometric Model:

$$\mathrm{VALUE}_{it} = \alpha + \beta_1 \mathrm{Diversification}_{it} + \beta_2 \mathrm{Diversification}_{it} * \beta_1 \mathrm{Size}_{it} + \beta_3 \mathrm{Size}_{it} + \Sigma \mathrm{Controls}_{it} + \varepsilon$$

3.3 Variables:

Following are the variables that shall be used in the study.

3.3.1 Value.

It is the dependent variable used in the study. It is basically the market valuation indicator. In order to measure the DV (dependent variable) a proxy of market to Book ratio (MTB) has been used in the study. Market to Book ratio (MTB) is defined as the market value of equity divided by the book value of the equity (VO, 2017).

3.3.2 Diversification

It is an independent variable used in the study. By diversification, it means revenue diversification that is the focus of this study. The proxy of NNII (net non-interest income ration) ratio has been used to measure it. The formula for this ratio is as follows:

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NNII = Net Non-Interest Income/Net Operating Income.

3.3.3. Control Variables:

As the model of the study has been adopted from a research study conducted by Vo (2017), there are few control variables that are also included to increase the robustness of the study. These control variables include: Size, Operating Cost, ration of loans to total assets. Where

- **Size** is obtained by calculating the log of total assets (VO, 2017).
- **Operating cost** is basically the ratio of operating cost to total assets (VO, 2017).
- **Ratio of loan to total assets** is calculating by dividing the total loans to the total assets (VO, 2017).

An interaction term has also been used in the model. The interaction term has been created by multiplying the bank size (it has been obtained by taking the log of natural assets) with the diversification (more specifically revenue diversification that has been obtained by calculating NNII (Net Non-Interest Income ratio). The purpose of calculating the interaction term is to investigate the importance of bank size on the relationship between revenue diversification by the banks and its impact on the stock market valuation. In addition to this, as the model has been adopted from the study conducted by VO (2017) in Vietnam, no change has been made in the model.

3.3.4 Interaction Term:

The study has attempted to evaluate the importance of bank size on the relationship between diversification and the stock market valuation. Therefore, an interaction term shall be created within the model. It shall be created by multiplying the bank size (obtain through taking the log of natural assets) with the diversification (that shall be measured by NNII ratio) (Vo, 2017).

Results and Discussion

4.1 Descriptive Statistics:

Table 4.1 represents the statistical behavior of the variables that are included in the study. Descriptive statistics includes mean, median, standard deviation, skewness etc.

Table4.1 Descriptive Statistics

	Int_T	L-TA	Size	MTB	NNII	OC
Mean	561.313	0.117	8.501	1.142	64.364	153468.60
Median	7.143	0.102	8.551	1.081	0.838	14035.50
Maximum	5848.313	0.673	9.409	3.453	621.582	3153601.0
Minimum	0.000	0.005	7.375	-2.754	0.000	205.00
Std. Dev.	1266.195	0.093	0.463	0.827	142.773	532258.5
Skewness	2.427	2.624	-0.342	-0.378	2.313	4.494
Kurtosis	8.120	14.359	2.501	6.716	7.348	22.741
Jarque-Bera	373.348	1174.207	5.3798	107.834	302.284	3528.703
Probability	0.000	0.000	0.0679	0.000	0.000	0.000

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It summarizes that the average value of the variables which have been used for the purpose of this study. For instance, the mean value of independent variables that is NNII (Diversification) is 64.37. The table also attempts to describe the value of the maximum and the minimum values of the variables that have taken for the purpose of the study.

The results for the skewness are mixed. As the dependent variable that is MTB and one of the control variables show negative skewness, whereas all the other variables taken for the purpose of the study reflect positive skewness showing the tail on the right side of the probability density is longer or flatter. In addition to this, the variables also show a leptokurtic behavior with the kurtosis value more than three.

Table 4.2 Correlated Random Effects - Hausman Test

Test Summary	Chi-Sq. Statistic	d.f.	Prob.
Cross-Section Random	0.00	5	1.00
Period Random	0.00	5	1.00
Cross-Section and Period Random	4.44	5	0.487

The table 4.2 of correlated random effects Hausman test shows that significant value of chi-square indicates that the model is suitable for this study is fixed effect model. As the best fit model that is fixed effect model chosen for the purpose of analysis in this study.

Table 4.3 Results of Panel Data Regression with Fixed Effects

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	5.17E+11	2.77E+11	1.866288	0.0643
Operating Cost	7.90E+11	1.14E+12	0.694184	0.4888
NNII	63125921	47751395	1.321970	0.1885
Size	-5.86E+10	3.25E+10	-1.801324	0.0740
LOAN_TA	9.69E+09	2.92E+10	0.331696	0.7407
MTB (-1)	1.65E+10	4.47E+09	3.695266	0.0003
Interaction Term	0.000	0.0010	0.120	0.905

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Table 4.3 (a) Effects Specifications

Statistical Measures	Statistical Values
R-Squared	0.795
Adjusted R-Squared	0.745
Durbin Watson Statistic	1.46
F-Statistic	15.986
Prob (F-Statistic)	0.00

It asserts that bank diversification (NNII p value -0.8998) does insignificantly impact the shareholder value of the banks. Same is the situation with the other control variables that has been taken for the purpose of this study.

The model explains that variations in the data exists as the value of adjusted R2 is 0.78 and the Durbin Watson statistics is 1.46 which indicates the presence of autocorrelation in the data. The value of F statistics is 15.98 with the probability value of 0.000 that is significant at 10% confidence interval.

There have been number of studies by the researchers where the curiosity of the researchers could have been vividly seen in order to understand the impact of bank diversification on the stock market value. However, the tendency to explore the subject of diversification varies in different studies. In addition to this the results of these studies also show different results. A huge number of studies investigated the subject of diversification with respect to profitability and performance. There is a dearth in the literature regarding the investigation of bank diversification especially with regard to the revenue diversification with respect to the stock market value.

Where the studies addressed this aspect for instance, a study conducted by Vo (2016) in which the researcher focused on the Vietnamese market to capture the true picture, negative relationship was found between the stock market valuation and bank diversification. Although the results of this study validate the findings of the underlying study as well, where the results also depict negative relation between the two variables. However, it is pertinent to note that the underlying causes must be considered as well. The focus of Vietnamese investors on the traditional activities is due to the higher level of risk that is faced by the diversification strategies followed by the banks in the country. The investors in the country do not prefer banks generating volatility by investing in non-traditional banking activities and prefer core banking.

Moreover, a research study conducted by Swada (2013) that investigate the same subject of revenue diversification and attempted to find how stock market values bank diversification in the Japanese banking sector, found that the revenue diversification has positive effect on the bank's franchise value. However, the study also reveals that the revenue diversification does not cause the reduction in the risks faced by the banks.

Finally, a study conducted by Sanya (2010) while investigating the impact of revenue diversification on the European banks along with other factors such as ownership structure and insolvency risk, found that revenue diversification tend to have a positive impact on the banks value. It is due to the reason that revenue diversification tends to reduce the insolvency risk. In addition to this, revenue

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diversification along with the ownership structure tends to influence the strategic investment decisions, as a result the value of the bank increases as the insolvency risk of the banks reduces.

On the other hand, a study conducted by Baele (2007), on the similar subject using a different methodology concludes that bank diversification creates a positive impact on the bank diversification as the study reveals that the stock market anticipates that the diversification in the income sources by the bank shall improve its profits in the coming years.

Therefore, it is important to understand that different contextual setting tend to impact differently the relationship between the variables understudy.

Conclusion:

The results of the study for the selected sample reveal insignificant results. It shows that there is no significant impact of bank diversification over stock market value in Pakistan. There could have been various reasons in this regard. In order to understand the situation, we may need to refresh in our minds the turbulent history of the stock market in Pakistan and the number of traditional investing activities by banks in order to ensure their returns. Moreover, it is recommended that the future researchers to dig deep and find out the firms which are in the process of diversifying their risks by investing in stock markets and those which do not get into such sort of diversification.

Further, the comparative analysis at different levels shall bring more clarity in identifying the situation after the detailed analysis that what a bank gets after diversification and what is the performance level if no diversification is made.

The impact of control variables may not be neglected in this regard. As research study conducted by Demsetz and Strahan (1995) found that the subject could have been handled in a variety of perspectives. One of the most common and easy to understand strand in this regard is, its association with the asset size. It means that banks with large asset size tend to have a wide variety of borrowers and also a broader deposit base are in a better position to reap the benefits of diversification, be it of any type.

Lastly, the exploration of the non-interest income avenues may retrospectively tend to increase the non-interest expenses borne by the banks leading to increase in the operating costs. There is a need to explore this area in order to have a complete picture. Therefore, it is recommended to conduct future studies in this area with different perspectives to get the maximum utility out of this blue ocean with the adequate cost and benefit analysis.

A stock market provides the country's financial picture at a certain point in time. it is the yardstick to measure temperature of the financial performance of the firms trading in the stock market. It is important to note that the purpose of diversification is to create a better portfolio of investments to survive adequately in the long run. When such diversification is made in stocks, it becomes vulnerable to the ups and downs in the stock market value. Therefore, it is critical for the stakeholders to get sufficient protection to operate in this area.

Therefore, this study shall provide insights to the regulators to take appropriate actions regarding the real time situation faced by the banks in this area. Once regulated properly, it shall not only help the banks but also shall have a positive impact on the economy of the country as well.

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The study may be in better position to provide meaningful insights if segregation could have been made between the public versus private banks, conventional versus Islamic Banks. Commercial versus Microfinance banks. It could have helped in providing the real time situation sector wise and in the identification of the fact that which areas need more attention.

Finally, the duration of the data selection for the purpose of study was to bring all the banks on the same page as the updated data was not available for the latest years of most of the banks.

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DIFFERENCES OF MEDICAL EUPHEMISMS IN UZBEK LANGUAGE ACCORDING TO THE SPEECH OF THE PROFESSIONAL AND AGE

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Annotation

The article discusses the development of medical euphemisms used in the speech of doctors and patients about the development of folk customs, cultural level, aesthetic taste, ethnic norms. In addition, the article focuses on the speech of different social strata and professions, typical of the speech of a medical worker - a specialist (1); medical professionals are divided into groups such as speech-specific (2) and general (3) medical euphemisms. There is also an age-related feature in Uzbek medical euphemisms. In the sense of euphemism, the sign "childhood" is based on differential signs of age; Marked "adolescent"; Marked "middle-aged"; Marked "old age"; “Age-appropriate” neutral medical euphemisms are distinguished. Hence, in the essence of medical euphemism, the specificity of social function is a linguistic unit in which the social stratum and age characteristics are generalized.

Keywords: euphemistic units, pragmatic situation, social situation, cultural situation, social aspect, psychological mechanism, linguistic background, speech etiquette, communicative communication, addressee, neutral medical euphemisms, definite medical euphemisms

Introduction

It is important to approach euphemisms used in place of words that are morally and culturally inappropriate among members of society, especially medical euphemisms in physician-patient communication, from a modern linguistic point of view, exposing them to the speech of different social strata and professions. In this article, the characteristics of different medical professions and age are explained with examples. The occurrence of medical-related euphemisms at the language level was revealed, and the social stratum, age-specific nature of euphemisms in physicians' speech was revealed.

Literature review

Patient-oriented medical speech is characterized by the active use of a softening language tool. The use of such units stems from one of the most basic criteria of communication - the requirement to adhere to the criterion of politeness. It is also an expression of the doctor’s professional courtesy, speech etiquette, medical deontology. The study of traditional and socially adapted euphemistic units and factors of their use in speech is reflected in the works of P. Brown, S. Levinson, G. Mukhamedyanova. Typically, euphemisms are studied in three ways: social, psychological, and specific linguistic aspects.

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This concept was developed by A.M .Katsev. According to the scholar, in the social aspect, under the euphemism lie social, especially spiritual and religious motives. Under their influence, naming things directly by their names gives a negative shade to the language unit. M.A. Nikitina also emphasizes the importance of three aspects in the euphemism, while commenting on ways to euphemize the speech of school students.

According to N.M. Potapova, the culture of using socially adapted euphemisms serves to form the following qualities of the person:

1) worldview, kindness and trust in the interlocutor;
2) constructive and conciliatory communication with people;
3) mastery of social norms, rules of speech ethics, ability to take into account the ethno-cultural, social and economic characteristics of the interlocutor;
4) personal-spiritual consciousness and competence in spiritual-moral solutions;
5) independently set goals and objectives.

According to N.M. Potapova, a person belonging to a higher social class also has higher cultural categories. The more educated and intelligent a person is, the more vividly he expresses his thoughts, the more he avoids "obscene" words by using euphemisms. But V.I. Jelvis rejects this view and writes: "The sign of high quality of speech and culture is not limited to the social class. For example, the speeches of intellectuals, as well as prominent politicians, famous scientists and artists do not always meet the requirements of society. Evidence of this can be found in their personal correspondence, statements on the pages of memoirs, works of art. The opinion of both scholars is well-founded. In both cases there is no denying that the arguments they make are related to the speech situation.

N.M. Potapova also emphasizes that the euphemism of speech belongs to the middle class more than the upper strata of society and proves her point as follows: "The demand for euphemism of speech is not strong among the upper class. As long as they are at the top of the ladder, they don't feel the need to further elevate their position. Middle-class people, on the other hand, pay more attention to the subtlety of speech in the communication process in order to further strengthen and enhance their position in society. For example, school teachers (the researcher introduces them to the middle class) use a number of euphemistic units to refer to low-achieving students.

R. Holder's dictionary of euphemisms distinguishes two thematic groups: Education and Low Intellligence. An example of the use of such euphemisms is: "The BBC had been offered the series and had turned it down because one of the pupils was academically subnormal." (The British Media Corporation has conducted several tests, and these tests have shown low levels of students.)

According to E.N. Toroptseva, most euphemisms are interpreted in the pragmatic situation itself, and their lexical meaning is also closely related to pragmatics. The main pragmatic function of euphemisms is pomp, secondary protection, which requires the speaker not to violate internal and external prohibitions.

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Analysis

The observation of medical euphemisms in the Uzbek language revealed that they differ according to the specifics of speech of different social strata and professions. Medical euphemisms can be divided into the following groups based on their adaptation to social stratum speech:

I. Euphemistic units of speech of a medical worker-specialist.

1. Лаззатланиш ҳиси, резина қопчиқ - Candidiasis usually has an adverse effect on the human body, weakening sexual desire and reducing the sense of pleasure. It is not recommended to have sex during treatment, if it is continued, the partner should use a rubber bag. 2. Репродуктив - The genitals are also referred to as organs of the reproductive or reproductive system. 3. Ҳайз кўриш, бачадон - As menstruation begins, the shape of the uterus gradually shrinks. 4. Ҳимояланиш механизмлари, ҳаётий зарур органлар, туғма мажруҳлик, эмбрионнинг нобуд бўлиши - The first trimester of pregnancy is a particularly dangerous period. Because in the early stages of development, the embryo is deprived of effective defense mechanisms. As a result, during the formation of vital organs, their diseases also form, which leads to congenital malformation or death of the embryo. 5. Жинсий майлнинг сусайиши, жинсий фригидлик - Decreased sexual desire is also observed in women. In medicine, this is called sexual frigidity (“Шифо-инфо”, 2016.№7, 20-б).

II. General medical euphemisms. The widespread use of such medical euphemisms by various professions indicates their neutrality in terms of specificity to a particular industry or a particular stratum. It suffices to observe the following examples as proof of our point.

1. орқа авратлар - The backs of some babies become red and sometimes inflamed. Minor rashes appear (“Саломатлик тақвими”, 2019.). 2. Ҳалигидай - After the mother is engaged in such activities, the fetus is born mentally retarded (From " ИИБ хабарлари ") 5. “Носоғроқ” - Everyone knows that Nargis's body is "unhealthy". (“Икки карра икки – беш””, p. 179) 6. Руҳий нуқсонли - Every year, more than six thousand children with mental disabilities are born in our society.

III. Medical euphemisms specific to the speech of medical professionals. From the euphemisms that make up this group, гўзаллик ўғриси, юзда очилган баҳор гуллари (the beauty thief, the spring flowers that open on the face), in the speech of cosmetologists (cosmetologists); меҳнат дафтарча (workbook) (abdominal euphemism) and the formation of a healthy lifestyle, appearance in the general physical fitness of the human body (fitness, shaping, aerobics), body "restorers" - in the speech of fitness coaches and masters of sports; it should be noted that such phenomena as норасолик комплекси, бахт гармони, кўриш қуввати, мослашувчан механизм, хасталикдан фориғ бўлиш (infertility complex, happiness hormone, visual acuity, adaptive mechanism, recovery from illness) are used in the speech of psychologists, especially counseling psychologists. 1. Гўзаллик ўғриси - There are other causes of big and small “beauty thieves” (spots) that appear on the face and body. (Bekajon, 2018. №100, p. 42) 2. Меҳнат дафтарчангиз: To beautify your body, add a few parts to your “workbook”. (Darakchi, 2013. №64. p. 32) 3. Юзда очилган баҳор гуллари: It is natural that the sunny days of spring make our beautiful girls a little anxious. After all, it causes the bloom of spring flowers or freckles that open on the face. ("Shifo-info", 2014. №11, p. 49) 4.Норасолик комплекси: It formed a complex of infertility, which led to his alienation from the circle of peers. (V. Sinelnikov. "Love your pain", p. 341). 5. Бахт

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гармони: More smiles do and rejoice, a hormone known as the hormone of happiness is able to work a real miracle in your body.

The tighter the social control of the speech situation, the stronger the probability of euphemism. Conversely, in situations where speech control is weak or speech is involuntary (family members, friends), euphemisms prefer “openness” or dysphemism. They are evaluated on the basis of their euphemistic character in one condition and their other aspects in another.

Discussion

Among the aspects of euphemism, the social aspect occupies a special place. It is possible to fully agree with the opinion that “the use of euphemisms is related to socially conditioned motives”. There are several reasons to study social conditioning in euphemisms:

- language is a means of communication, it has a social nature;
- Man and his inner world are also social: socially oriented and socially conditioned;
- The psychological mechanism of replacing language units with euphemisms is activated in the process of communication;
- The choice of euphemism stems from the state of communication.

A.R. Degtyaryova and M.A. Osadchiy focus on the functional classification of euphemistic units, grouping them according to the different communicative states of the speaker and the listener.

Functional classification of the speaker position:

1. Automatic, unintelligible euphemism.
2. Targeted euphemism:

a) the purpose of not deviating from legal norms;

b) the purpose of not deviating from ethical norms.

Functional classification of the listener's position:

In terms of randomness and anticipation in the speech process:

1) euphemistic units formed by chance in the process of speech;

2) pre-prepared, speech-ready euphemistic units.

L.P. Krysin explains the social significance of euphemisms by the fact that the units of communication, in particular the choice of euphemism, often depend on social factors. In his view, the researcher should not only analyze the euphemistic unit itself, but also take into account the socio-cultural and linguistic background that gave rise to the need to apply this euphemism. The communication situation, social classes, the speaker’s place and position in society, gender and age are essentially social factors.

Class and gender specificity undoubtedly influence the use of euphemisms. It cannot be said that they limit the conscious choice of units in this or that speech situation. Speech situation is a very important factor in the choice of speech units and means of expression. According to R. Lakov, the choice of adequate means of speech is not limited to class and gender specificity. Specific aspects of the speaker and listener, such as age, health, past, individual ethics, will also be a determining factor in the choice and application of the euphemism. Hence, the application of euphemisms is mainly based on 1) the social class; 2) social role; 3) social status; 4) social status; 5) factors such as sexual orientation.

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Sometimes the noun units that indicate the inaccuracy of an action or weakly express a feature do not come in the usual sense, but are represented by a euphemistic unit: эшитмайди deaf (about a deaf person), сал оқсоқланади slightly lame (about a lame).

The main purpose of the speaker in the application of euphemisms in social and personal relationships is to avoid discomfort or mutual conflict during the conversation, to try not to cause discomfort to the interlocutor. The use of the extended combination of retirement in the Uzbek language, хизматлари эвазига ҳақли равишда дам олиш which is justified by the more lenient services to retirement units, saves the negative impact and inconvenience of using the word pension (pension) in communication with the retiree. There is also a type of euphemism that is used to soften speech as well as to create a sincere relationship and eloquent expression between the speaker and the listener: Бу либос ёшингизни улғайтириб кўрсатяпти (This dress shows as if you were getting older). The goal of creating a warm relationship does not allow the subject of speech to use the word old. In this situation, Илтимос, ўтириб олинг (please sit down) and the use of the speech euphemism as a softened form of the sit unit is more socially significant.

There is another important aspect of the communicative purpose that motivates the language owner to apply euphemisms, which is that the information conveyed by the addressee is not intended for a single addressee, but for a specific category of them.

The euphemisms used in this regard, while popular in personal correspondence and formal discourse (speech), gradually spread and became popular in the language community. Such use is characteristic of mass publications, especially various advertisements. For example: Зарарли одатларга эга шахслар: Our organization is looking for a driver. Individuals with bad habits, please do not apply! This includes those who consume alcohol as well as people with harmful habits (alcoholics).

Understanding the limits of shame and obscenity, politeness and impartiality in the social relations, interactions and communication of members of society has led to the application of euphemisms to the subtleties of the contradiction of these concepts. Indeed, many euphemisms have arisen out of a sense of shame, forming a system of behavior and norms in society. Nowadays, the growing attention to the issue of common language and culture requires new aspects of euphemism, the study of euphemisms on the basis of modern scientific approaches.

Linguist N.Ismatullaev in his dissertation showed the use of euphemisms in six functions:

1) instead of the name of the intimidating object;
2) in place of an unpleasant and annoying word;
3) instead of words that are considered obscene;
4) instead of a frightening word;
5) instead of masking the stated concept;
6) in place of an insignificant word denoting the organization and specialization.

Although medical euphemisms in the Uzbek language differ in age, they do not distinguish the age characteristics of the subject of speech. Specific age-specific traits are present in the general meaning structure of the euphemism as age-related differential semaphores. For example, тананинг сўлиши (the weakening of the body) is characteristic of old age; етилиш палласи (puberty) is characteristic of

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adolescence; differ on the basis of the characteristic feature of middle age. But there are medical euphemisms that are age-neutral орқа авратлар, вазн камайиши, қулоқдан қолиш (such as back pain, weight loss, deafness) that apply equally to people of different ages. Hence, the differentiation of age-related symptoms is characteristic of medical euphemism. They are grouped based on age differential sign as follows:

1. Medical euphemisms for "childhood": 1. Рахит – Rickets - a lack of ultraviolet light in children who do not enjoy the morning sun). ("Сиҳат-саломатлик", 2018.№4.14 p.) 2. Катта бош касаллиги: Rickets - during the outbreak of the disease, the child's skull bends, sometimes in severe cases, the head becomes triangular, rectangular, the forehead is bumpy, so it is also called a major headache. ("Сиҳат-саломатлик," 2018.№4, p. 14) 3. Сут тиш куртаклари: In particular, tetrocycline has a severe effect on the formation of fetal milk tooth buds, resulting in the child suffering from caries. ("Саломатлик сирлари," 2018. №12, p. 12)

2. Medical euphemisms for "adolescence." 1. Эркатой қизалоқ улғайиб, кўркам қизга айланади: Pubertat - puberty can be observed at the age of 12-17 years. This period lasts 5-6 years, and as a result of the changes, yesterday's girl grows up and becomes a beautiful girl. ("Family and Society", 1997.21.12.) 2. Етилиш палласи, қиз бола насл қолдиришга тайёр бўла бошлайди, балоғат даври: At this time is the stage of maturation, the genitals develop, the girl begins to be ready to bear offspring, standing, doing household chores, is also observed in their psyche and worldview. ("Сиҳат саломатлик ", 2018.№4.) 3. Жисмоний нуқсонли йигитлар: The fate of physically challenged young men does not leave anyone indifferent, after all. ("Юракка сиғмаган гаплар", 18-б.) 4. Оралиқдаги муддат: It is important to remember that during adolescence, a person is not considered big or small. It is an interval term. ["Ташхис", 2018.№1,32-б]

3. Medical euphemisms marked "middle age".

1. Фарзанд кутаётган аёллар, бошқоронғулик: Nausea, weakness, dizziness are observed in pregnant women in the morning and evening. In the vernacular, this is called governance. (Shifo-info, 2018. №18, p. 27) 2. Фарзандли бўлиш: Childbirth is not recommended for older women. For women, the best age to have children is between the ages of 20-35. ("Shifo-info", 2016.№7, p. 40) 3. Ота бўлиш: Negative habits such as drinking, smoking, drug use also damage the characteristics of a man's fatherhood ... A man is able to become a father at the age of 13-14 is calculated. (Shifo-info, 2016. №7, p. 40) 4. Бўлажак онани: It is known that pregnancy is a serious period for a woman, which worries the expectant mother with its unexpected gifts. (Doctor Press, 2016. №26, p. 14). 5. Ҳомиладорликни тўхтатиш, устидан бола кўриш, бачадон ташқарисидаги ҳомиладорликка – Partial or total displacement of the intrauterine device leads to pregnancy. In this case, the pregnancy should be terminated. Seeing a baby on top of it leads to an ectopic pregnancy. ("Shifo-info", 2016. №19, p. 21)

4. Medical euphemisms for "old age". 1. Тананинг сўлиш белгиларидан - Hair bleaching is a physiological process and is one of the signs of fading of the body. ("Shifo-info", 2018. №15.7 p.) 2. Кексалик даврига қадам қўяётганлар - Everyone, especially those entering old age, should seek medical advice frequently in April and May, when atmospheric pressure fluctuates. ("Health", 2018.№4, p. 14) 3. Юзинчи бир баҳорни кутиб олди, сўнгги баҳор келганини - Saadi welcomed a

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hundredth spring and felt that the last spring had come. (“Health”, 2018. №4, p. 26). 4. Қувватдан қолиш даврида - You often get sick during periods of power outage. (“Doctor Press”, 2016. №26, p. 22)

5. “Age-appropriate” neutral medical euphemisms. 1. Қирғинбарот юқумли касаллик - The World Health Organization has called tuberculosis the most deadly infectious disease in the world and called for urgent action to combat it. (Shifo-info, 2016. №21, p. 34) 2. Наслий тизим органлари - The genitals are also referred to as organs of the reproductive or reproductive system. ("Diagnosis", 2018.№12, p. 12) 3. Асаб толалари қобиғи зарарланиши, ақлий қобилиятнинг пасайиши, мия жароҳатланиши - Sclerosis - damage to the sheath of nerve fibers, decreased mental ability, brain injury. (“Diagnosis,” 2018. №1, p. 21)

Conclusion

In general, factors such as speech situation and condition, social class, social role, social status, sexuality, and age specificity serve to determine the social characteristics of medical euphemisms. The units highlighted may be euphemistic in some contexts and dysphemical in others. Their euphemism is evident from the linguistic ability of the language owner, the cultural level of the communicative goal, the state of speech.

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SOLVING PROBLEMS OF APPLICATIONS OF COLLECTION THEORY

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Annotation
In secondary schools, mathematics is studied on the basis of set theory. The article shows the importance of using the formulas of predicate algebra and set theory in solving mathematical problems. The issues raised here can be used not only to strengthen students' knowledge on the topic of collections, but also to organize math circle classes.

Keywords: Set, predicate, operations on sets, equally strong formulas, number of set elements, problems.

In-depth study of mathematical science is important to know in detail the laws of mathematical logic and the elements of set theory. Therefore, in mathematics lessons, students need to be taught more deeply the science of mathematical logic and the laws of set theory, especially the properties of operations on sets, the proofs of these properties and their application to problem solving.

Although operations on collections have many properties, some of these properties have been studied in school mathematics textbooks. With this in mind, we consider in detail the properties of operations on sets, the proofs of these properties, and their application to problem solving.

We denote the sets by the capital letters A, B, S, ... of the Latin alphabet and the number of elements of the finite set A by n (A).

We mention the descriptions of the actions on the sets.

Definition 1. A set consisting of all the elements belonging to set A or set B is called a combination of sets A and B (denoted as AUV).

Definition 2. A set consisting of all the elements belonging to sets A and B is called the intersection of sets A and B (denoted as $A \cap V$).

Definition 3. A set consisting of all elements belonging to set A and not belonging to set B is called the difference of sets A and B (denoted as $A \setminus V$).

Definition 4. If each element belonging to set A belongs to set V and each element belonging to set V belongs to set A, then sets A and B are called equal sets (defined as A = V).

Definition 5. If each element of set V belongs to set A, set V is called a part set of set A (denoted as $V \subset A$-).

1- property. $A = B \rightarrow n(A) = n(B)$ (1)

2- property. $A \cap B = \varnothing \rightarrow n(AUB) = n(A) + n(B)$ (2)

3- property. $B \subset A \rightarrow n(A \setminus B) = n(A) - n(B)$ (3)

4- property. $A \setminus V = A \setminus A \cap V$ (4)

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Proof of properties 1-4 follows directly from definitions 1-5.

5- property. For optional A and B kits

n (A \ B) = n (A) -n (A∩B) (5)

n (AUB) = n (A) + n (B) -n (A∩B) (6)

equations are reasonable.

Proof. Using equations (3) and (4) and the relation A∩V⊂A, we construct the equation n (A \ B) = n (A \ A∩B) = n (A) -n (A∩B) (5). To prove equation (6), we write AUV in the form of a combination of non-intersecting sets AUV = (A \ V) U (A∩V) U (V \ A) and use equations (2), (3) and (5).

n (AUB) = n ((A \ B) U (A∩B) U (B \ A)) = n (A \ B) + n (A∩B) + n (B \ A) =

= n (A) -n (A∩B) + n (A∩B) + n (B) -n (B∩A) = n (A) + n (B) -n (A∩B)

Thus equation (6) is also valid.

6-property. For arbitrary sets A, B, C (AUV) ∩S = A∩SUV∩S (7) equals.

Proof. Let x (AUV) ∩S. From this

(x AUV) ∧ (x S) → (x A x V) ∧ (x S) → (x A) ∧ (x C) (x B) ∧ (x C) →

→ (x A∩C) (x B∩C) → x A∩CUB∩C.

We now show that the arbitrary x element corresponding to the right side of equation (7) belongs to its left side.

Let x be A∩CUB∩C. From this

(x A∩C) (x B∩C) → (x A) ∧ (x C) (x B) ∧ (x C) → (x A x V) (x S) →

→ (x (x S) → x (AUV) ∩S.

Thus equation (7) is correct.

7 properties. For optional A, B, C sets

n (AUBUC) = n (A) + n (B) + n (C) -n (A∩B) -n (A∩C) -n (B∩C) + n (A∩B ∩C) Equation (8) is valid.

Proof. We use equations (6) - and (7).

n (AUBUC) = n ((AUB) UC) = n (AUB) + n (C) -n ((AUB) ∩C) =

= n (A) + n (B) -n (A∩B) + n (C) -n (A∩CUB∩C) =

= n (A) + n (B) + n (C) -n (A∩B) - (n (A∩C) + n (B∩C) -n (A∩C∩B∩C)) =

= n (A) + n (B) + n (C) -n (A∩B) -n (A∩C) -n (B∩C) + n (A∩B∩C).

Hence, equation (8) is correct.

Such equations can be derived even when the number of participants is 4, 5, and so on, n. For example, to calculate n (AUBUCUD) when the number of participants is 4, we can use the equations (6), (7) and (8) to derive the following formula.

n (AUBUCUD) = n (A) + n (B) + n (C) + n (D) - n (A∩B) -n (A∩C) -

-n (A∩D) -n (B∩C) -n (B∩D) -n (C∩D) + n (A∩B∩C) + n (A∩B∩D) +

+ n (A∩C∩D) + n (B∩C∩D) -n (A∩B∩C∩D) (9)

The following properties of the operations on the sets are also proved as above.

8-property. AU (V∩S) = (AUV) ∩ (AUS)

9-property. A \ (VUS) = (A \ V) ∩ (A \ S)

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10 properties. A \ (V∩S) = A \ A∩B∩S
11th property. A \ (V∩S) = (A \ V) ∪ (A \ S)
12-property. A∩ (V \ S) = (A∩V) \ S
Property 13.
14- property. A∪V \ S = (A \ S) ∪ (V \ S)
15th property. (A \ S) ∩ (V \ S) = A∩V \ A∩V∩S.
We consider the application of the properties discussed above.
Issue 1. = - Write the set of all numbers divisible by 2 and 3 that belong to the set.
Solution:$\{a \in U \mid a \vdots 2 \wedge 3\} = \{a \in U \mid a = 6k, k = \overline{1,4}\} = \{6,12,18,24\}$
Answer:$\{6,12,18,24\}$.
Issue 2. =$\{1,2,3, \dots, 25\}$ - Write a set of all numbers that are not divisible by 2 and 3 belonging to the set.
Solution: We solve this problem in 2 different ways.
Method 1$\{a \in U \mid \overline{a \vdots 2 \wedge 3}\} = \{a \in U \mid \overline{a \vdots 2} \vee \overline{a \vdots 3}\} =$
$= \{a \in U \mid \overline{a \vdots 2}\} \cup \{a \in U \mid \overline{a \vdots 3}\} = \{1,3,5,7,9,11,13,15,17,19,21,23,25\} \cup$
$\cup \{1,2,4,5,7,8,10,11,13,14,16,17,19,20,22,23,25\} =$
$= \{1,2,3,4,5,7,8,9,10,11,13,14,15,16,17,19,20,21,22,23,25\}$.
Method 2. $\{a \in U \mid \overline{a \vdots 2 \wedge 3}\} = U \setminus \{a \in U \mid a \vdots 2 \text{ ва } 3\} = U \setminus \{6,12,18,24\}=$
$=\{1,2,3,4,5,7,8,9,10,11,13,14,15,16,17,19,20,21,22,23,25\}$.
Answer:$\{1,2,3,4,5,7,8,9,10,11,13,14,15,16,17,19,20,21,22,23,25\}$.
In solving such problems, the principle of transition from simple to complex should be followed. If students are given Problem 2 without being taught to solve Problem 1, they may misunderstand the meaning of the phrase "numbers that are not divisible by 2 and 3" as "numbers that are not divisible by 2 and numbers that are not divisible by 3". As a result, the issue is as follows:
$\{a \in U \mid \overline{a \vdots 2 \wedge 3}\} = \{a \in U \mid \overline{a \vdots 2} \wedge \overline{a \vdots 3}\} =$
$= \{a \in U \mid \overline{a \vdots 2}\} \cap \{a \in U \mid \overline{a \vdots 3}\} = \{1,3,5,7,9,11,13,15,17,19,21,23,25\} \cap$
$\cap \{1,2,4,5,7,8,10,11,13,14,16,17,19,20,22,23,25\} =$
$= \{1,5,7,11,13,17,19,23,25\}$ may solve incorrectly.
Students who have fully learned how to solve the above problems correctly can also solve the following problems correctly without difficulty.
Issue 3. U =$\{1,2,3, \dots, 100\}$- how many numbers belong to the set and are not divisible by 3 and 4.
Solution: This is divisible by 3 and 4 from the set $\{3 \cdot 4 \cdot k \mid k = \overline{1,8}\} =$
$= \{12,24,36,48,60,72,84,96\}$ if we subtract the 8 numbers in the set, the remaining 92 numbers in the set are not divisible by 3 and 4.
Answer: 92.
Issue 4. U =$\{1,2,3, \dots, 100\}$- how many elements of the set are divisible by 2 and not by 3.
Solution: To solve this problem, we use the following definitions:
$A = \{2k \mid k = \overline{1,50}\}, B = \{3k \mid k = \overline{1,33}\}$ based on these definitions, problem 4 comes to calculate the number of elements of the set A \ B. We use equation (5).

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n (A \ B) = n (A) -n (A∩B) = 50-16 = 34.
Answer: 34.
In ancient times, the following issues were used to obtain information about pirates.
Issue 5. In a battle with 100 robbers, 70 robbers were wounded in the eye, 75 in the robber's arm, 80 in the robber's hand and 85 in the robber's leg.
a) at least several robbers were wounded in the eye and ear;
b) at least a few robbers were injured in the eye, ear and hand.
c) There may be at least a number of robbers wounded in the eye, ear, arm and leg.
Solution: To solve this problem, we define a set of pirates with an letter A in the eye, a set of pirates with an ear wound in the letter V, a set of pirates in the arm with the letter C, and a set of pirates in the leg with a letter D. In that case
$n(A \cap B)$, $n(A \cap B \cap C)$, $n(A \cap B \cap C \cap D)$ comes to determine which numbers cannot be smaller than.
To determine this, (6) follows from equations (8) (9) and the case condition

$n(A \cup B) \leq 100$ (14)

$n(A \cup B \cup C \cup D) \leq 100$ (15)

$n(A \cap B \cup C) \leq 100$ (16)

$n(A \cap B \cap C \cup D) \leq 100$ (17)

we use inequalities:
a) (6), (14) ⇒ $n(A \cap B) = n(A) + n(B) - n(A \cup B) \geq 70 + 75 - 100 = 45.$ $n(A \cap B) \geq 45$ (18)

This means that there are at least 45 robbers with eye and ear injuries.
b) (6), (16) ⇒ $n(A \cap B \cap C) = n(A \cap B) + n(C) - n(A \cap B \cup C) \geq$
$\geq 45 + 80 - 100 = 25.$

$n(A \cap B \cap C) \geq 25$ (19)

That means at least 25 robbers were injured in the eye, ear and arm.
c) (6), (17) ва (19) ⇒ $n(A \cap B \cap C \cap D) = n(A \cap B \cap C) + n(D) -$
$-n(A \cap B \cap C \cup D) \geq 25 + 85 - 100 = 10.$

$n(A \cap B \cap C \cap D) \geq 10$ (20)

This means that at least 10 robbers were injured in the eye, ear, hand and leg.
Students who have thoroughly studied the issues discussed above and how to solve them can also solve the following problems correctly without difficulty.
Issue 6. U={1,2,3, …. , 100}- What are the numbers in the set that are divisible by 2 and not divisible by 3 and 5?
Issue 7. U={1,2,3, …. , 100}- What are the non-multiple numbers 2, 3, 5, and 11 in the set?
Issue 8. U={1,2,3, …. , 100}- What are the indivisible numbers 2, 3, and 5 in the set?
Issue 9.U={1,2,3, …. , 100}- What are the indivisible numbers 2, 3, 5, and 11 that belong to the set?
Issue 10. Of the 100 students who participate in the school's math or computer science circles, 75 participate in the math circle and 65 in the computer science circle. How many of these students attend both clubs.

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Issue 11. Of the 100 members of the circle, 80 participate in the math circle and 70 in the computer circle. How many students are in the math circle only?
Issue 12. Of the 200 entrepreneurs, 140 are engaged in poultry farming and 150 in fishing. At least a few entrepreneurs are involved in poultry and fishing.
Issue 13. Of the 200 entrepreneurs, 140 are engaged in the production of shoes, 150 in the production of shirts and 160 in the production of pants. At least a few entrepreneurs are engaged in the production of three types of products (shoes, shirts and pants).
Issue 14. Of the 200 entrepreneurs, 140 are engaged in the production of shoes, 150 in the production of shirts, 160 in the production of pants and 170 in the production of suits. At least a few entrepreneurs are engaged in the production of four types of products (shoes, shirts, pants and suits).
We can write each of the problems discussed above in a parametric form and construct many problems for the application of set theory by substituting the parameters with arbitrary natural numbers. These issues can be used to teach students the theory of sets and its applications, to conduct circle classes in mathematics, and most importantly, to develop students' problem-solving and creative thinking skills.

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THE ROLE OF THE SENIOR GENERATION OF THE FAMILY IN THE REARING OF PRESCHOOL CHILDREN

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ABSTARCT
The article is a study of the problem of pedagogical features of the formation of moral qualities in preschool children on the basis of scientifictheoretical, methodological, socio-political sources, analysis of the current situation in practice. The definition and substantiation of the relationship between the concept of moral qualities of preschool children and the pedagogical and social moral characteristics of children is given.

Key words: moral education, moral qualities, moral imagination and knowledge, the formation of cultural behavior and positive attitudes, the encouragement of moral feelings and attitudes, norms and rules of behavior.

The perfection of a person is determined by his spiritual world. A good upbringing is a precious treasure. The spirituality of the Uzbek people requires instilling such human qualities as truthfulness and justice, preventing ignorance and cruelty, humanity, kindness, enlightenment, friendship, courage, brotherhood, hospitality, purity, kindness, honesty, patriotism.

The customs, way of life, education and cultural traditions of the Uzbek people are rooted in the depths of centuries. The present and future generations must know and follow the Uzbek national spirituality. Only then will the society be prosperous, people will live a peaceful and cultural life. This has always been recognized by all generations. Moral education is an important component of the all-round development of a personality. This is a process aimed at instilling in children a moral imagination and knowledge, instilling in them moral feelings and personality traits, a culture of positive attitude and behavior.

The study of the experience of raising children in preschool educational institutions and observing the upbringing of preschoolers in a family environment shows that both parents and representatives of the older generation of the family (grandparents) find it difficult to organize the pedagogically expedient upbringing of children in changing socio-cultural conditions.

When studying the opinion of parents about the participation of the older generation of the family in raising children, it was found that the young family considers the relationship of the child with the older generation as part of the necessary assistance in performing the functions of supervision, care, upbringing and education, which they themselves are not able to perform in full. At the same time, the criteria for assessing the contribution of the older generation to the upbringing of a child, first of all, are the upbringing priorities of the parents themselves, which boil down to the implementation of the immediate upbringing tasks.

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An analysis of family education in Russian families shows that the degree of participation of representatives of the older generation lags behind the real needs and modern requirements of society. Attempts to bring up children, jointly by parents and the older generation of the family, are not effective enough. The valuable experience accumulated by the older generation is ignored or simplified.
In view of the insufficient theoretical elaboration of the problem, the participation of representatives of the older generation of the family in the upbringing of preschoolers remains a spontaneous, poorly controlled process. In this regard, it becomes necessary to search for reserves for increasing the educational potential of a multigenerational family, scientifically grounded ways of interaction between the older generation of the family in the upbringing of preschool children, which determined the pedagogical relevance of the study.
An analysis of the available research has revealed a contradiction between the needs of society in strengthening the influence of a multi-generational family on the upbringing of preschoolers and insufficient theoretical elaboration in pedagogy of the problem of interaction between the older generation of the family and preschool children.
The subject of the research is the pedagogical conditions of interaction between the older generation of the family and preschool children.
To implement the above tasks, a set of complementary methods was used in the study: theoretical (logical analysis of psychological and pedagogical, sociological, scientific and methodological, reference and encyclopedic literature on the research problem), diagnostic (conversations with children, drawing techniques, survey (questionnaire of parents and educators), pedagogical supervision, etc.); analysis of mass and advanced teaching practice; designing a model and methodology for upbringing preschoolers; pedagogical experiment (ascertaining, forming, control), mathematical processing of results, calculation of average values.
The personal participation of the applicant in research and obtaining scientific results is expressed in the study of the theoretical and practical state of the problem; highlighting the main indicators and criteria in the development of the content and methods of work with teachers and members of a multigenerational family, in the organization of experimental work to check the effectiveness of the implementation of the model of interaction of the older generation of the family with preschool children; in the implementation of research results in pedagogical practice; analysis of research results.
The scientific novelty of the research lies in the fact that:
- The meaning of the interaction of the older generation of the family with children of preschool age is revealed, its content is determined;
- The reasons leading to the mismatch of the views of parents and representatives of the older generation of the family on the upbringing of the child and on the role of grandmothers in this process have been identified.
- The pedagogical conditions for the interaction of the older generation of the family with children of preschool age have been determined.

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The theoretical significance of the study is as follows:
- The existing theoretical ideas about the essence of the educational interaction of the older generation of the family with preschool children have been expanded;
- The criteria for educational interaction of the older generation of the family with preschool children have been determined;
- The structural components of the model of interaction of the older generation of the family with preschool children (cognitive, emotional-motivational, activity) have been developed.

The practical significance of the research lies in the development of content and methods aimed at harmonizing the interaction of the older generation of the family with preschool children, which can be used in the work of preschool institutions; in determining a long-term plan of work with the teaching staff of a preschool institution to improve their skills in working with a multi-generational family. On the basis of empirical research, the features of the participation of the older generation of the family in the upbringing of preschoolers were determined.

In the course of the ascertaining experiment, we found that, although representatives of the older generation take an active part in the upbringing of preschool grandchildren, nevertheless, they do not implement the transfer of family traditions and family history to the next generation. In addition, among the educational priorities of parents of preschoolers, the qualities that contribute to the optimization of relations between children and older people do not take a high enough place. It was also found that the ideas of preschool educational institutions about possible forms of inclusion of representatives of the older generation in the process of raising grandchildren are vague.

List of used literature

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USING OF MANIPULATIVE METHODS IN THE COMMUNICATION

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Annotation

Annotation: Our argument is that manipulation is a type of manipulative communication; in reality, manipulation is communication, and manipulative communication is manipulation, We emphasize that the manipulator achieves mental paralysis by organizing their efforts directly through the manipulating message with indirect factors caused by the manipulation situation.

Keywords: communication, manipulative communication, neuro-linguistic program (NLP) manipulation theory, situational manipulation theory

Manipulative communication is a type of communication that employs deception, deception, and influence to manipulate the outcome of a conversation and, as a result, the behavior of those around them.

Manipulative communicators seldom say what they mean; often, they bury their true intentions under layers of obfuscation in order to get their way without the other person noticing.

People will not react well to a manipulator in future interactions if they know he or she has played them, this style will lead to some clashes within teams or departments if one employee is using it consistently.

Manipulation is sometimes thought to be one of the behaviors involved in communication. It is more than a set of skills; it is a form of art that should be mastered in order to achieve remarkable results that will benefit the individual. The arts, philosophy, and theology, on the other hand, take a particular approach to coercion. We must note that it still means "a skilled hand grip," and that we are referring to someone else holding something. Manipulation is described as the deliberate, biased, and covert activity of dictating a false image of reality to some man or group of people in order to achieve one's own personal goals; it is the use of people to achieve one's own goals (according to the used neighbor). Manipulation is the process of influencing people's perceptions and attitudes, as well as their actions and emotions, without their permission or understanding (in this sense, manipulation varies significantly from development, education, and persuasion, which will be addressed later). However, we cannot be under the illusion that caring for our needs is always an action against another person, and demanding the implementation of legitimate needs is manipulation. These reflections do not leave any doubt as to the fact that manipulation is seen as an unnatural (nonecological) reality, and thus harmful to the human person. While the manipulator does not actually lie, a liar's mentality and that of a manipulator's are similar. They merely use different tools to obtain their undeserved and selfish interests. Both the manipulator and the manipulated person are responsible for the evil that appears in the world as a result of manipulation. The

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deceived made a mistake by not caring enough about the facts and not using their justification enough, allowing the manipulator to lead them directly into error. Manipulation is not the same as contact. It is, in truth, a reality (action) that appears to be a communication act. It tends to be an anti-communication activity due to its intent, which is that it does not create community (which is part of the essence of communication), but rather achieves self-serving goals. According to many experts, deception entails deceiving an adversary (military, economic, or political) about their true intentions and undermining their will through disinformation. An activity is carried out by "actions," deception is carried out through "disinformation actions," and the aim of manipulation is to deceive the opponent.

For some, manipulation is like an exciting intellectual game: a competition that is more effective at influencing someone. It develops a person's mental ability, attention to the feelings and condition of others.

You decide for yourself what to think about interpersonal communication based on manipulation. Forming an opinion, relying on experience and life instructions. You can always deliberately try to establish your relationship where there is no room for exposure.

One of the most effective ways to manipulate people is through neuro-linguistic programming. You can take special NLP courses or view information on the Internet. The bottom line is that you use facial expressions, gestures, you program a person to believe you, you force your point of view. For example, one way is to reflect the situation of the interlocutor. He chooses to be happy under anesthesia and knows you are his man. Accordingly, it will be more reliable.

People are irritated by methods of persuasion because they believe it gives them an advantage over others. But don't lose sight of the most fundamental instinct: survival in a living world. We're still battling for money and competing with one another. And this tinkering is extremely beneficial.

They would do that for you if you are moral and believe others are immoral. As a result, it is often a more prudent position to be prepared for other people's coercion and to use it when possible. After all, a basic connection should always be used first and foremost.

Finally, deception employs pseudo-information (that which appears to be true but is obscured by obscurantism and/or secret advertising). Under-information, over-information, and para-information (a small and diluted version of informing that consists of replacing authentic information, minor, sensational, and personalized aspects thereof). That is, manipulation makes extensive use of ex-information.

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LINGUOCULTURAL FEATURES OF PHRASEOLOGICAL UNITS

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Abstract
This article is devoted to the study of phraseological units of Russian and English languages in the linguistic and cultural aspect.

Keywords: linguoculturology, phraseological system, phraseological units, phraseology**.**

In modern linguistics, the study of language in terms of its essence, the communicative, linguo-cognitive approach to language is gaining ground. The study of the essence of language provides an opportunity to gain a deeper understanding of the spiritual heritage, history, national values, cultural and spiritual riches of any nation. The relationship of language and culture, the understanding of national mentality creates the need for in-depth and scientific study of the essence of language, its communicative function. Socio-economic and intercultural relations between the peoples are also developing rapidly. In the process of shaping the relations of peoples, the use of other languages and the study of languages are increasing. Learning other languages allows you to study the culture of that nation, to feel it, if possible. In this sense, the study of the interaction of language with culture has recently become an extremely topical issue. At the same time, a special field in linguistics, called lingvoculturology, appeared as an object of study. Linguoculturology, which began its development in the 90s of the last century, has become one of the most relevant areas of modern linguistics. Linguoculturology studies and scientifically substantiates the interaction and interaction of language and culture, as well as the mentality of language and people, national identity. In this respect it is interrelated with the science of culture and language.

In recent years, great importance has been attached to the study of the phraseological system of language from a semantic-pragmatic, lingvoculturological, cognitive scientific point of view. Phraseological units are linguistic units that express information about culture, national mentality. The component of the cultural meaning of the phraseological meaning, the expression of the evaluative attitude, provides information about the national mentality, ethnoculture of a nation. In general, phraseology is a vivid expression of the way of life, culture, enlightenment, national mentality of a nation. Phraseological units are a source of information about the culture of peoples and a bright language unit that expresses the national-cultural specific linguoculture. In recent years, great importance has been attached to the study of the phraseological system of language from a semantic-pragmatic, lingvoculturological, cognitive scientific point of view. Phraseological units are linguistic units that express information about culture, national mentality. The component of the cultural meaning of the phraseological meaning, the expression of the evaluative attitude, provides information about the national mentality, ethnoculture of a nation. In general, phraseology is a vivid expression of the way of life, culture, enlightenment, national mentality of a nation. Phraseological units are a source of information about the culture of peoples and a bright language unit that expresses the national-cultural specific linguoculture.

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It should be noted that at the stage of modern development of linguistics it is expedient to study the national-cultural specificity of phraseology, the expression of the culture and values of the people. As recognized by many linguists, the phraseological richness of the language serves as a means of expressing the national-cultural identity of any nation, because in its essence, the units within it reflect the national culture. With these features, the issues of national-cultural specificity of the phraseological system have become the subject of study of many linguists today. It should be noted that at the stage of modern development of linguistics it is expedient to study the national-cultural specificity of phraseology, the expression of the culture and values of the people. As recognized by many linguists, the phraseological richness of the language serves as a means of expressing the national-cultural identity of any nation, because in its essence, the units within it reflect the national culture. With these features, the issues of national-cultural specificity of the phraseological system have become the subject of study of many linguists today.

Linguist VA Maslova also said that “phraseological units in their semantic structure express the long-term process of development of folk culture, transmit, seal and record cultural stereotypes, standards, archetypes from generation to generation.

In this sense, in the process of research and application of phraseology: 1) the common meanings of most phraseologies or the meanings of their components contain traces of its psyche, the name of national culture, and they should be identified and studied; 2) national-cultural information is stored in the semantic structure of phraseological units, exists, expresses their images about the world and assigns national-cultural color to phraseological units; 3) the study of cultural- national connotative features in the study of the national-cultural process of phraseology. In linguistics, the term non-alternative lexicon and its essence are widely used in linguoculturology.

Without an alternative, the content of the lexicon cannot be compared with other lexical concepts of the language, nor can they be accurately translated into another language. In the context of an alternative lexicon lies a national reality. The essence of such lexemes reflects the names and content of national objects, customs, national clothes, national system, national cuisine, national traditions, which do not exist in the culture of other ethnic groups, but are specific only to the culture of a particular nation: Without an alternative, the content of the lexicon cannot be compared with other lexical concepts of the language, nor can they be accurately translated into another language. In the context of an alternative lexicon lies a national reality. The essence of such lexemes reflects the names and content of national objects, customs, national clothes, national system, national cuisine, national traditions, which do not exist in the culture of other ethnic groups, but are specific only to the culture of a particular nation:

For example: the English word knocker - door hammer-door hammer represents the British way of life, an element of lifestyle, and the Uzbek and Russian national culture, such a reality does not exist in the way of life. There is no Uzbek or Russian alternative to this reality. We call such words a lexicon without an alternative. The peculiar processes of formation of phraseologies distinguish them from ordinary word combinations. The formation of phraseologies is also associated with linguistic and non-linguistic factors. The emergence and formation of phraseology is inextricably linked with such factors as, firstly, historical processes, social environment, socio-political life, political-spiritual views, and secondly,

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linguistic, that is, the grammatical rules of language. During the period of formation, phraseology, like lexicon, is subject to the internal laws of language - phonetic, lexical-semantic, grammatical requirements.

Conclusions

The appearance of phraseologisms is closely related to life people, their history, life, beliefs, the general development of the nation. As we mentioned, the people always take phraseologisms as the basis exactly those realities that are present in his culture and that would be easily recognizable and understandable to all representatives of this cultures.

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MILITARY PEDAGOGY: DIDACTICS OF MILITARY-PEDAGOGICAL RESEARCH AND PROBLEMS OF EDUCATION OF MILITARY SERVANTS

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Annotation
This article discusses the development of military pedagogy as a necessary tool for the comprehensive training of officers, military pedagogical research and modern problems of didactics and training of military personnel. Methodological bases of national military pedagogy and application in the current conditions of development of military education, the level of competence of officers in working with personnel, features of formation of military professional powers are reflected.

Keywords: military pedagogy, military education, training of military personnel, officers, cadets.

Currently, there is an intensification of research on the problems of didactics and education of military personnel. The methodological foundations of military pedagogy are being clarified, liberation from ideological priorities is taking place. Today, the bulk of military educational research contains special methodological developments, which are based on the results of fundamental research of modern science and practice, the historical and pedagogical analysis of the phenomena under consideration. Such an approach to the methodology of military pedagogy made it possible to constructively evaluate accumulated scientific potential, to use the available scientific achievements with maximum efficiency. Currently, a lot of work is underway to thoroughly and objectively comprehend military pedagogical experience, foreign pedagogical ideas, modern pedagogical technologies and trends in the development of education, taking into account their application in the training and education of military personnel. Much effort is made to establish and improve multi-level system of military education, its relationship with professional higher education system: "...the method is designed for teachers. It is based on the requirements of the state educational standard for higher or secondary vocational education, qualification requirements for military professional training of graduates” [5, p. 2].

Dynamic development of all spheres of the life of society necessitates a high psychological and pedagogical training of officers for effective leadership of subordinate servicemen and military collectives. Currently, an urgent task is to improve the pedagogical culture of military personnel. Its solution is viewed as one of the most important means of improving educational process in the troops. Integration and expansion of cooperation of representatives of military pedagogical science with military political scientists, sociologists, psychologists, historians, economists, military specialists is being carried out, interaction with professionals from other branches of pedagogy is expanding. All this allows military pedagogy to comprehensively and systematically consider the problems of upbringing, training, and education, professional and personal development of servicemen.

Modern problems of military pedagogical research are exacerbated by the large- scale reform of military specialists training. First of all, military educational and scientific centers are being formed in the

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system of military education, which are a new form of integration of military education and pedagogical science. Military educational and scientific centers are created to improve the efficiency and quality of the educational process, rational use of intellectual, material and information resources for training specialists and conducting research in priority areas of science development.

The growing role of highly qualified military specialists is due to:

- Need to update scientific, pedagogical and scientific personnel in the system of higher military vocational education;
- Interest of graduates of military universities in postgraduate professional education and obtaining an academic degree;
- Need of military educational institutions for personnel of scientific and pedagogical specialties in connection with the increasing complexity of the tasks of military education being solved.

By the topical themes of fundamental and applied military research include:

1. Fundamental educational foundations of the military education strategy;
2. Personality of a soldier in the system of continuous military education;
3. Theoretical and applied problems of the development of military education systems.

Currently, there is a modernization underway in the field of military education. In military universities, professional training is focused on providing troops with officers whose level of competence meets the requirements of modern competitiveness: "... the role of the competence- based approach in training will be considered from the point of view that the result of such a process may consist in the development of a person's ability to act in various problem situations, in terms of skills and skills"[5, p. 2].

These circumstances indicate presence of a problem between cadets acquired during the period of study at a military university and pedagogical knowledge, skills and abilities recorded in reality, without which their successful professional activity in the troops is impossible. If we analyze modern textbooks and teaching aids, in which normative, established pedagogical knowledge is presented, then they differ little from textbooks of past years. The ideological orientation of the old manuals is discarded in the new pedagogy books for military universities and the texts are embellished with psychological theories and concepts of personality development, which are not adapted to pedagogical reality: "... In the interaction of military personnel, their attitude to activities is formed. Any communication between a teacher and a pupil passes through the inner world, consciousness and feelings... " [3, p. 325]. At the same time, society and the state have changed so significantly that not taking into account the situation, it starts knowingly training a future officer to work with personnel, which is not very productive.

In modern society, such historically formed values as "Fatherland", "patriotism", "loyalty to traditions", "duty", "dignity", "defense of the Fatherland" are being interpreted in a new way.

In general, one of the ways for new theoretical and practical generalizations, further improving the education and training of military personnel in modern conditions is the study of the richest experience, development of the theory and practice of training military personnel in different periods of our history. Thus, the system of training and education of servicemen, military pedagogy, has passed the difficult path of its formation and development. It is based on a powerful foundation of pedagogical thought and

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practice of world pedagogical experience. All this serves as the basis for the development of theory and practice, education and training of military personnel.

Military leaders and commanders were always on the lookout for information about their soldiers. It was understood as the organized and purposeful formation of their moral and combat qualities, which were responsible for the tasks of the armed forces and necessary for their successful solution. At the same time, special attention was paid to inculcating the personal qualities that should be unique to every defender of the Motherland, regardless of his military specialization and official position. First of all, these include: high combat readiness, patriotism, loyalty to military duty, honor, high discipline, military companionship, psychological stability, courage, bravery and courage. These qualities of soldiers and officers of the Uzbek army have repeatedly helped him to win over many Uzbeks in defense of the Motherland.

Training of military personnel is a purposeful and systematic activity of the state and society, departmental, public and other organizations, as well as military command and control bodies and officials of the Armed Forces to form and develop the personality of servicemen. with certain requirements that ensure the readiness of military personnel to perform tasks in the interests of defense and national security.

This multifaceted activity is carried out on the basis of the Constitution of the Republic of Uzbekistan, laws of the Republic of Uzbekistan, decrees of the President of the Republic of Uzbekistan, resolutions of the Government of the Republic of Uzbekistan, normative legal acts of the Ministry of Defense. The Concept of education of servicemen of the Armed Forces of the Republic of Uzbekistan, first of all (2009).

According to the guidelines, the military training system is the most important tool for building a healthy morale of the troops. It is built on the basis of centuries-old military traditions, patriotism and respect for the peoples and nations of the multinational Republic of Uzbekistan, recognition of universal values, the best examples of national and world culture. It takes into account the historical experience, current state, problems and development trends of the Uzbek society. At the same time, the military training system is an integral part of the development, training and use of the Armed Forces.

The main purpose of educating servicemen is to form and develop in them the qualities of a citizen-patriot, military specialist and high moral person. Achieving this goal involves a complex solution of many tasks, one of which is the readiness of servicemen to defend the Motherland, fidelity to the Military Oath, personal responsibility for the unconditional execution of orders of commanders (commanders), military duty and the rules of the Armed Forces requirements.

Subjects and objects are the central elements of the education system for servicemen of the Armed Forces of the Republic of Uzbekistan. Among the traditional disciplines of the education system are: commanders and commanders at all levels; headquarters, services, other bodies of military command; bodies of educational work; military teams; military cultural institutions, the most important subjects of the education system are recognized: society; state; local public authorities; mass media; families and close relatives of servicemen; public organizations in military units.

Based on this, all subjects of education are considered as stakeholders and interactors. It should also

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be noted that the training of military personnel is a priority in the service of Armed Forces officials at all levels.

More than 70 percent of officers and officers are directly confronted with the training of their subordinates. In the army, after all, many things affect the quality of education: exemplary internal order, the organization of the military service, a personal example of the attitude of commanders and commanders to service, the organization of leisure and recreation, and more many things. This process is not seen as a goal in itself, but as an arsenal of tools to systematically build the human capacity needed to serve in a truly effective Armed Forces.

The education system provides a differentiated approach to different categories of servicemen. The so-called object of training: generals, admirals, officers, orders, orders; sergeants (junior officers)) soldiers, cadets, students without the rank of officer, female servicemen; students of the Temurbek school, cadets, as well as graduates of military units, military orchestras and others.

The interaction of subjects and objects of education in the educational process serves as an integral system. Educational subjects solve educational problems in accordance with their level in the course of their activities.

The content of educational work at all levels is determined by the state policy in the spiritual and moral sphere of society.

The Armed Forces, which has a tremendous educational potential at the social (socio-cultural) level, is a key aspect of public life as an object of public and public administration, including targeted administration for the benefit of strengthening spirituality. Civilians in general and military personnel in particular.

The first and most important subject of education at this level is the state. The state unites the activities of public authorities at all levels, departments, public and other organizations to address a wide range of educational problems on the basis of program methods and a single state policy.

Educational issues are addressed at the institutional level by organizations (military units, military educational institutions, cultural and recreational institutions, etc.) that are specifically designed to address educational problems or have educational functions.

At the socio-psychological level, military collectives, women's councils, and other public organizations act as subjects of education.

At the interpersonal level, education is seen as a practice of interpersonal interaction between the subject and the object of the educational system. The subject of education can be the object itself (self-education).

At the intra-personal level, the subject of education is the object itself (self-education). True discipline is the transition to self-discipline.

It follows from the above that the effectiveness of the military training system will be strengthened in all respects: the existence of state approaches to state-patriotic education of all citizens of the Republic of Uzbekistan based on the development of traditional Uzbek language, values such as patriotism, duty, honor, conscience, responsibility ; To unite the efforts of mass media, departmental, public and other organizations in the interests of state and patriotic education of the citizens of the Republic of

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Uzbekistan; implementation of targeted state social policy towards servicemen and their families; personnel, financial and logistical support of the educational process in the army that meets modern requirements; improving the system of training subjects; optimization of the organizational and staffing structure of educational bodies, definition of their functions and tasks; increase the personal responsibility of commanders (chiefs) for the training of subordinates, improve the method of their pedagogical activity.

It is difficult and difficult to find ways to reach the heights of pedagogical excellence. There are no ready-made recipes, universal and appropriate rules for all situations. The art and skill of education requires more.

The question is natural: what should be the direction of the formation of the personality of a modern Uzbek army serviceman, and what is their content?

The content of training of servicemen of the Armed Forces is a set of the main types and directions of education: state-patriotic, military, moral, legal, economic, aesthetic, physical and environmental.

For any seemingly traditional nature of these trends, each of them is filled with updated content today.

State-patriotic education influences servicemen to form and develop a person with patriotic qualities of the Republic of Uzbekistan, is able to take an active part in strengthening and improving the foundations of society, is preparing for successful completion. The defense and security of the individual, society and the state.

The main directions of state-patriotic education of servicemen are: formation of an active civil position of the serviceman, which allows him to effectively solve state problems in peacetime and wartime; Building the morale of the Armed Forces on the basis of the heroic traditions of the peoples of the Armed Forces of the Republic of Uzbekistan; creative use of the educational potential of different religions; Improving the international education of servicemen in the spirit of friendship between Uzbeks.

Military education is a systematic and purposeful process of influencing the spiritual and physical development of servicemen to prepare them for the armed defense of the Motherland.

The main directions of military education are: to create conditions and motivation for the development of professional skills of servicemen in the process of transition to the system of contract recruitment of the Armed Forces; to ensure that the professional, moral and psychological training of servicemen corresponds to the tasks they perform; modeling of real conditions of modern combat situation in the educational process; to maintain strict legal order in the organization of military service, daily life and daily activities in military units (subdivisions); creating conditions for the security of military service; providing personal samples of all categories of military servicemen; use of a system of military customs and ceremonies for educational purposes.

Moral education influences the mind, emotions, and will to form the necessary spiritual and moral qualities and qualities in servicemen.

The main areas of moral education are: informing servicemen about the requirements of society for their professional and moral appearance; explain to them the social significance of military service; encouraging the moral self-improvement needs of servicemen; apply the impact of education in accordance with the level of moral maturity of military personnel.

In this process, the personal meaning of ethical principles and norms is formed, implemented and experienced, negative actions and behaviors are prevented, moral feelings such as responsibility, pride, etc. are formed. It is also important to organize their activities in accordance with the purpose. and courage. The individual characteristics of servicemen, the influence of public opinion, and the healthy socio-psychological climate in military communities should be studied and used for educational purposes; to use the moral and spiritual potential of public associations in the interests of educating servicemen.

Legal education is a purposeful and systematic approach to the minds, emotions and psychology of servicemen in order to form stable legal ideas, beliefs and feelings in their minds, feelings and psychology, to form in them a high legal culture, skills and habits of active legal behavior. 'is a mystery.

The main directions of legal education: organization of legal advocacy; improving the theoretical and methodological training of military personnel on legal issues; mobilization of military personnel and the military community for active participation in the process of legal education; generalization and dissemination of best practices in legal education; monitoring compliance with the rule of law, order, military discipline and disciplinary practice; organization of legal protection of the interests of servicemen and their families.

Economic education is the influence on the formation of economic knowledge, skills, abilities and personal qualities in military personnel necessary for the successful performance of their official duties.

The main directions of economic training of servicemen are: creation of conditions for successful development of economic relations in the Armed Forces; formation of respectful attitude to state property, rational use of material, technical and educational-methodical means; use of economic incentives in educational work with servicemen; establishment of economic schools for military personnel in military units for the purpose of general economic education; promotion of economic knowledge on the economic issues of the life of the military unit (unit); training military personnel to anticipate and evaluate the economic consequences of their activities.

Aesthetic education is the impact on military personnel to diversify the emotional and emotional realm of their mental world.

The main directions of aesthetic education of servicemen are: formation of aesthetic attitude to military service, military duty, military environment, subjects and objects of professional activity; instilling an aesthetic attitude to military uniforms; Enhancing the aesthetic content of MILITARY ceremonies; Get acquainted with the artistic and creative life of the Armed Forces, the work of military artists, writers, composers and poets; introduction to military issues in theater, cinema, literature, painting.

Physical training is the formation of moral-volitional, combat and psychological qualities necessary for servicemen to improve their physical culture, actively organize their leisure time, strengthen and strengthen their health, perform combat (combat training) and other tasks. .

The main directions of physical training of servicemen are: organization of planned physical training of different categories of servicemen in accordance with the tasks and types and types of troops; sports events; active organization of leisure time of employees on weekends and holidays; promoting a healthy

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lifestyle; popularization of the best sports achievements.

Environmental education is the formation of the ecological thinking of servicemen, the formation of the necessary economic, legal, moral, aesthetic views on nature, the role and place of man in the protection of the environment.

The main directions of environmental education of servicemen are: explanation of the causes of negative environmental consequences of military activity and ways to prevent them; involvement of military personnel in practical nature protection activities; conducting environmental training for military personnel.

The main types and directions of military training are interrelated and have their own characteristics. Education implies a holistic approach, unity and coherence of all its components, and its correct application ensures high-quality operation of the military education system, achieving a certain level of its efficiency and effectiveness.

Instructions:

In the introductory part of the lesson, the leading audience should focus on the relevance of the topic to their military careers. After all, the effectiveness of educational work depends on the degree to which they master the pedagogical skills of education. A brief analysis of the training activities of each unit officer is required.

In explaining the content of the first training question, the audience's attention should be drawn to the fact that the instructional documents on education require solidarity and concerted participation in the training of military personnel by commanders and commanders of military forces. all levels and this is one of the priorities of their formal activities. In addition, each of them assumes personal responsibility for the results of the training of subordinates.

When considering the issue of secondary education, it is necessary to focus on the so-called pedagogical technologies that officers-teachers should apply in their daily activities. After all, the effectiveness of education depends on the correct and consistent use of the forms, methods and tools of educational influence.

In conclusion, the effectiveness of military training is largely determined by the authority of the officer, who is the central representative of the army. This is primarily due to his high professionalism and fatherly attitude towards his subordinates.

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ASSESSMENT OF VIRTUAL LEARNING DURING COVID-19 LOCKDOWN IN NIGERIAN PUBLIC UNIVERSITIES

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Abstract

The study assessed the effectiveness of virtual learning during COVID-19 Lockdown in Nigerian universities. Six research questions and one null hypothesis were raised and formulated respectively for analyses and testing in the study. The descriptive survey research design was adopted for the study. The population of the study comprised of all public universities in the six (6) geopolitical zones in Nigeria. The sample size comprised of 123 undergraduate students and lecturers, respectively made up of 67 undergraduate students and 56 lecturers selected randomly from six geopolitical zones of Nigeria. The responses of the respondents were presented in Grand Mean ($g\bar{x}$) and Standard Deviation while t-test was used to test the hypothesis, generated at 0.05 level of significance. The findings of the study revealed that inadequate funding of public universities, inadequate ICT infrastructural facilities, poor implementation of ICT policies in public universities, high cost of ICT facilities, poor ICT literacy level of lecturers and students, unstable electricity, unstable Internet Services and inadequate man-power as reasons why many public universities could not switch into virtual learning during the COVID-19 school clock down period. Based on the findings, it was recommended that government and other stakeholders should provide special ICT funding for all public universities, provide adequate ICT infrastructural facilities, subsidize ICT facilities for students and lecturers, ensure stable network services in all public universities, and implement all ICT policies and ICT capacity development for lecturers and learners.

Keywords: Covid-19 Lockdown, Virtual Learning, Universities

Introduction

Virtual Learning has come to stay as many schools reopens online academic calendar after the covid-19 pandemic lockdown globally. In response to this lockdown directive in year 2020 by different country across the World, many universities has switched to online education. Olabisi (2020) stated

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that universities around the world are making use of communication technology to ease the effects of the global pandemic on their academic calendars. Huili (2020) observes that as a result of the new coronavirus epidemic most universities in China have encouraged their professors to apply online teaching instead of in-class teaching and this is likely to continue for the indefinite future. In Australia, classes have been moved to online, just as in UK and Canada universities that have suspended face-to-face teaching. In Turkey and Kenya, universities have activated communication between lecturers and students via social media platforms and emails while classes have gone totally online in the Philippines and Kyrgyzstan. Teachers in France have been working with their students on Zoom.

In Nigeria, precautionary move aimed at containing the spread of the coronavirus (Covid-19) disease in the country, the Federal Ministry of Education, likewise ordered the immediate closure of all educational institutions in year 2020 which includes, tertiary, secondary and primary schools nationwide. In order to contain the spread of the virus in Nigeria, the Federal Ministry of Education has directed all educational institutions in Nigeria to shut down and allow students to go home (Ogunode 2020a; Jegede, 2020; Ogunode, Abigeal & Lydia, 2020). Thereby making Nigeria as one of the growing list of countries in Africa and in the World with schools and universities lockdown. Before the official announcement by the permanent secretary, most universities had already sent their students home (Ogunode, 2021; Ogunode, Ahaotu & Ayisa 2021). Schools were officially reopened in January 2021 though with more emphasis on online education so as to reduce the spread of the covid-19 virus.

Despite the uncertainty of the post covid-19 era, the digital students are eager to access the opportunity of online learning. However, some professors and students have complained about problems with online teaching and lack confidence in its effectiveness, but many are still new to the whole online experience (Olatunde-Aiyedun, Eyiolorunse-Aiyedun & Ogunode, 2021). The inadequate provision for audio-visual learning aids such as: projectors, computer, screen and power supply/generators to facilitate this learning, as well as shortages of human power/ personnel has led to set back of our educational system in Nigeria (**Ojelade, Aregbesola, Ekele & Aiyedun, 2020)**.

1.1 Statement of the Problem

For good one year, the COVID-19 pandemic shut down all universities in the country except for few public and many private universities that migrated into virtual learning. Many public universities in Nigeria could not switch into virtual learning due to many reasons. Olabisi (2020) COVID-19 has exposed Nigeria's unpreparedness for e-learning. But, we can't afford to remain where we are. That is why it is important for every institution to start thinking of how to deploy available technology in the world for the good of their students at this critical period. Universities should as a matter of urgency migrate online. This shouldn't be another season of waiting and probably wasting for the Nigerian student. There is no reason why any higher institution worth its name should suspend all academic activities until the end of Corona Virus with all the available resources and technology in the world today. Adavbiele (2016) observed that today, many schools in Nigeria are faced with the developmental challenges of the use of Information Communication Technology (ICT) in terms of e-teaching and e-learning processes. Jaime, (2020) submitted that we are living amidst what is potentially one of the

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greatest threats in our lifetime to global education, a gigantic educational crisis. As of March 28, 2020, the COVID 19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries (Aiyedun, & Ogunode (2020) and Ogunode, (2020b). This is close to 80% of the world's enrolled students. The Association of African Universities (AAU) has called upon universities in Africa to move "urgently" to implement alternative methods of delivering teaching and learning using technology and other distance learning techniques in the wake of the closures of higher education institutions to limit the spread of COVID-19.

Voanews (2020) the director of World Health Organization urged nations to prepare for inevitable future pandemics, "If we fail to prepare, we are preparing to fail. Last year, the Global Preparedness Monitoring Board published its first report, which concluded, the world remains dangerously unprepared for a global pandemic," . "History tells us that this will not be the last pandemic and epidemics are a fact of life …All countries must invest in preparedness capacities to prevent, detect and mitigate emergencies of all kinds—whether they be natural occurring epidemics or deliberate events," he said. The WHO chief said the only way to defeat the current outbreak and prepare for the next is for all countries to work together in a spirit of solidarity. This, he adds, means involving and respecting the needs of all nations — rich and poor alike (Voanews 2020).

1.3 Research Questions

The following research questions were raised to guide the study:

1. To what extent are funding of Universities adequate during the covid-19 lockdown in Nigeria?
2. To what extent are ICT infrastructural facilities and Internet Services in the Universities adequate during the covid-19 lockdown in Nigeria?
3. To what extent are ICT Policies implemented during the covid-19 lockdown in Nigerian public Universities?
4. To what extent are the ICT literacy level of academic staff and students during the covid-19 lockdown in Nigerian public Universities?
5. To what extent are man-power inadequate during the covid-19 lockdown in Nigerian public Universities?
6. To what extent are electricity stable during the covid-19 lockdown in Nigerian public Universities?

Hypothesis

Ho There is no significant difference between responses of lecturers and students in Nigerian Universities.

Review of related Literature

2.1 Concept of Online Education

Turoff (2007) in Mangal (2009) sees virtual classroom as a web-based environment that allows you to participate in live training events without the need to travel. According to Anekwe, (2017) Virtual learning is a system that allow a student listen to lectures, participate in lab exercises, ask questions,

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and receive feedback just as you would do in a conventional classroom – except you do it from the convenience of your desktop or anywhere you have an internet and phone connection. It saves the hussle, expense, and travel time to a training site. For Anekwe, (2017) and (Mangal and Mangal: 774) virtual classroom is the classrooms, capable of replacing partially or totally the conventional educational, evaluative and administrative functioning of a regular classroom by adopting the advanced computer and ICT technologies like the internet, e-mail, on-line chatting, www, CD-ROMS, DVDs, teleconferencing and video conferencing while Whatis.com, a virtual classroom is, "an online learning environment. It is like the real classroom world where students are participating in virtual classroom in synchronous instruction. That is to say that both the teachers, the student should be logged into the virtual learning environment (VLE) simultaneously. Lokie (2011), defined virtual learning as expanding the possibility of using internet facilities, platforms, satellite links, and related system to access, analyse, create, exchange, and use data, information, and knowledge in ways which until recently, were almost unimaginable.

Olibie,, Ezoem and Ekene, (2014) noted that Virtual learning is made possible by developments in Information and Communications Technology (ICT) which have been rapid in recent years and have promised improved education and training to an increasingly diverse cohort of students. With the exponential growth of ICT, the higher education environment is expected to have a greater focus on meeting student expectations with more emphasis upon widening students' participation in ICT. The use of ICT in higher education has also necessitated the concern with development of lifelong learning skills, the emergence of new subject disciplines and increased use of technology in learning. The potential for ICT to provide innovative learning approaches such as virtual learning is already being widely explored in both traditional and non-traditional educational settings. According to Anekwe, (2017) the merits of virtual classroom include:

a) It provides the learners the flexibility of getting the learning experiences at the time, place and rate of assimilation.

b) Virtual classroom can help in good class organization. The operational documents, assignments, class notes and other related information in the internet can be readily categorized for easy accessibility for the teachers and students. The information posted on the internet could be easily revised and updated for more effective teaching and learning.

c) Virtual classroom provides the learners with the opportunity of gaining learning experiences 24 hours of every 7 week days without tampering with the learners leisure time.

d) The system has the capability of employing the services of most experienced personnel in different areas of need which is not possible in traditional classroom setting.

e) Another educational value is the intellectual and social partnership created by the technology of virtual classroom. Students in their use of technological equipments cultivate the habit of leadership role in relation to other students (Husu, 2000). The implication is that the technology used increases group cohesion and mutual support more especially inn remote classrooms. Besides the virtual classroom enables the students to develop a range of communicative skills that enable them perform creditably in class.

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f) Cost effectiveness is a great advantage. Virtual classroom saves money, time and transport for students. The students who are motivated could work on their own at their home environment without wasting time and money to travel to school.

g) The teacher equally enjoys the teaching because everything is digital and these works in general are sent through e-mail typed. The teacher can easily re-use his materials and can easily get materials elsewhere.

i) The system can prove quite advantageous to the students in various ways with regard to its on-line features. It will help in admission, information about the courses and academic activities, assignments and projects, tests and evaluation, grading and results, faculty available for interaction, guidance and needed help, information about the commencement of the public examinations, merit schemes, entry in a vocational and professional streams etc.

Adavbiele (2016) stated that development of new broadband communication services and convergence of telecommunication with computers have created numerous possibilities to use a variety of new technology tools for teaching and learning system. The integration of computers and communications offers unprecedented opportunities to the education systems with its capacity to integrate, enhance and interact with each other over a wide geographic distance in a meaningful way to achieve the learning objectives. The growth of these communication and computer systems, their ease of use, the power and diversity of information transfer allow teachers and students to have access to a world beyond the classroom. It has the potential to transform the nature and process of the learning environment and envision a new learning culture. Interactivity, flexibility and convenience have become the order of the day in the ICT supported environment. ICT opens up opportunities for learning because it enables learners to access, extend, transform and share ideas and information in multi-modal communication styles and format. It helps the learner to share learning resources and spaces, promote learner centered and collaborative learning principles and enhance critical thinking, creative thinking and problem solving skills.

2.2 Reasons Why Public Universities could not switch into Virtual Learning during COVID-19 Lockdown

There are many reasons why Nigerian many public Universities were unable to switch into virtual learning during the COVID-19 clock down period. Some of the reasons include: poor funding of public universities, inadequate ICT infrastructural facilities, poor implementation of ICT policies, high cost of ICT facilities, poor ICT literacy level of academic staff and students, unstable electricity and unstable internet services.

1. Inadequate Funding of Public Universities

Poor funding of public universities in Nigeria is a major problem that have hindered the switch over to online education during the COVID-19 pandemic in Nigeria. The funding allocated annually for the administration and management of public universities in Nigeria for long have been inadequate and cannot provide all ICT infrastructural facilities in the public universities in Nigeria. Achibong et al (2010) maintained that fund-related challenge is one major factor militating against the effective

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utilization of computer by academic staff. Victor and Faga (2015) identified problems militating against the effective utilization of the technology among lecturers to include inadequate funds, inadequate power supply, lack of government sponsorship, time constraint, irregular organization of IT programmes, inadequate Internet cafes, too much workload for academic staff and inadequate computer training centers as some of the problems hindering the effective utilization of computer by the lecturers. Kupoluyi, (2015), and Victor, et. al. (2015) acknowledge that inadequate funding is a major problem responsible shortage of ICT facilities in higher institutions.

2. Inadequate ICT Infrastructural Facilities

Inadequate ICT facilities is another major reason why many public universities in Nigeria were unable to migrate to the virtual learning during COVID-19 clock down. Lack of facilities is one of the challenges militating against the deployment of Information and Communication Technology in Nigerian Universities according to (Victor, et. al. 2015). Babatunde & Paschal (undated) observed that it is evident in the fact that Nigeria universities lack basic office gadgets and technologies like computer, printers, faxing machines, photocopiers, binders, projectors etc. This is appalling compared to other universities of the world, not to even talk of internet connection. These basic facilities contribute to the challenges facing deployment of information and communication technology in Nigeria universities, as no university can function effectively in this modern trend of ICT without these facilities. It is important, in that apart from educational training these office gadgets and technologies are needed to equip students for future office and corporate activities after their studies. Adavbiele (2016) examined the gap and challenges facing the use of ICT in university education in Nigeria. Findings revealed that there is a gap between the university teachers and students and ICT usage in classrooms and many university lecturers and students have to go to commercial cyber cafés in town before they have access to a computer that is internet connected, teachers are faced with some challenges and barriers of availability of facilities which prevent them to employ ICT in the classroom. During the COVID-19 period many public Universities in Nigeria do not have the adequate ICT facilities to migrate into virtual learning.

3. Poor Implementation of ICT Policies in Public universities

In order to enhance e-education in Nigeria Universities, National Universities Commission (NUC) of Nigeria, the government agency responsible for registering and regulating universities has prescribed personal computer ownership as follows: 1 PC to 4 students, 1 PC to 2 lecturers below the grade of Lecturer 1, 1 PC per Senior Lecturer and 1 notebooks per Professor/Reader. At the tertiary-level of education, Okhiria (2007) noted that National Universities Commission (NUC) in Nigeria has prescribed that there should be at least one computer to every four students and one PC to every two lecturers below the grade of lecturer I, one PC per senior lecturer and one notebook per reader/ professor. NUC has gone further to establish e-learning platforms fitted with twenty smart boards in twelve Federal universities for the promotion of the use of ICT in teaching and learning. (Adavbiele 2016) noted that majority of the Nigerian universities have not achieved this recommended system ratio

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for their faculties, though some have made giant or notable strides in campus wide area networking and e-learning course deliveries. Poor implementation of the ICT policies in the Nigerian universities have made it impossible for academic and non-academic staff and students to use ICT within the university's campus. Adavbiele (2016) observed that very few of Public higher institutions in the country are capable of meeting the ICT needs of their staff and students. The question now is what happens to the rest institutions? Many university lecturers and students have to go to commercial cyber cafés in town before they have access to a computer that is internet connected or at best buy private models with which they are able to connect to the internet. Adewale and,Taiye (2018) discovered that challenges facing the use of ICTs in the universities include poor political-will to implement such policies, high cost of ICTs, low computer-literacy among university staff and students, epileptic power supply and absence of ICT policies.

4. High Cost of ICT Facilities

One of the challenges of deploying ICT in Nigerian universities is the high cost of internet data and electronic services, which is basically the determinant of ICT usage and value. The internet as we know today was created in the United States of America and introduced to the rest of the world. America still has a strong hold of control, as most developing countries pay huge amount of dollars to the US Government for the connection of few megabits per annum. This apparently affects the deployment and full utilization of information and communication technologies in these growing countries, of which Nigeria is one. In Nigeria, the high cost of internet data and fast tariff set by internet providers, mostly international companies doing business in the country with the main interest of making profits is among the challenges of ICT deployment. Over the years, the price of computer has been on the high side. This has been a deterrent to the adoption of computer for instructional purposes in most Nigerian institutions of learning. Coupled with this is the exorbitant price of software; it follows the same pattern as that for the hardware. Where attempts are made to purchase computers for instructional purposes, the costs of installation, maintenance and replacement are unavoidable (Victor, et. al. 2015).

5. Poor ICT Literacy Level of Academic Staff and Students

Poor computer literacy of academic staff and students is another fundamental problem that prevented many public universities from migrating into virtual learning model during the COVID-19 clock down. Poor computer literacy is the poor knowledge on the operation of computer system. Poor computer literacy is a very big problem in the Nigerian universities (Idowu & Esere, 2013). The poor ICT skill and ability is responsible to why many students prefer to contract academic assignment to private business center. Nigerian university staff and student prefers to type any official documents at business centres instead of doing it themselves. Victor, et. al. (2015) did a study on the utilization of computer technology for academic work by assessing the computer literacy skills possessed by academic staff members of University of Jos (UNIJOS). The findings revealed that lecturers have average level of computer literacy skills and use it only for typing/printing of lecture notes, computing of students' results, surfing the Internet for information and sending e-mails. However, inadequate funds,

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inadequate power supply, lack of government sponsorship, time constraints, irregular organization of IT programmes, inadequate Internet cafes, too much work load for academic staff and inadequate computer training centres were discovered to be militating factors. Adavbiele (2016) observed that teacher's barriers to ICT usage include lack of confidence, shortage of time, and resistance to change, or to the institution (school-level barriers) effective training in solving technical problems and lack of access to resources. Teachers' use of ICT were insufficient number of computers, lack of free time for learning and lack of classroom time for students to use computers. On the ICT literacy level of students in Nigerian universities. Airen (2011) did a study that investigated the availability, use of Information and Communication Technology and the ICT literacy skills of undergraduates in seven Nigerian universities. Results revealed that computer, telephone and the Internet were the three ICT mostly used by the undergraduates, although more on an occasional basis. The undergraduates in the state universities (BSU and IMSU) were found to have poor ICT literacy skills in the use of the three ICT with over 25%, while those with average ICT literacy skills were in the federal universities (ABU and UNIMAID). Three major factors affecting the ICT literacy of the undergraduates were identified as irregular power supply, inadequate ICT and limited duration of the use of the ICT.

6. Unstable Electricity

Unstable electricity also prevented many universities to move to online education during the COVID-19. ICT depend on electricity to work. Adavbiele (2016) and Osakwe (2012), submitted that acquisition, deployment and management of information technology resources and services for teaching depend on electricity. Studies have shown that poorly maintained equipment and poor network infrastructure are prominent obstacles to the integration of ICT tools in teaching (Adavbiele 2016). Babatunde & Paschal (undated) and Azuh & Melody, (2014) observed that in Nigeria, the biggest challenge to the growth and development of most industries is poor electricity supply. This is a huge setback to the progress of Nigeria, as it is difficult to boast of one full day without electricity interruption not to talk of a week or one Month. Meanwhile, most countries of the world are beginning to celebrate 100 years and still counting of no electricity interruption. Also, neighboring countries Nigeria supply electricity manage to have better and improved electricity supply than Nigeria. Most public universities in Nigeria cannot boost of 24 hour stable electricity and this is affecting the utilization of ICT for teaching, researching and carrying out other academic services. Babatunde & Paschal (undated) outline the cause of unstable electricity to greed of some rich and influential citizens, who manipulate and lobby for non-electricity supply in other to sell their imported electricity generators to frustrated citizens for business and home use on one hand; and the corruption and poor management of the electricity distribution company on the other hand. Ezeji and Mole (2010) discovered that, irregular power supply, high cost of computers, time constraint due to pressure from school academic work among others are some of the problems militating against the use of computers. Babatunde & Paschal (undated) submitted that the poor electricity supply have made some rich universities manage to provide private electricity supply for their administrative sections, while other sections of the university go without electricity supply. It is

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so bad that lecture halls and academic offices are expected to run under very hot weather, without electric supply to power air conditioners, fans, projectors and other basic learning gadgets.

7. Unstable Internet Services

Unstable internet service also hindered many public universities from going into online education during the COVID-19 (Ogunode 2021; Kwacha 2007; Umar & Rosnaini 2018). Companies providing network services in Nigeria have not cover majors rural areas. ICT services are not well planned to have cover all the part of Nigeria. The network services some time are very weak that to connect to internet is a problem. The inability of network provider to cover many parts of the country frustrated many public universities from switching into the online platform during the COVID-19. Huili (2020) observed that the network is too busy and network quality is not good enough. Some universities require professors to follow their normal schedule. Yet the reality is that thousands, and sometimes even tens of thousands of students, will be on the same platform at the same time, which massively challenges the network. In addition, access to connectivity to internet remains one of the major challenges in many developing countries such as Nigeria. Darkwa and Mazibuko (2000) noted that students would need access to computers that can send and receive messages using web browsers. Lai Oso, professor of mass communications at Lagos State University, said poor public internet infrastructure has meant students are finding it difficult to undertake academic work remotely, including the use of virtual libraries which he noted are absent in many Nigerian universities.

8. Inadequate Man Power

To successfully implement online educational system, there is need for professional ICT experts. Research available shows that many public universities in the country do not have adequate ICT experts. The inadequacy of ICT experts in the Nigerian educational institutions especially the universities is hampering the development of ICT. During the COVID-19, many public universities could not move online due to shortage of inadequate manpower in ICT. Ayodeji Olukoju said there is no Nigerian university that has the requisite infrastructure to quickly switch over to online teaching. Olukoju, a distinguished professor at the University of Lagos (UNILAG) said the average Nigerian university is structured to teach on the conventional platform and distance learning is not as developed as we would have loved. “We can talk of the National Open University of Nigeria (NOUN), or the distance learning institute at UNILAG or its counterpart at UI but unlike South Africa’s UNITA, which is very efficient, we haven’t got to that level here because of the infrastructure required-online facilities, human resource that is, the technical people that can handle it and then the trained lecturers that can operate on that platform. So to the extent that we don’t have such structures, the physical and the pedagogical on ground, it becomes problematic, we cannot switch over overnight.” Source (Guardian.ng,2020). Adewale &,Taiye (2018), Umar &Rosnaini (2018) and Ogunsola (2004) identified shortage of manpower, frequent computer breakdown due to electric power surge, erratic power supply and lack of spare parts as the major problems Nigerian libraries face in the implementation of ICT.

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Methodology

The descriptive survey research design was adopted for the study. The population of the study comprised of all public universities in the six (6) geopolitical zones in Nigeria. The sample size comprised of 123 undergraduate students and lecturers, respectively made up of 67 undergraduate students and 56 lecturers selected randomly from six geopolitical zones of Nigeria. The research instrument used for data collection was a 15 structured questionnaire items rated on a 4-point Likert scale, with response options of Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD).The responses of the respondents were presented in Grand Mean ($g\bar{x}$) and Standard Deviation while t-test was used to test the hypothesis, generated at 0.05 level of significance. The selection of t-test was based on the fact that the variances were homogenous.

Result and Analysis

Research Question One:

To what extent are funding of Universities adequate during the covid-19 lockdown in Nigeria?

Table 1: inadequate funding of public universities

Respondents	N	Mean	Std. Dev.	Decision
Lecturers	56	22.55	10.20	Agreed
Students	67	27.70	11.13	Agreed

Table 1 revealed the opinion of lecturers and students on research question one. The grand mean ($g\bar{x}$) and Standard Deviation were 22.55 and 10.20 for the lecturers and 27.70 and 11.13 for students respectively. This denotes that the respondents agreed that there is inadequate funding of public universities in Nigerian.

Research Question Two:

To what extent are ICT infrastructural facilities and Internet Services in the Universities adequate during the covid-19 lockdown in Nigeria?

Table 2: inadequate ICT facilities and Internet Services

Respondents	N	Mean	Std. Dev.	Decision
Lecturers	56	56.73	11.97	Agreed
Students	67	54.52	13.38	Agreed

Table 2 revealed the opinion of lecturers and students on research question one. The grand mean ($g\bar{x}$) and Standard Deviation were 56.73 and 11.97 for the lecturers and 54.52 and 13.38 for students. This denotes that the respondents agreed that there is inadequate ICT infrastructural facilities in Nigerian.

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Research Question Three:

To what extent are ICT Policies implemented during the covid-19 lockdown in Nigerian public Universities?

Table 3: Poor implementation of ICT Policies in public universities

Respondents	N	Mean	Std. Dev.	Decision
Lecturers	56	24.90	10.68	Agreed
Students	67	56.65	10.16	Agreed

Table 3 revealed the opinion of lecturers and students on research question one. The grand mean (g$\bar{x}$) and Standard Deviation were 24.90 and 10.68 for the lecturers and 56.65 and 10.16 for students. This denotes that the respondents agreed that there is poor implementation of ICT Policies in public universities in Nigerian.

Research Question Four:

To what extent are the ICT literacy level of academic staff and students during the covid-19 lockdown in Nigerian public Universities?

Table 4: Poor ICT literacy level of academic staff and students

Respondents	N	Mean	Std. Dev.	Decision
Lecturers	56	27.19	9.01	Agreed
Students	67	49.44	13.33	Agreed

Table 4 revealed the opinion of lecturers and students on research question one. The grand mean (g$\bar{x}$) and Standard Deviation were 22.55 and 27.70 for the lecturers and students respectively. This denotes that the respondents agreed that there is poor ICT literacy level of academic staff and students in public universities in Nigerian.

Research Question Five:

To what extent are man-power inadequate during the covid-19 lockdown in Nigerian public Universities?

Table 5: Inadequate man-power

Respondents	N	Mean	Std. Dev.	Decision
Lecturers	56	29.60	12.45	Agreed
Students	67	50.70	13.36	Agreed

Table 5 revealed the opinion of lecturers and students on research question one. The grand mean (g$\bar{x}$) and Standard Deviation were 26.60 and 12.45 for the lecturers and 50.70 and 13.36 for students respectively. This denotes that the respondents agreed that there is unstable electricity, Unstable Internet Services in public universities in Nigerian.

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Research Question Six:
To what extent are electricity stable during the covid-19 lockdown in Nigerian public Universities?

Table 6: Unstable electricity and Unstable Internet Services

Respondents	N	Mean	Std. Dev.	Decision
Lecturers	56	25.91	9.75	Agreed
Students	67	55.45	13.42	Agreed

Table 6 revealed the opinion of lecturers and students on research question one. The grand mean ($g\bar{x}$) and Standard Deviation were 25.91 and 9.75 for the lecturers and 55.45 and 13.42 for students respectively. This denotes that the respondents agreed that there is inadequate man-power in public universities in Nigerian.

Hypothesis Testing

Hypothesis One: There is no significant difference between responses of lecturers and students in Nigerian Universities.

Table 7: Result of t-test Analysis for difference between responses of lecturers and students in Nigerian Universities.

Respondents	N	Mean	Std. Dev.	DF	t-value	p-value
Lecturers	56	25.55	10.20	121	0.47	0.27
Students	67	27.70	11.13			

Table 7 revealed that the result of t-test for independent sample conducted on lecturers and students in Nigerian Universities. From the result, no statistically significant difference exists in their responses. The result yielded that $t (121) = -1.01$, $P>0.05$. Since the associated probability value of 0.27 was greater than 0.05 set as level of significance, therefore, the null hypothesis was retained, indicating that the response of lecturers was not statistically significantly different from the response of students.

4.1 Discussion of Findings

This study assessed the effectiveness of virtual learning during COVID-19 Lockdown in Nigerian universities. The discussion of the results are done based on the research questions and hypothesis

The findings from research question one in Table 1 showed that lecturers and students agreed that there is inadequate funding of public universities in Nigerian. This findings is in line with Olatunde-Aiyedun and Ogunode (2021) that lecturers and students complained of poor funding of virtual classes during covid-19 lockdown in Nigeria.

Table 2 from research question two revealed the opinion of lecturers and students on research question one implies that the respondents agreed that there is inadequate ICT infrastructural facilities in Nigerian. This is in line with the study conducted by Olatunde-Aiyedun, et. al. (2021) that emphasized

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the need for provision of basic ICT facilities and internet access for a productive teaching and learning outcome.

From research question three in the Table 3 revealed the opinion of lecturers and students on research question one denotes that the respondents agreed that there is poor implementation of ICT Policies in public universities in Nigerian.

Table 4 revealed the opinion of lecturers and students on research question one. The grand mean (g$\bar{x}$) were 22.55 and 27.70 for the lecturers and students respectively. This denotes that the respondents agreed that there is poor ICT literacy level of academic staff and students in public universities in Nigerian. Airen (2011) study agreed to this finding revealed that the ICT literacy skills of lectuerers and undergraduates in seven Nigerian universities are poor with over 25%, while those with average ICT literacy skills were in just two public universities.

Table 5 revealed the opinion of lecturers and students on research question one. The grand mean (g$\bar{x}$) were 22.55 and 27.70 for the lecturers and students respectively. This denotes that the respondents agreed that there is unstable electricity, Unstable Internet Services in public universities in Nigerian.

Table 6 revealed the opinion of lecturers and students on research question one. The grand mean (g$\bar{x}$) were 22.55 and 27.70 for the lecturers and students respectively. This denotes that the respondents agreed that there is inadequate man-power in public universities in Nigerian. This is in line with the recommendations by Olatunde-Aiyedun et. al. (2021) that shortages are attributed to inadequate turnout of lecturers to students ratio in universities as should Nigerian Universities have ratio of lecturer to student as 1:500. That is one lecturer to over five hundred undergraduate students.

One null hypothesis was formulated to determine any significant difference between responses of lecturers and students in Nigerian Universities. This result of hypothesis presented in Table 7 revealed that the result of t-test for independent sample conducted on lecturers and students in Nigerian Universities. From the result, no statistically significant difference exists in their responses. The result yielded that $t(121) = -1.01$, $P>0.05$. Since the associated probability value of 0.27 was greater than 0.05 set as level of significance, therefore, the null hypothesis was retained, indicating that the response of lecturers was not statistically significantly different from the response of students.

4.2 Conclusion and Recommendations

In conclusion, this study identified the following: inadequate funding of public universities, inadequate ICT infrastructural facilities, poor Implementation of ICT Policies in Public universities, high cost of ICT facilities, poor ICT literacy level of academic staff and students, unstable electricity, Unstable Internet Services and inadequate Man-power as reasons why many public universities could not switch into virtual learning during the COVID-19 school clock down period. It is imperative for the governments at the federal, states and proprietors of private institutions to prepare for the future pandemic. Pandemic have become part and parcel of the human lives. Pandemic should not decide how to manage our educational institutions for us and pandemic should not put our children out of schooling.

To prepare for the future pandemic, the paper suggested the following:

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i. Government and other stakeholders should provide special ICT funding for all public universities, provide adequate ICT infrastructural facilities, subsidize ICT facilities for students and lecturers, ensure stable network services in all public universities, implement all ICT policies and ICT capacity development for lecturers and learners.
ii. Government should ensure all the educational institutions in the country especially the university education are equipped with all ICT facilities to enable them switch at any time to virtual learning para-vulture of any pandemic resurface again. This will enable education to continue in the country just like other advance country.
iii. To enhance the online education in Nigerian public universities, the government should subsidize the cost of ICT facilities for students and lecturers across the country.
iv. Internet service is essential for a successful online education. The government should ensure that the private companies in charge of provision of internet services provide quality services and also ensure 100% coverage of the country to enable students and lecturers access their materials online and exchange views. Olabisi (2020) observed that this is an opportunity for telecommunications companies like Glo, MTN and the rest of them to make a difference in Nigeria's educational institutions. They can as part of their corporate social responsibility decide to boost internet facilities in universities and other educational institutions; or provide data at cheaper rates to help poor students have access to the internet for online learning.
v. The government should ensure that all ICT policies regarding ICT development in Nigeria public universities are translated into reality.
vi. The government through its various agencies in charge of public universities should provide training and retraining programme for lecturers and students to enable them acquire ICT skills that will allowed them use the online education system.

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COMPARISON OF ENGLISH, GERMAN AND UZBEK VOWEL SOUNDS

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Annotation

This research work shows the differences and similarities of vowel sound system in three languages: English, German and Uzbek. There are vowels sounds in any language, but their number is not equal. According to the family of the languages there are some similarities, such as English and German belong to Indo-European languages and their phonetic system has the same structures. However, Uzbek is from Turkic languages and it totally differs from English and German.

Key words: vowels, pronunciation, articulation, monophthongs, diphthongs, lacuna vowels, long vowels, short vowels.

Introduction

Vowel sounds are much more difficult to describe than consonants because they are not produced with stoppage or friction and are consequently difficult to “feel.” In addition, vowels are not discrete sounds but points in a continuum.

You can try this yourself by pronouncing the vowel sound in Eng. beat or Germ, biet(e). Notice that your lips are spread and your tongue is about as high and forward as it can go without causing friction in the air stream. Now, keeping your tongue forward, slowly open your mouth as wide as it will go. You will hear a unbroken continuum of sound from the vowel of Eng. beat to bat. Now return to your starting point and pull your tongue back without opening your mouth. Your lips will automatically round and you will produce a vowel like Eng. do or Germ. du. Keeping your tongue back, you can once again open your mouth as wide as it will go, producing a spectrum of vowels between the starting point and the vowel of Eng. father or Germ. Vater.

Given the up ~ down, front ~ back mobility of the tongue, vowels can be placed at any point on the two dimensional surface bounded by the four corner points we have experimentally determined. This is the basis of the Cardinal Vowel system devised by Daniel Jones at the beginning of the last century. Since the distance between the corner vowels is rather large, Jones added four arbitrary mid-points front and back to make a set of eight “cardinal vowels.” These vowels act as universal points of orientation to facilitate the description of the real vowels of any given language.

Vowels are normally made with the air stream that meets no obstruction in the mouth, pharyngeal and nasal cavities.On the articulatory level in English the description of vowels notes changes:

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1.in the stability of articulation
2.in the tongue position
3.in the lip position
4.in their length
In Uzbek they are described:
1. according to the lips position
2. according to the vertical movement of the tongue
3. according to the horizontal movement of the tongue
English has
1.) 10 monophthongs: /i/, /e/, /ǽ/, /u/, /^/, /ə/, /a:/, /o/, /o:/, /ə:/.
2.) 8 diphthongs: glides to [i] -/ei/, /oi/, /ai/; glides to [u] -/au/, /əu/, /uə/; glides to [ə] - /iə/, /ɛə/
3.) 2 diphthongoids /i:/, /u:/
Thus, the phonemic inventory of English vowels includes 20 phonemes and 6 vowel letters a, i, e, u, o, y, Uzbek has 6 vowel phonemes [и], [э], [а], [у], [ў], [о] and letters i, e, a, u, o‘, o.
According to the tongue position vowels divided into forward, mid, backward, up, down in all compared languages.
According to the tongue position English vowels divided into 5 types but in Uzbek and German languages they are in 3 types:

	front vowel	**front-retracted vowel**	**central vowels**	**back vowels**	**back-advanced vowel**
English	[i: e ǽ]	[i]	[Λ ə: ə]	[a: o o: u:]	[u]
German					
Uzbek	[i], [e]	-	[o'],	[a], [o], [u]	-

Moving up and down in the mouth the tongue may be raised to different height towards the roof of the mouth.
Some languages also have vowels with reverse lip rounding – front rounded, or back unrounded vowels. Jones provided a set of “secondary” cardinal vowels for this eventuality. For German, we only need the four front rounded vowels [y, Y, ø, œ]. These are like the “normal” vowels of the same height, but are pronounced with rounded lips.
The German vowels
The following table gives the vowel sounds of standard German with keywords:
Vowel Example Spelling Gloss
i bitən bieten offer
I bItən bitten ask
y bysən büßen atone for
Y bYfəl Büffel buffalo
e bet Beet flower bed

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E bEt Bett bed
Ø bőzə böse evil
œ gœt^ Götter gods
u busə Buße atonement
U bUs Bus bus
o boshaft boshaft evil
o botIC Bottich barrel
A bazə Base basis
a bas Bass bass
Ə bEstə Beste best
Ã bEsÃ besser better
ai baisən beißen bite
au bau Bau building
OY boYtə Beute prey
The vowels occur in tense/lax pairs, as in bieten ~ bitten, Beet ~ Bett, etc. In addition the front vowels occur in rounded/unrounded pairs as in bieten ~ büßen, Besen ~ Bösen, etc.
In the chart above, vowel length has not been indicated. The reason for this is that the tense vowels are always long when accented and all other vowels are short. There is, however, one fly in the ointment. In south German a distinction is made between the vowel of nähmen and nehmen. The former has a long lax vowel /Eù/. This is probably a spelling pronunciation – in any case, a feature that disturbs the otherwise perfect symmetry of the modern German vowel system. Note that German indicates a short vowel by writing a long (double) consonant as in bitte and a long vowel with a single consonant as in Bote 'messenger'.
Speakers of English have to learn to pronounce the front rounded vowels and the pure long tense vowels. Speakers of Romance and Slavic languages must, in addition, learn to distinguish between tense and lax vowels, which is a considerable challenge.
1. When the front or the back of the tongue is raised high towards the palate the vowel is called close in English and German languages. They are – [i: I u u:].
2. When the front or the back of the tongue is as low as possible in the mouth open vowels are pronounced in English and German languages. They are – [ǽ a: o o:].
3. When the highest part of the tongue occupies the position intermediate between the close and the open one mid vowels are pronounced only in English. They are – [e Λ ə: ə].
When the lips are neutral or spread the vowels are called unrounded. They are – [i:], [i], [e], [ǽ], [a:], [Λ], [ə:], [ə]in English. In Uzbek they are –[и], [э], [a].
When the lips are drawn together so that the opening between them is more or less round the vowel is called rounded.
They are – [o o: u u:].In Uzbek[y], [ў], [o].
According to the length, English vowels are classified into short and long:
Long vowels are – [i: a: o: u: ə:]

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Short vowels are – [i, e, o, u, Λ, ə].
But in comparison with English, there is no such division of vowels in Uzbek and German . But in German vowels are divided into stressed and unstressed vowels. Prof. U.K. Yusupov describes some Uzbek geminis vowels], which are alien to English. He classifies lacuna vowels in the compared languages as follows: English lacuna vowels for Uzbek: [ǽ], [u:], [ə:], [a:], [ou], [oi], [ə:], [au], [iə], [uə], [εə], [ai].
There is only one Uzbek lacuna vowel for English. It is [ў]. The phonemic status of English diphthongs is still a question of discussion. Diphthongs are complex units of the two elements which are closely blended together. They are syllabically indivisible, the length of diphthongs is the same as that of English long vowels. In Uzbek and Russian, there are no diphthongs, only combinations of sounds where both elements are equally energetic and distinct. English diphthongs consist of two elements, the first of which is a nucleus, strong and distinct; the second is a glide, which is very weak and indistinct.

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COMPARATIVE EVALUATION OF THE POSSIBILITIES OF THE AGGREGATES

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ANNOTATION
One of the most common operations within machine-tractor units is plowing the land. So let's look at three aggregates to compare aggregates.
For comparative assessments of the main technical and economic indicators of machine-tractor units, the maximum (permissible, actual) performance of the unit is determined taking into account the optimal (acceptable) values of these indicators, ie: hourly performance Wc, ha / h, fuel consumption g, l / ha, labor costs Zm.x, hours / ha, energy consumption Nga, kWh * s / ha and direct costs St.x, soums * l / h. If the given units are given in m / s, 0, At 36 km / h, the hourly productivity is determined by a numerical value of 0.1. [2]

Key words: aggregates, optimal values, technical and economic indicators of machine-tractor units.

The identified performance of the aggregates is represented in tabular and graphical form.
Ws.ga = 0.36 Vishvisht; ha / hour, (1)
There: V_{work} - constructive coverage width of the unit, m; v_{work} - working speed of the unit, m / s;
Features of agricultural tractors The coefficient of utilization of t-working time obtained in this recommended range is 0.5 ... 0.95.
Example: For the best option conditions driven with VT-150, Claas Arion-630C and MTZ-82.10 tractors, this Kpl = 50 kN / m2, a = 0.30 m. get in unity.
The gravitational resistance of a body is calculated by the following formula [1].
Rk = Kplabk, kN (2)
There: Kpl-plug resistance, kN / m2,
a-plowing depth, m; bk-plug coverage width, m.
Then
Rk = 50 * 0.30 * 0.35 = 5.25, kN.
Plug-in resistance is on the rise
Rpl = Rknk, (3)
There: Rk is the resistance of the traction in one housing, kN; nk is the number of bodies. Number of housings: 1 3 4 5 6
Plug torque resistance, kN 5.25 15.8 21 26.3 31.5
Option 1. Tractor VT-150 + PLP-6-35; Vish = 2.1 m, vish = 2.8 m / s, t = 0.84.
2-variant. Tractor ClaasArion-630C + Lemken-4-40; Vish = 1.6 m, vish = 11m / s, t = 0.85.

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3-variant. MTZ-82.10 + PLN- 3-35; Vish = 1.05 m, vish = 1.84 m / s, t = 0.86.
Hourly productivity.
Ws1 = 0.36 * 2.1 * 2.8 * 0.84 = 1.7, ha / h;
Ws2 = 0.36 * 1.6 * 11 * 0.85 = 5.3, ha / h;
W s3 = 0.36 * 1.05 * 1.84 * 0.86 = 0.6, ha / h.
Fuel consumption is taken from standard tables or determined by economic expression.
g = Gt.o'r / Ws, l / ga (4)
Here: Gt.or and Gt.n - change in average and nominal hourly fuel consumption of the engine, l / h.
The coefficient of incomplete loading of the Kt-engine in the salt state.
Example: For selected aggregate options.
Gt.n1 = 30 l / s, Kt1 = 0.85;
Gt.n2 = 30 l / s, Kt2 = 0.87;
Gt.n3 = 17.6 l / s, Kt3 = 0.89.
Fuel consumption for plowing one hectare of land.
g1 = 30 * 0.85 / 1.7 = 15.5, l / ha;
g2 = 30 * 0.87 / 5.3 = 5.2, l / ha;
g3 = 17.6 * 0.89 / 0.6 = 26.1, l / ha.
Labor costs.
Zm.x = nish / Ws, hour / ha (5)
nish - the number of workers in the unit.
For example. In the options selected for the operator working on the unit,
in that case
Zm.x.1 = 1 / 1.7 = 0.58, hour / ha;
Zm.x.2 = 1 / 5.3 = 0.18, hour / ha;
Zm.x.3 = 1 / 0.6 = 1.67, h / ha.
Energy consumption.
Nga = Ne / Ws, kW * h / ha (6)
Here: Ne - Engine power, accepted nominal value Nen, kW.
Example: For accepted variants.
Ne1 = 110, kW;
Ne2 = 110, kW;
Ne3 = 60, kW.
The amount of energy expended.
Nga1 = 110 / 1.7 = 64.7, kW * h / ha;
Nga2 = 110 / 5.3 = 20.7, kW * h / ha;
Nga3 = 60 / 0.6 = 100, kW * h / ha.
Direct costs [3].
Stx = Ss / Ws, sum / ha (7)
Here: Ss- the direct cost of the unit during one hour is UZS * l / h.

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Example: For selected options.

Ss = (mop + myoq) * gtrak, (8)

Here: mop and myoq - the cost of the tractor operator and fuel, gtrak - aggregate tractor fuel consumption gtrak1 = 30, gtrak2 = 30, gtrak3 = 17.6.

Ss = (357 + 1673) * 30 = 60900, sum * l

Ss = (739.5 + 1290.5) * 30 = 60900, sum * l

Ss = (943.5 + 1086.5) * 17.6 = 35728, sum * l

Costs per hectare are calculated by formula (7).

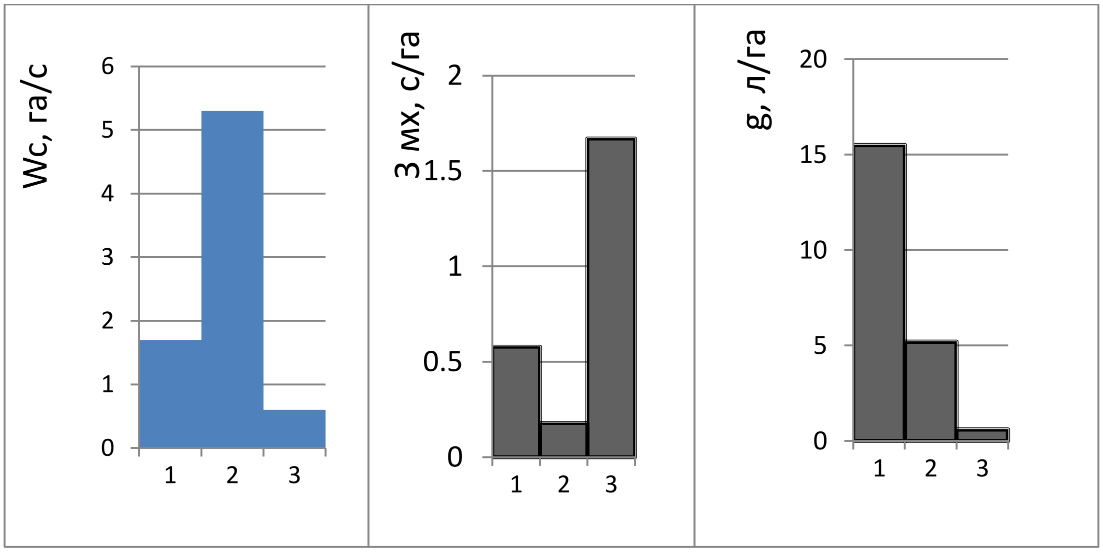
Stx1 = 60900 / 1.7 = 35823.5, UZS / ha;

Stx2 = 60900 / 5.3 = 11490.5, UZS / ha;

Stx3 = 35758 / 0.6 = 59546.6, sum / ha.

1-table

Aggregate options	Indicates				
	Ws,ha / hour	Zm.x, hour / ha	G l / ga	Nga,kW * h	Stxso'm / g
VT-150 + PLP-6-35	1,7	0,58	15,5	64,7	35823,5
ClaasArion-630C + Lemken- 4-40	5,3	0,18	5,2	20,7	11490,5
MTZ-82.10 + PLN- 3-35	0,6	1,67	0,6	100	59546,6



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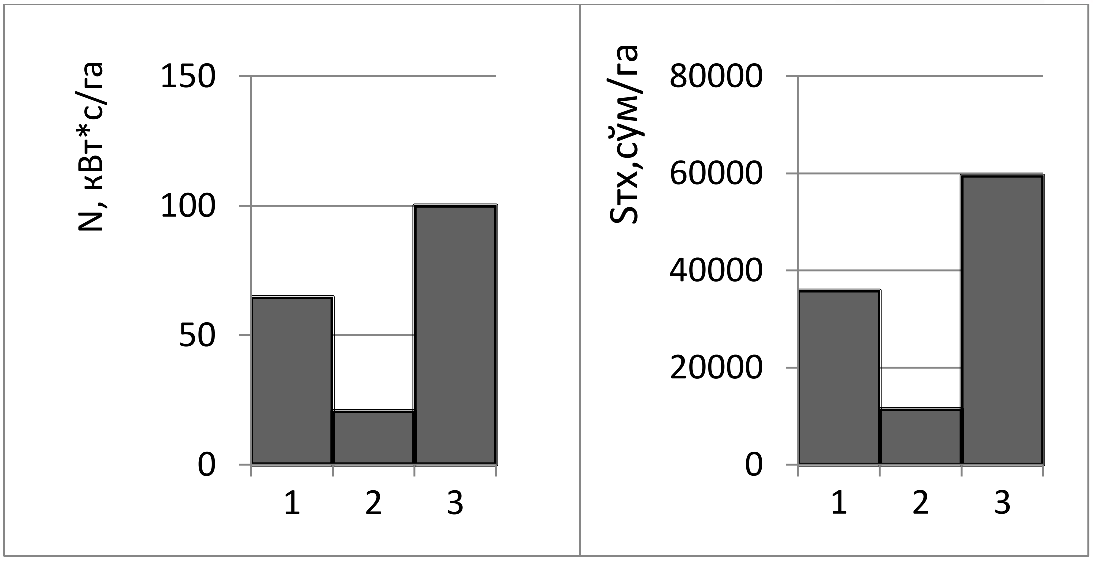

We consider the maximum (permissible) performance of the aggregates in the following areas, in areas there the size and contour of the field are different.

40-45% of irrigated and non-irrigated lands in the country are five to six hectares. The remaining 55-60% are on average ten, fifteen, twenty, and so on. hectares.

The productivity of a machine-tractor unit is the amount of work done per unit of time. Productivity is measured in hectares (ha), m3, t, t * km, l. It differs in hourly, shift, daily, seasonal, annual work output. Theoretical performance is determined taking into account the design parameters and technical details of the unit (Vn, Vn, T). Technical performance is the actual parameters of the unit, including the coefficient of utilization of the coverage area of the unit b = Vi / Vn; speed utilization factor xv = Vi / Vn; the operating time utilization factor is determined taking into account t = Ti / Tsm. Operational efficiency is determined by taking into account the power utilization factor (xNe) and the readiness factor (Kt) of the unit.

Suppose that an aggregate with a coverage width V moves at a speed V in time t, travels a distance S, and processes the field W. In this case, the work done is recorded as follows:

W = BS = BVt = 1000BVt, m2 / hour;

W = BVt = 0.1BVt, ha / h.

So the theoretical result is written as follows:

W = 0,1BnVnTn, ga / shift (1)

There Bn, Vn, Tn are the theoretical width, speed and operating time.

The productivity of technical work, taking into account the coefficients b, xv, is determined as follows:

Wtexn = 0.1BnbVnxvTnt (2)

Operational productivity:

Weks = 0,1BnbVnxvTntKtxNe (3)

The performance of the unit also depends on the power of the tractor. This can be explained by the following ratios:

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A = RS; Nile = RS / 3.6; Nile = KVVT / 3.6. (4)
KVVT = 3.6Nil; Wtex = 0.36Nil / K, ha / h; Wtex = 0.36KtxNilNil / K.
The shift time balance consists of the following components:
Tsm = Tt + Ti + Ts + Tt.s + Ttexn.s + Tb + Tn.t + Tf, (5)
There Tt + Ti + Ts + Tt.s + Ttexn.s + Tb + Tn.t + Tf - according to the preparation of the unit for work, performance of work, salt movement, maintenance of MTA, technological service, stoppage due to failure, for unorganized reasons stopping, stopping times for a person's physiological needs.
From the balance equation of shift time, the time spent on the technological process is determined as follows:
Ti = Tsm -Ts-Tt.s-Ttexn.s-Tb -Tn.t-Tf
Shift time utilization factor:
t = Ti / Tsm
Energy consumption
According to operational calculations, Ail is beneficial, Ae is effective, and At is complete energy consumption is used.
Efficient energy consumption is determined as follows:
When the unit is working in the field, Si.y presses the working path,
Example: The best option for plowing the land with VT-150, Claas Arion-630C and MTZ-82.10 tractors is Kpl. Let = 50 kN / m2, a = 0.30 m.
The resistance force (Rk) of the plug and the resistance (Rpl) of the plug in one housing were calculated accordingly.
Calculated by expressions (2) and (3) above. The ratio of the surface area to the width of the aggregate coverage indicates how many times the aggregate will plow the field, and it is as follows. Aggregate

(1) According to the expression, the productivity is as follows:
Ws.ga = 0.36 * 2.3 * 2.8 * 0.84 = 1.94, ha / h;
Ws.ga = 0.36 * 3.5 * 3 * 0.85 = 3.21, ha / h;
Ws.ga = 0.36 * 4.7 * 1.84 * 0.86 = 2.67, ha / h.
Fuel consumption is determined by expression (4).
g = Gt.o'r / Ws, l / ga (4)
For selected aggregate options.
Gt.n1 = 30 l / s, Kt1 = 0.85, Gt.o'r1 = Gt.n1 * Kt1 = 30 * 0.85 = 25.5 l / s;
Gt.n2 = 30 l / s, Kt2 = 0.87, Gt.o'r2 = Gt.n2 * Kt2 = 30 * 0.87 = 26.1 l / s;
Gt.n3 = 17.6 l / s, Kt3 = 0.89, Gt.o'r3 = Gt.n3 * Kt3 = 17.6 * 0.89 = 15.6 l / s.
Coverage width is 2, respectively; 1.6; Fuel consumption for units of 1.05 m is as follows.
g1 = 25.5 / 1.94 = 13.1, l / ha;
g2 = 26.1 / 3.21 = 8.1, l / ha;
g3 = 15.6 / 2.67 = 5.8, l / ha.
Labor costs

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Zm.x = nish / Ws, hour / ha (5)
nish - the number of workers in the unit.
Nga1 = 110 / 1.94 = 56.7, kW * h / ha;
Nga2 = 110 / 3.21 = 34.26, kW * h / ha;
Nga3 = 60 / 2.67 = 37.4, kW * h / ha.
Direct costs [3].
Stx = Ss / Ws, sum / ha (7)
Here: Ss- the direct cost of the unit operating for one hour is UZS. The procedure for calculating the total salary of the operator is based on the rates of 215 soums per hour for the sixth category and 190 soums per hour for QXM.
Average value for selected options.
Ss = 215 + 190 = 405, (7) soums,
Costs per hectare are calculated by formula (7).
Stx1 = 405 / 1.94 = 208.7, UZS / ha;
Stx2 = 405 / 3.21 = 126.1, sum / ha;
Stx3 = 405 / 2.67 = 151.6, UZS / ha.
The performance of our options "by power" is determined by the following formula (8).

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MILITARY PEDAGOGY: DIDACTICS OF MILITARY-PEDAGOGICAL RESEARCH AND PROBLEMS OF EDUCATION OF MILITARY SERVANTS

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Annotation
This article discusses the development of military pedagogy as a necessary tool for the comprehensive training of officers, military pedagogical research and modern problems of didactics and training of military personnel. Methodological bases of national military pedagogy and application in the current conditions of development of military education, the level of competence of officers in working with personnel, features of formation of military professional powers are reflected.

Keywords: military pedagogy, military education, training of military personnel, officers, cadets.

INTRODUCTION

Currently, there is an intensification of research on the problems of didactics and education of military personnel. The methodological foundations of military pedagogy are being clarified, liberation from ideological priorities is taking place. Today, the bulk of military educational research contains special methodological developments, which are based on the results of fundamental research of modern science and practice, the historical and pedagogical analysis of the phenomena under consideration. Such an approach to the methodology of military pedagogy made it possible to constructively evaluate accumulated scientific potential, to use the available scientific achievements with maximum efficiency. Currently, a lot of work is underway to thoroughly and objectively comprehend military pedagogical experience, foreign pedagogical ideas, modern pedagogical technologies and trends in the development of education, taking into account their application in the training and education of military personnel. Much effort is made to establish and improve multi-level system of military education, its relationship with professional higher education system: "...the method is designed for teachers. It is based on the requirements of the state educational standard for higher or secondary vocational education, qualification requirements for military professional training of graduates" [5, p. 2].

Dynamic development of all spheres of the life of society necessitates a high psychological and pedagogical training of officers for effective leadership of subordinate servicemen and military collectives. Currently, an urgent task is to improve the pedagogical culture of military personnel. Its solution is viewed as one of the most important means of improving educational process in the troops. Integration and expansion of cooperation of representatives of military pedagogical science with military political scientists, sociologists, psychologists, historians, economists, military specialists is being carried out, interaction with professionals from other branches of pedagogy is expanding. All this allows military pedagogy to comprehensively and systematically consider the problems of upbringing, training, and education, professional and personal development of servicemen.

Modern problems of military pedagogical research are exacerbated by the large- scale reform of military

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specialists training. First of all, military educational and scientific centers are being formed in the system of military education, which are a new form of integration of military education and pedagogical science. Military educational and scientific centers are created to improve the efficiency and quality of the educational process, rational use of intellectual, material and information resources for training specialists and conducting research in priority areas of science development.

The growing role of highly qualified military specialists is due to:

- Need to update scientific, pedagogical and scientific personnel in the system of higher military vocational education;
- Interest of graduates of military universities in postgraduate professional education and obtaining an academic degree;
- Need of military educational institutions for personnel of scientific and pedagogical specialties in connection with the increasing complexity of the tasks of military education being solved.

By the topical themes of fundamental and applied military research include:

1. Fundamental educational foundations of the military education strategy;
2. Personality of a soldier in the system of continuous military education;
3. Theoretical and applied problems of the development of military education systems.

Currently, there is a modernization underway in the field of military education. In military universities, professional training is focused on providing troops with officers whose level of competence meets the requirements of modern competitiveness: "... the role of the competence- based approach in training will be considered from the point of view that the result of such a process may consist in the development of a person's ability to act in various problem situations, in terms of skills and skills"[5, p. 2].

These circumstances indicate presence of a problem between cadets acquired during the period of study at a military university and pedagogical knowledge, skills and abilities recorded in reality, without which their successful professional activity in the troops is impossible. If we analyze modern textbooks and teaching aids, in which normative, established pedagogical knowledge is presented, then they differ little from textbooks of past years. The ideological orientation of the old manuals is discarded in the new pedagogy books for military universities and the texts are embellished with psychological theories and concepts of personality development, which are not adapted to pedagogical reality: "... In the interaction of military personnel, their attitude to activities is formed. Any communication between a teacher and a pupil passes through the inner world, consciousness and feelings... " [3, p. 325]. At the same time, society and the state have changed so significantly that not taking into account the situation, it starts knowingly training a future officer to work with personnel, which is not very productive.

In modern society, such historically formed values as "Fatherland", "patriotism", "loyalty to traditions", "duty", "dignity", "defense of the Fatherland" are being interpreted in a new way.

In general, one of the ways for new theoretical and practical generalizations, further improving the education and training of military personnel in modern conditions is the study of the richest experience, development of the theory and practice of training military personnel in different periods of our history. Thus, the system of training and education of servicemen, military pedagogy, has passed the difficult

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path of its formation and development. It is based on a powerful foundation of pedagogical thought and practice of world pedagogical experience. All this serves as the basis for the development of theory and practice, education and training of military personnel.

Military leaders and commanders were always on the lookout for information about their soldiers. It was understood as the organized and purposeful formation of their moral and combat qualities, which were responsible for the tasks of the armed forces and necessary for their successful solution. At the same time, special attention was paid to inculcating the personal qualities that should be unique to every defender of the Motherland, regardless of his military specialization and official position. First of all, these include: high combat readiness, patriotism, loyalty to military duty, honor, high discipline, military companionship, psychological stability, courage, bravery and courage. These qualities of soldiers and officers of the Uzbek army have repeatedly helped him to win over many Uzbeks in defense of the Motherland.

Training of military personnel is a purposeful and systematic activity of the state and society, departmental, public and other organizations, as well as military command and control bodies and officials of the Armed Forces to form and develop the personality of servicemen. with certain requirements that ensure the readiness of military personnel to perform tasks in the interests of defense and national security.

This multifaceted activity is carried out on the basis of the Constitution of the Republic of Uzbekistan, laws of the Republic of Uzbekistan, decrees of the President of the Republic of Uzbekistan, resolutions of the Government of the Republic of Uzbekistan, normative legal acts of the Ministry of Defense. The Concept of education of servicemen of the Armed Forces of the Republic of Uzbekistan, first of all (2009).

According to the guidelines, the military training system is the most important tool for building a healthy morale of the troops. It is built on the basis of centuries-old military traditions, patriotism and respect for the peoples and nations of the multinational Republic of Uzbekistan, recognition of universal values, the best examples of national and world culture. It takes into account the historical experience, current state, problems and development trends of the Uzbek society. At the same time, the military training system is an integral part of the development, training and use of the Armed Forces.

The main purpose of educating servicemen is to form and develop in them the qualities of a citizen-patriot, military specialist and high moral person. Achieving this goal involves a complex solution of many tasks, one of which is the readiness of servicemen to defend the Motherland, fidelity to the Military Oath, personal responsibility for the unconditional execution of orders of commanders (commanders), military duty and the rules of the Armed Forces Requirements.

Subjects and objects are the central elements of the education system for servicemen of the Armed Forces of the Republic of Uzbekistan. Among the traditional disciplines of the education system are: commanders and commanders at all levels; headquarters, services, other bodies of military command; bodies of educational work; military teams; military cultural institutions, the most important subjects of the education system are recognized: society; state; local public authorities; mass media; families and close relatives of servicemen; public organizations in military units.

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Based on this, all subjects of education are considered as stakeholders and interactors. It should also be noted that the training of military personnel is a priority in the service of Armed Forces officials at all levels.

More than 70 percent of officers and officers are directly confronted with the training of their subordinates. In the army, after all, many things affect the quality of education: exemplary internal order, the organization of the military service, a personal example of the attitude of commanders and commanders to service, the organization of leisure and recreation, and more many things. This process is not seen as a goal in itself, but as an arsenal of tools to systematically build the human capacity needed to serve in a truly effective Armed Forces.

The education system provides a differentiated approach to different categories of servicemen. The so-called object of training: generals, admirals, officers, orders, orders; sergeants (junior officers)) soldiers, cadets, students without the rank of officer, female servicemen; students of the Temurbek school, cadets, as well as graduates of military units, military orchestras and others.

The interaction of subjects and objects of education in the educational process serves as an integral system. Educational subjects solve educational problems in accordance with their level in the course of their activities.

The content of educational work at all levels is determined by the state policy in the spiritual and moral sphere of society.

The Armed Forces, which has a tremendous educational potential at the social (socio-cultural) level, is a key aspect of public life as an object of public and public administration, including targeted administration for the benefit of strengthening spirituality. civilians in general and military personnel in particular.

The first and most important subject of education at this level is the state. The state unites the activities of public authorities at all levels, departments, public and other organizations to address a wide range of educational problems on the basis of program methods and a single state policy.

Educational issues are addressed at the institutional level by organizations (military units, military educational institutions, cultural and recreational institutions, etc.) that are specifically designed to address educational problems or have educational functions.

At the socio-psychological level, military collectives, women's councils, and other public organizations act as subjects of education.

At the interpersonal level, education is seen as a practice of interpersonal interaction between the subject and the object of the educational system. The subject of education can be the object itself (self-education).

At the intra-personal level, the subject of education is the object itself (self-education). True discipline is the transition to self-discipline.

It follows from the above that the effectiveness of the military training system will be strengthened in all respects: the existence of state approaches to state-patriotic education of all citizens of the Republic of Uzbekistan based on the development of traditional Uzbek language, values such as patriotism, duty, honor, conscience, responsibility ; To unite the efforts of mass media, departmental, public and other

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organizations in the interests of state and patriotic education of the citizens of the Republic of Uzbekistan; implementation of targeted state social policy towards servicemen and their families; personnel, financial and logistical support of the educational process in the army that meets modern requirements; improving the system of training subjects; optimization of the organizational and staffing structure of educational bodies, definition of their functions and tasks; increase the personal responsibility of commanders (chiefs) for the training of subordinates, improve the method of their pedagogical activity.

It is difficult and difficult to find ways to reach the heights of pedagogical excellence. There are no ready-made recipes, universal and appropriate rules for all situations. The art and skill of education requires more.

The question is natural: what should be the direction of the formation of the personality of a modern Uzbek army serviceman, and what is their content?

The content of training of servicemen of the Armed Forces is a set of the main types and directions of education: state-patriotic, military, moral, legal, economic, aesthetic, physical and environmental.

For any seemingly traditional nature of these trends, each of them is filled with updated content today.

State-patriotic education influences servicemen to form and develop a person with patriotic qualities of the Republic of Uzbekistan, is able to take an active part in strengthening and improving the foundations of society, is preparing for successful completion. the defense and security of the individual, society and the state.

The main directions of state-patriotic education of servicemen are: formation of an active civil position of the serviceman, which allows him to effectively solve state problems in peacetime and wartime; Building the morale of the Armed Forces on the basis of the heroic traditions of the peoples of the Armed Forces of the Republic of Uzbekistan; creative use of the educational potential of different religions; Improving the international education of servicemen in the spirit of friendship between Uzbeks.

Military education is a systematic and purposeful process of influencing the spiritual and physical development of servicemen to prepare them for the armed defense of the Motherland.

The main directions of military education are: to create conditions and motivation for the development of professional skills of servicemen in the process of transition to the system of contract recruitment of the Armed Forces; to ensure that the professional, moral and psychological training of servicemen corresponds to the tasks they perform; modeling of real conditions of modern combat situation in the educational process; to maintain strict legal order in the organization of military service, daily life and daily activities in military units (subdivisions); creating conditions for the security of military service; providing personal samples of all categories of military servicemen; use of a system of military customs and ceremonies for educational purposes.

Moral education influences the mind, emotions, and will to form the necessary spiritual and moral qualities and qualities in servicemen.

The main areas of moral education are: informing servicemen about the requirements of society for their professional and moral appearance; explain to them the social significance of military service;

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encouraging the moral self-improvement needs of servicemen; apply the impact of education in accordance with the level of moral maturity of military personnel.

In this process, the personal meaning of ethical principles and norms is formed, implemented and experienced, negative actions and behaviors are prevented, moral feelings such as responsibility, pride, etc. are formed. It is also important to organize their activities in accordance with the purpose. and courage. The individual characteristics of servicemen, the influence of public opinion, and the healthy socio-psychological climate in military communities should be studied and used for educational purposes; to use the moral and spiritual potential of public associations in the interests of educating servicemen.

Legal education is a purposeful and systematic approach to the minds, emotions and psychology of servicemen in order to form stable legal ideas, beliefs and feelings in their minds, feelings and psychology, to form in them a high legal culture, skills and habits of active legal behavior. 'is a mystery.

The main directions of legal education: organization of legal advocacy; improving the theoretical and methodological training of military personnel on legal issues; mobilization of military personnel and the military community for active participation in the process of legal education; generalization and dissemination of best practices in legal education; monitoring compliance with the rule of law, order, military discipline and disciplinary practice; organization of legal protection of the interests of servicemen and their families.

Economic education is the influence on the formation of economic knowledge, skills, abilities and personal qualities in military personnel necessary for the successful performance of their official duties.

The main directions of economic training of servicemen are: creation of conditions for successful development of economic relations in the Armed Forces; formation of respectful attitude to state property, rational use of material, technical and educational-methodical means; use of economic incentives in educational work with servicemen; establishment of economic schools for military personnel in military units for the purpose of general economic education; promotion of economic knowledge on the economic issues of the life of the military unit (unit); training military personnel to anticipate and evaluate the economic consequences of their activities.

Aesthetic education is the impact on military personnel to diversify the emotional and emotional realm of their mental world.

The main directions of aesthetic education of servicemen are: formation of aesthetic attitude to military service, military duty, military environment, subjects and objects of professional activity; instilling an aesthetic attitude to military uniforms; Enhancing the aesthetic content of MILITARY ceremonies; Get acquainted with the artistic and creative life of the Armed Forces, the work of military artists, writers, composers and poets; introduction to military issues in theater, cinema, literature, painting.

Physical training is the formation of moral-volitional, combat and psychological qualities necessary for servicemen to improve their physical culture, actively organize their leisure time, strengthen and strengthen their health, perform combat (combat training) and other tasks. .

The main directions of physical training of servicemen are: organization of planned physical training of different categories of servicemen in accordance with the tasks and types and types of troops; sports

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events; active organization of leisure time of employees on weekends and holidays; promoting a healthy lifestyle; popularization of the best sports achievements.

Environmental education is the formation of the ecological thinking of servicemen, the formation of the necessary economic, legal, moral, aesthetic views on nature, the role and place of man in the protection of the environment.

The main directions of environmental education of servicemen are: explanation of the causes of negative environmental consequences of military activity and ways to prevent them; involvement of military personnel in practical nature protection activities; conducting environmental training for military personnel.

The main types and directions of military training are interrelated and have their own characteristics. Education implies a holistic approach, unity and coherence of all its components, and its correct application ensures high-quality operation of the military education system, achieving a certain level of its efficiency and effectiveness.

Instructions:

In the introductory part of the lesson, the leading audience should focus on the relevance of the topic to their military careers. After all, the effectiveness of educational work depends on the degree to which they master the pedagogical skills of education. A brief analysis of the training activities of each unit officer is required.

In explaining the content of the first training question, the audience’s attention should be drawn to the fact that the instructional documents on education require solidarity and concerted participation in the training of military personnel by commanders and commanders of military forces. all levels and this is one of the priorities of their formal activities. In addition, each of them assumes personal responsibility for the results of the training of subordinates.

When considering the issue of secondary education, it is necessary to focus on the so-called pedagogical technologies that officers-teachers should apply in their daily activities. After all, the effectiveness of education depends on the correct and consistent use of the forms, methods and tools of educational influence.

In conclusion, the effectiveness of military training is largely determined by the authority of the officer, who is the central representative of the army. This is primarily due to his high professionalism and fatherly attitude towards his subordinates.

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COMPARATIVE ANALYSIS OF ARTICLES IN ENGLSH AND GERMAN LANGUAGES

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ANNOTATION
We all know that today the fields of science, technology and education are developing faster than ever. Especially in our country, the president Shavkat Mirziyoyev has created great opportunities for young people to learn foreign languages. Several young people, who take advantage of the given opportunities, are gaining high places in world competitions. Today, the perfect study of foreign languages is of great importance for the further development of the country. It is a flat fact that languages play a crucial role in the efficiency of human communication and that the importance of them has been realized by more and more people, especially by linguists and experts in the foreign language teaching at home and abroad. Language is a phenomenon and a factor that links different cultures and a way of expressing feelings and ideas that people try to convey [1:1]. That is why it is very important to learn more languages and comparative study of languages is a great help in mastering it. The article gives information about the similarities and differences of articles in English and German languages.
When we first start learning German, we might feel quite upbeat and optimistic, thinking "Ok, this doesn't look that hard, some of it is quite similar to English, like "*Good morning*" = "*Guten Morgen*" or "*Monday*" = "*Montag*", I can do this!". However, while learning, we come across a little something called articles. An **article** is any member of a class of dedicated words that are used with noun phrases to mark the identifiability of the referents of the noun phrases. The category of articles constitutes a part of speech.In English, both "the" and "a/an" are articles, which combine with a noun to form a noun phrase. Articles typically specify the grammatical definiteness of the noun phrase, but in many languages, they carry additional grammatical information such as gender, number, and case. Articles are part of a broader category called determiners, which also include demonstratives, possessive determiners, and quantifiers. In English, to learn articles is very easy; if you know what you want, you just use THE, and if you don't know what you want, you use A/AN. It doesn't matter if that thing you want is a specific chair, book or apartment. But in German, nouns have different grammatical genders. In both languages, articles are divided into two types: definite and indefinite articles. This is a similar aspect of the two languages. A definite article is an article that marks a definite noun phrase. Definite articles such as English **the** are used to refer to a particular member of a group or class. It may be something that the speaker has already mentioned or it may be otherwise something uniquely specified. For example:

- Open ***the*** door.

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- Close ***the*** window.

In the sentences above, things are known for both speaker and listener. So we have to use definite article in this place.

An indefinite article is an article that marks an indefinite noun phrase. Indefinite articles are those such as English "some" or "a", which do not refer to a specific identifiable entity. Indefinites are commonly used to introduce a new discourse referent which can be referred back to in subsequent discussion. Indefinites can be used to generalize over entities who have some property in common and they also have predicative uses:

- I like ***an*** apple. It is ***a*** sweet fruit.

As in English, German nouns are often preceded by the definite or indefinite article or another determiner (e.g. some/any), as well as an adjective or two. **Nouns** are words that describe beings, places and things, e. g: *das* Kind – the child, *die Frau* – the woman, *das Wetter* – the weather. German nouns have gender category and they are used with masculine *(der)*, feminine *(die)* or neuter *(das)* articles. Moreover, they are always written with a capital letter. Articles are used with nouns. They can be definite: der, die, das (the); or indefinite: ein, eine (a, an). In English grammar, the article does not change its form, however, in German grammar, the article changes its form to indicate the gender, number and case of a noun. The indefinite articles are *ein* (masculine, neuter) and *eine* (feminine). We use the indefinite article:

- If an object is mentioned for the first time, it is preceded by the name of the object:

Das ist eine Schule.

Die Schule ist groβ.

- After the phrase es gibt and the verbs haben (to have), brauchen (to be needed), the indefinite article of nouns is always used in the accusative case.

Ich habe einen Bruder.

- When one object is compared to another:

Er spricht wie ein Dolmetscher.

- When giving a quality to a person or object:

Er ist ein fleiβiger Student.

The definite articles are *der* (masculine), *die* (feminine/plural), and *das* (neuter). We use the definite article:

- Before the nouns when their sign is clear and known in the context:

Der Roman ist sehr interessant.

- Before the nouns used with superlative adjectives:

Lola ist die beste Studentin.

- Before the ordinal numbers:

Das war der erste Roman

- In front of the names of individual subjects:

Die Sonne (Sun)

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Der Mond (Moon)
Der Himmel (Sky)
Die Erde (Earth)
Die Welt (World)
Since German is a language that has cases, these articles change according to the grammatical case:

	Masculine	Feminine	Neuter	Plural
Nominative	der	die	das	die
Accusative	den	die	das	die
Dative	dem	der	dem	den
Genitive	des	der	des	der

However, in English language there are no changes and gender Analyzing the comparative aspects of German in the process of learning English is a great help in studying languages. There are so many similarities as English and German are historically related.

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THE ROLE OF THE FAMILY ENVIRONMENT IN THE FORMATION OF CHILD PSYCHOLOGY

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Annotation
In today's evolving world, the concepts of family and children are becoming more and more abstract. Parents are not allocating enough time for their children. As a result, children develop a variety of bad habits and habits. This article provides some practical and theoretical advice on the role of parents in child-rearing.

Keywords: Family environment, pedagogical knowledge, psychological knowledge, psychological literacy, children's worldview.

Introduction

Currently, the process of self-education is considered one of the most pressing problems. Especially for improving the giftedness of students, the process of self-education is considered the most important. Self-education begins in any person from early childhood and continues until the last life.

In the process of self-education, gifted students display abilities unknown to the mind, clarify their interests, and most importantly, students learn to set a specific goal for themselves. Psychologists believe that the level of qualitative uniqueness and the nature of the development of giftedness is the result of a complex interaction of heredity (natural inclinations), social environment (group, friends), mediated by the student's activities (play, educational, work) and the processes of education and self-education.

The purpose of this work, to indicate the role of self-education in the processes of teaching and upbringing of gifted students. Thanks to self-education, many writers and scientists have become outstanding people. Their names are famous in everything around the world. A.P. Chekhov paid much attention to self-education. Thanks to self-education, he developed a highly moral character and a high culture of behaviour.

The complexity of the educational process is also due to the fact that it is very dynamic, mobile and changeable. The educational process is lengthy. In fact, it lasts a lifetime. K. Helvetia wrote: “I am still studying; my upbringing not finished yet. When will it end? When I am no longer capable of it: after my death. My whole life is, in fact, only one long upbringing ”[2]

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Main part

The ancient Roman philosopher Seneca stated: "It is difficult to lead to good by moral teaching, easy - by example." K. D. Ushinsky emphasized that educational power flows only from a living source of the human personality, that the upbringing of a personality can only be influenced by a personality.

There are rules that help young people become outstanding. These rules are as follows:

- Believe in your own strength.
- Set a reasonable goal.
- Decisiveness.

Constantly monitor your behaviour and correct yourself if necessary. Strictly and strictly adhere to the daily routine. Show patience and courage. Never put off until tomorrow what needs to be done today.

Master the method of self-education. Master the sciences about man, which will help you to know yourself and work on yourself. If each person complies with these rules that we indicated above, they can achieve a lot.

Stepping on the threshold of school is a huge turning point in the life of everyone. From that moment on, the most flawless moments of childhood come with some limitations. Now it is time for the child to perform not only certain family duties in the family but also special duties necessary for the individual. This does not mean that his role in the family has diminished, but that it has increased.

That is, the era of defending one's reputation not only among family members but also in society through one's own actions begins. And for some as a person gets older, he or she will outgrow this. We all know that a person who does not respect himself does not know how to respect others. It is important that upbringing, school and family upbringing are balanced in one direction with the child's personality.

Elementary school children, ages six to nine, no longer repeat their pre-school behaviours. A young child can be stubborn and throw a bowl, in which case he will not even think about breaking the cup. But that's not what elementary school kids do. He doesn't like it anymore because he knows how others will react to his actions and he is ashamed of it. At this point, we must know and remember that one of the greatest emotions that shape a person as a person in society is a shame, which is a broad social concept that is not found among other creatures.

In the family, the child should never be embarrassed or humiliated. Everyone hardly forgets to be ashamed in front of others. He will never forget the humiliation he endured.

Therefore, if you want to have a healthy mental environment in your family, do not punish your child for his / her inappropriate, wrong, misunderstood, inexperienced behaviour, especially in the face of the incident. In this case, if there is a risk that an acquaintance will be aware of the incident, the experience maybe even stronger.

Raising a child to warn him or she of things that could go wrong will not diminish his or her place in the family. It's not that the bowl falls out of your child's hand, it's that the bowl is broken, so start by saying, "Be careful not to break it" when you order something long ago.

If a child voluntarily learns to do school assignments during the day, there is no room for you to force him or her to sit down to prepare for class when you return from work in the evening.

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A family member who is forced to do his or her duty cannot have the same spiritual place in the family as everyone else. A child who learns his duty by force does not learn independence. However, we all look forward to our children's independence and teach them independence.

Only a child who has learned to be independent and self-sufficient will be able to provide for himself. If you constantly show the child his mental and practical work and force him to do it, then there will be inequality in the family, and if there is inequality between family members, the mental environment will not be healthy.

So if you see that your child is not doing his job, do not rush to force him. If he is once embarrassed or ashamed in front of his family, friends, or classmates for not doing his job, he learns not to do it again, especially if he doesn't know what he needs and can't find it. Because shame, shame on oneself, leads to selfishness in a good way.

Only for this, they require diligence, attentiveness and, of course, self-control. As we discussed above, self-education requires systematic planned work based on a thorough program of work on yourself. Thus, the process of self-education plays an important role in the formation of gifted students.

Children are the lifeblood of a family and its future. One of the main purposes of marriage is to ensure the continuity of the offspring, to leave offspring, to bring them up, to bring them up, and to see their perfection. The future development of a child in every family depends primarily on the upbringing and spirituality of the parents. Parents, on the other hand, need to start by raising their children. Because discipline is the beginning of all good in the future and always. Parents want their children to live a beautiful and flawless life. They live in search of ways to reach their children.

To this end, it strives to overcome all obstacles on the way. Unfortunately, in some families, the importance of upbringing is overlooked, as the role of material goods in the development of a child as a pamphlet is highly valued.

Spiritual sources that have come down to us from our thinkers provide valuable information on when parenting should begin. When a man marries, he must first choose a girl who is imaginative, polite and virtuous. Similarly, when a girl marries, the groom must be convinced that the boy has good qualities. Because the chosen one will be the mother or father of the children in the future.

Rizouddin ibn Fakhruddin's book "Family" provides excellent advice and guidance on morality, family and marriage, family relationships, parental responsibilities, children's duties, the role of women in child-rearing, the general role of women, the role of parents in marriage. Those who follow the rules for the family, one day at a time, will be able to build their families beautifully and finally be able to govern this small country.

As a result, we have inherited information about the three stages of child-rearing. The first is the honest choice of a suitable partner, the second is the care during pregnancy, and the third is the upbringing from the day the child is born. It is important to choose a decent and potential partner when getting married. If this stage, which is the most important in the upbringing of a child, is carried out on the right basis, then the next steps will be successful[4].

Before a child is born, parents need to be free from all kinds of vices and try to keep their spirits clean so that they can be role models. Abdulla Avloni says: "Educators are like a doctor, who, like a doctor

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treats a disease in the body of a patient, must give it a cure for the disease of anger in the child's body, from the treatment of 'good behaviour' to the treatment of purity'."

At the heart of this statement is the need for educators to begin education on their own, as a result of high experience. After all, a child follows what he sees more than he hears.

The gestation period of child-rearing is also an important period. At this stage, the woman needs to be given a lot of attention, both externally and by herself. Before the birth of a child in the family, a woman should be provided with all necessary material and spiritual conditions[1].

The neighbourhood in the parent's office and the reputation of the neighbour also play a big role in the child's upbringing and instil in their children a sense of pride in them. They are brought up in this spirit. Thus, family upbringing has its own characteristics and influencing factors.

It is impossible to bring up a child well in the family without taking it into account. To do this, parents must first be educated themselves. Taking into account the above features of family upbringing helps to analyze the essence of the use of national moral values, its specificity and importance in the moral upbringing of the child.

The changes taking place in the socio-economic, political and spiritual life of the society under the conditions of independence naturally and legally paved the way for the development of the people, had an effective impact on strengthening independence.

As a result historical processes began to be reflected in the upbringing of children in the family. To do this, parents themselves need to change their attitude toward national values. They have brought up their children in the spirit of the best and noblest traditions, based on the teachings, teachings and experiences of their ancestors.

In order for a child to be born healthy, a woman must be protected from all kinds of unpleasant situations and from all heavy physical tasks. A pregnant woman should be very careful not to get nervous. If a woman is very nervous and mentally and physically abused, the child may be born with a neurological disorder. Every family should create all the good conditions that a woman needs during pregnancy. Only then will we be able to protect our unborn child from various diseases and mental illness.

Conclusion

Parental interactions play an important role in the upbringing of children in the family. When a child grows up hearing harsh words from his parents and being beaten, it has a negative effect on his nature. A child raised in such an unhealthy environment develops into a “mentally ill” person. They also have a negative effect on the morale of the society. Every parent should first of all consider that the upbringing of children is a constitutional duty of each of us.

After all, our Constitution also states that parents are obliged to feed and educate their children until they reach adulthood. Therefore, we parents must not forget that the most important task of all of us is the upbringing of children.

Psychological knowledge is also important for seeing your child's abilities in a timely manner. The ability of an alert parent to quickly notice the abilities that are formed on the basis of the interests and

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abilities of the child will also help the child to achieve great things. As a result of awareness of psychological knowledge, young parents can form positive qualities in the character of their children, as well as volitional qualities.

In short, with the pedagogical and psychological knowledge of young parents arming is one of the issues of state importance today. When a child sees his mother with his eyes open and spends the first years of his development in the family circle, it means that parents and family members have a great responsibility for the upbringing of this child. As our ancestor Jawhari said, when a child is born, it is a white sheet of paper, on which parents and teachers need to know what to write.

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ATTENTION TO LEISURE AND SPORTS IN SHAPING THE VALUES OF A HEALTHY LIFESTYLE

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Annotation

Based on the title of this article, one can say that the place and significance of national values in the process of globalization changes mainly according to the requirements and necessity of the health system, they may lose their value or be consistent with other values.

Keywords: development, globalization, page, society, multinational, harmony, health, talent, post-industrial, layer, negligence, value.

INTRODUCTION

In recent years, improving the quality and efficiency of the education system in the country, the formation of modern knowledge and skills among kindergarteners, schoolchildren and students, ensuring close cooperation and integration between education systems and science, continuity and continuity of education and popularization of physical culture and sports. Consistent work is being done to create the necessary conditions and infrastructure for the promotion of a healthy lifestyle, especially among young people, to ensure the country's worthy participation in international sports arenas.

At the same time, the existence of a number of systemic problems and shortcomings in the organization of physical culture and sports hinders the effective implementation of state policy in this area and the full use of the country's existing sports potential.

Many sociologists (especially those who represent the idea of positivism) admit that science, whether we like it or not, has to take into account the requirements of world development. To do this, empirical research needs to study the characteristics of social phenomena. One of them is globalization.

Is globalization a necessary process globally? Is the participation of existing societies on earth mandatory? Similar questions are raised as a topical issue in global and local media pages or in many scientific conferences. Most of the answers will end with the emergence of globalization, whether we like it or not, as the most important international economic, social and political ideology in the 21st century. Of course, this is a mandatory phenomenon of our time. But it is also possible not to participate in it in order to preserve one's identity and purity, as long as the society becomes closed. But it remains poverty or semi-poverty, a lack of information, and some degree of human suffering.

J. Stiglitz, the winner of the International Nobel Prize, writes in his book “Globalization: Concerns”: “What benefits a nation will experience from the process of globalization will largely depend on the performance of the national government. Many believe that increasing the role of the state in the process of a market economy is a leading idea. They do not want to take into account one thing, “the law of market relations itself puts the solution of all social problems in its place. The state should be

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responsible for solving problems such as inequality, unemployment and environmental pollution. "[1] This is one side of the issue.

The other side of the coin is that many experts see globalization as often serving the interests of the world's leading financial and economic powers. Whereas in the past the borders of existing states were divided according to the legal order and rules of governments focused on economic and political situations, today its fate is increasingly dependent on global economic processes.

It is known that the global economy is currently developing rapidly. The G8 states (actually the Big Seven) are the main executors of this process. Because under their control are international institutions that decide the world economy. These are the International Monetary Fund (IMF), the World Bank (WB) and the World Trade Organization (WTO). Therefore, we need to assess globalization not only as a techno-economic situation, but also as a socio-political situation. According to the 2004 issue of the journal Sociological Research, the fact that "transnational corporations (TNCs) and multinational corporations (MNCs) in these developed countries control 70% of all international trade and 30% of production" 1 in itself leads to various inequalities. as highlighted.

From the point of view of the subject, the role and importance of national values in the globalization process will change, lose its significance or merge with another value, mainly depending on the demands and needs of the health system. Ali Ahmad, an Iranian writer, analyzes this in his book Westernism on the categories of "producer" and "consumer": "In the world, the two poles are opposed to each other - the first creates, manufactures and sells machines; the other uses, consumes, and studies his documents as he goes. Therefore, the first is the "creator" and the second is the "consumer". Today, as the West is a producer, the East is a consumer, it is difficult to maintain the purity of national values no matter what the effort. So far, only Japan has achieved this. " [2] While the advantage of some development is that it naturally brings the health care system to the highest level there, in poorer countries, on the contrary, health care lags behind due to lack of necessary funds. It should be noted that the medical and sports system is a subsidy institution that requires the largest investment from the budget system of any state.

The positive and negative aspects of the health system in globalization are reflected in the following. 1). The professional participation of today's young and experienced intellectual citizens of any country in English-speaking activities and industries enhances the ability to master modern medicine. 2). However, a good category of specialists is being taken to advanced countries.

It is becoming increasingly clear that the globalization of the world today does not take place within a single region or pole. The reasons for this are not only economic inequality, geopolitical situation, but also the diversity of cultures, the existence of several ethnic groups and religions, the differences in the mentality and psychology of people. Another American researcher, S. Huntington, says that in the process of globalization, there is a clash of civilizations. In his view, "the emergence and formation of globalization in different parts of the world are traces of the expansion of the West, or more precisely of Christian civilization, and its values and institutions are far from equal in the presence of other cultural traditions and systems." .1 Russian expert Yu. Yakovets, on the other hand, said that "the growing risk of clashes between civilizations is limited to the development of strategies and mechanisms

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for various roundtables for cooperation and partnership between civilizations and states, unable to find a way to save themselves. This is ultimately tantamount to human suicide. "2 But F. Fukuyama, one of the theorists of globalization, states:" ... I believe that the historical development of human society is directed towards democratic forms of government, but I need to accelerate this process. I do not think so, especially through the use of military force and interference in the internal affairs of other states. " But F. Fukuyama believes in his works that sooner or later the whole world will voluntarily accept the Western model of governance as a historical process. In fact, the onslaught of similar informational and theoretical ideas has also begun to have a drastic impact on human health.

In the 1960s, a group of sociologists began to proclaim that a techno-structural process had begun in society. Technological representatives are an association of people with a variety of technical knowledge, experience and skills that are in great demand in modern industry and planning. According to sociologist JK Gelbright, "almost all decision-making processes are divided at the expense of techno-structural, which has special advantages." He goes on to write that "the state has become nothing more than an executive committee of techno-structure." However, this does not mean that the state is losing its status. Only now the state has to radically change its governing function. This is the main problem in many traditional societies today. That is, the state structure is still unable to get rid of traditional management stereotypes, or it is difficult for it to abandon this situation. That is why the transformation of national values (the transition from one form to another) in the process of globalization is causing controversy here. Because it is the representatives of the intellectual potential who are the "heroes" of post-industrial society, creating a single system of values in globalization.

Futurologist-sociologist D. Bell writes in his book "The Coming Postindustrial Society": "In a postindustrial society, power is no longer based on private property, but on knowledge. Scientists, engineers and technicians take the stage as the leading class; leading positions are occupied by intellectual organizations (universities, research institutes, industrial laboratories). The economy is primarily based on services, not material goods.

Political decisions are based solely on rational-technical considerations, which means that "ideology is over". Now imagine for yourself that while the value system is struggling with modern systems on the basis of zeal, we are no longer individual health. Maybe we shouldn't worry about community health. People reach a general consensus (resolving contentious issues and disputes by consensus) in a relationship of social values, while experts adapt to systematic analysis and decision-making based on rational methods. In short, we have an era of professional managers and technocrats. " It is no secret that today the era of post-industrial society reigns in developed countries. That is why these societies are increasingly attracting talented researchers and experts from all over the world. This further accelerates the transformation of national values on the basis of their scientific and creative activity. In fact, the leading participants in the information age are actually people from the intellectual layer.

The first buds of a conscious attitude to work are formed in the family. The family, which is a specific criterion of the socio-emotional state of society, is tasked with inculcating in the minds of young people not only national traditions and customs, moral norms, but also the values that are an important element of the spirituality of our people.

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At present, children under the age of 15 make up about 10 million people in Uzbekistan, or 41% of the country's population. Such a demographic composition of the population requires special attention to the issues of labor education of young people, their vocational training and future employment.

The example of parents and the centuries-old traditions of ancestors play an important role in the formation of work skills. In the family, as the child learns the mother tongue, he acquires national customs and traditions, including labor traditions, and under the direct influence of the parent, a certain attitude to labor is formed. As a child grows up knowing that the tasks he is initially given are necessary, he begins to value them. In this case, the coordination of work skills with the internal capabilities of the family plays an important role in the full realization of the child's abilities. The internal capacity of the family means, first of all, the clear goals of the family members, their future goals, the conscious attitude to work in the upbringing of children, the development of factors in accordance with the family environment.

It should be noted that there is a certain difference between rural and urban in this regard. For example, in a rural family, the child acquires basic labor skills before going to school, such as tending livestock, cleaning the yard, planting trees, building a house, growing crops in a warm room, and participating in field work.

Ensuring that every citizen develops a strong immune system against the disease through regular physical activity and mass sports and the formation of life skills for a healthy lifestyle, the elimination of harmful habits, adherence to the principles of proper nutrition, rehabilitation and rehabilitation and systematic physical activity and effective organization, appropriate infrastructure and other necessary conditions are being created in this regard.

The role of the family in making the right choice, such as realizing a child’s talents, abilities, and interests, is invaluable. If a child is not given the right direction, he or she will blindly pursue a profession he or she does not like, resulting in a loss of interest in work, decreased social activity, and inability to compete in the labor market in the future. This means that the solution to the problem of youth employment should start from the family threshold.

The current changes in the world, including the process of globalization, require a new approach to the education of family labor. In Japan, for example, a perfect system of inculcating national traditions and values, including work skills, in the minds of young people has been formed. That is why there are many family shops, art clinics, small restaurants and thousands of family businesses in the country. Because all members of the family are involved in the family business from an early age, and the traditions in this area are passed down from generation to generation. As a result, the best labor values of the nation have been preserved in Japanese families. Japanese young people study, get married, and try not to burden their parents in family life, mainly with the money they earn.

One of the peculiarities of the mentality of our people is the high level of duty and responsibility of parents to their children. For example, most parents consider it their duty to educate and employ their children, to marry, to house them, and even to raise their grandchildren. This sometimes hinders the formation of our children's ability to think freely, independently, to feel responsible, to evaluate any situation correctly and rationally.

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It is observed that the child's choice of a particular profession is decided by the strong will of the parents. In such cases, neither the child's interests, nor aspirations, nor abilities are often taken into account. As a result, a highly educated "chalasavod" specialist does not know his job well, is indifferent to the work assigned to him, is dissatisfied with his work and even causes social and psychological protests. This, in scientific terms, leads to the beginning of a process of alienation from labor, which causes great harm to both young people and society.

At the same time, the protection of the interests and labor rights of young people in our country is guaranteed by our legislation. In particular, the forced use of children in the labor market is prohibited in Uzbekistan. According to the Labor Code of the Republic of Uzbekistan, which came into force on April 1, 1996, only adolescents over the age of sixteen are allowed to work full-time. In this sense, parents should also take a sensible approach to involving their children in field and other work-related work, taking into account their contributions and other interests. The belief that a child's bones are hardened in labor is also to be used wisely.

Sociological research conducted in our country confirms that there are serious problems in the upbringing of children, especially in the formation of their labor skills. According to available data, intellectuals living in different regions communicate with their children for 10-15 minutes a day. This is a sign that the parents do not pay enough attention to the upbringing of their children, do not know their interests clearly, do not have information about their peers and peers, in short, the child is left to his own devices. Naturally, such negligence can lead to them going down the wrong path, falling under the influence of criminal groups and fanatics.

The effectiveness of labor education in the family also depends on the strength of its cooperation with the school. After all, if the family forms the basis of the child's individual characteristics and qualities, the school should help to develop and realize his abilities and talents. If labor education in school is not in line with family labor traditions, the educational process can be disrupted. For example, some parents do not always support their child's participation in school hashars or landscaping. On the contrary, a positive effect in the process of sports education can be achieved only if the goals of parents and school administration in this regard are common.

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ANALYSIS OF FACTORS INFLUENCING THE VOLUME OF INVESTMENTS

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Annotation
The article analyzes the research on investment, the positive impact of investment on economic development and its benefits.This article provides an econometric analysis of the impact of the volume of investments in the economy of Uzbekistan in 2000-2019 on the volume of GDP, the number of labor resources and the volume of money supply, and draws conclusions and recommendations based on the results of the study.

Keywords: investment, foreign investment, gross domestic product, labor resources, COVID-19, pandemy, money supply, foreign direct investment, economic crisis, national economy.

Introduction

It is impossible and unimaginable to ensure the growth and development of the national economy without investment.In particular, attracting foreign investment is even more important for emerging and underdeveloped national economies.Emerging and underdeveloped national economies need financial resources, new technologies, modern technology, telecommunications, etc. to create material goods and organize production, and the easiest and simplest way to attract them is to attract investment."Foreign direct investment is one of the key factors in the development of the country's economy"[1].In this context, foreign direct investments in Uzbekistan to be involved in a wide range of primary importance in the development of the national economy. It is no coincidence that the President of the country Sh. Mirziyoyev also said that "in order to attract foreign investment, we must take measures to fully demonstrate the investment potential of our country"[2].

The crisis following the widespread COVID-19 pandemic in 2020 and its negative impact is leading to a significant reduction in foreign investment in the world.The volume of foreign direct investment in national economies in 2019 amounted to 1.54 trillion US dollars, in 2020 this figure decreased by 40%, in 2021 it will decrease to 5-10%. predicted.Foreign direct investment is less than $ 1 trillion for the first time since 2005 and less than $ 1.2 trillion in 2009 as a result of the global financial crisis.In 2021, foreign direct investment will reach $ 900 billion, down 60 percent from $ 2 trillion in 2015[3].

Many factors affect the flow of investment.In particular, crises, epidemics, the level of state intervention in the economy, the current legislation, the level of doing business and many other factors.In assessing the degree of impact of factors on the volume of investment, the analysis of macroeconomic indicators is the basis for drawing general conclusions.This article analyzes this area.

Literature review

Investments, which are the "elixir" of development and revival of the national economy, the procedures for attracting them, the laws, efficiency indicators, specifics, positive and negative aspects for the national economy have consistently been studied by economists in research centers and universities around the world for many years. Attempts are being made to attract investments based on the current situation in the economy and to develop optimal mechanisms to increase efficiency.Against the background of the economic crisis caused by the global pandemic, Uzbekistan needs to study this issue in depth, both theoretically and practically.

Investment and its characteristics have been studied in practice and theory by the world's leading economists.

Some economists see investment as an important part of economic growth and financial globalization. They believe that the inflow of foreign and domestic investment can bring not only the necessary additional foreign capital, but also new technologies and know-how, improved management and marketing skills[4].

Michael J.Osei, Jaebeom Kimfactorically analyzed the relationship between investment and economic development across national economies[5].

Findley va Rodrigez-Klerclearly explain the relationship between investment and economic growth through neoclassical and endogenous growth models, i.e., an increase in investment volume or efficiency leads to economic growth in the short, medium, and long term[6].

In general, recent research shows that the positive impact of investment growth depends on countries 'investment policies and environment, including financial sector development, human capital, trade openness, and economic development[7].

Research aimed at attracting foreign investment to the national economy has been studied by Uzbek economists B. Mamatov, D. Khujamkulov, O. Nurbekov, J. Karimkulov, A. Sotvoldiyev, G. Karimova and others.

B.Mamatov, D.Khujamkulov, O.Nurbekov focus on the importance of investments in the development of the national economy. They emphasized that foreign investments can be made by directing production capital to the production of goods and services, firms and companies 'shares could be introduced through the acquisition of a controlling stake, the construction of production facilities, the establishment of joint ventures, and a number of other ways [8].

Attracting foreign investment is an important factor in the active development of the economy, attracting foreign investment into the national economy through free economic zones and increasing their efficiency is becoming one of the main tools for working with foreign investment [9].

Economist G. Karimova suggested that the uneven distribution of investments in the country be considered a serious problem in the study, and as a solution, the introduction of tax incentives for enterprises that attract foreign investment to the regions [10].

In his research, economist A. Sotvoldiyev suggests the use of "round-tripping and BOT (built-operate-transfer)" methods of investing in enterprises to increase foreign investment.The positive features of using these investment methods are:

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- The state plays an important role in investment, but the budget does not cover the costs;
- Upon expiration of the investment agreement, the state will have a ready-made facility;
- Investment allows the state to solve social and economic problems[11].

Based on the research discussed above and their results, we believe that it is necessary to conduct a comprehensive econometric analysis of the economy of the Republic of Uzbekistan, in particular, the investment process in the country, to study the dynamics of investment in Uzbekistan through econometric models to assess the impact of other macroeconomic factors on investment.

Research methodology

The study used the least squares method of econometric modeling and the research model was tested using statistical tests. In some places, comparisons have been made.

Analysis and results

The level of investment in the economy reflects the level of investment climate in the country.We know that before making an investment, the investor studies and analyzes the current situation in the national economy, in particular, the state of labor resources, the amount of wages spent on them, and, if the investor is satisfied, makes the investment.In addition, the macroeconomic situation, in particular, the fact that the economy is growing at a steady pace, is of interest to investors, because where there is sustainable economic growth, it is easier and more convenient to invest and make a profit. in our opinion, the state of economic growth can also determine the business environment. In Uzbekistan, it is advisable to use correlation and regression analysis to assess the impact of these factors on investment.This study analyzes the indirect impact of changes in the level of gross domestic product (ЯИМ), cash supply (M2) and income and labor resources (MP) on the volume of investments (И) in the economy of Uzbekistan in 2000-2019.

Table 1.Investment, GDP, the size of the money supply in circulation and human resources indicators of Uzbekistan (in current prices)[12]

Years	Investment (И) (billion UZS)	Gross domestic product (ЯИМ)(billion UZS)	Cash supplyin circulation (M2)(billion UZS)	Labour resources(MP) (thousand people)
2000	744,5	3255,6	332,1	12469
2001	1 320,90	4925,3	502,4	12817,4
2002	1 526,60	7450,2	700,3	13181
2003	1 978,10	9664,1	898,8	13607,2
2004	2 629,00	12189,5	1255,5	14048,8
2005	3 165,20	15210,4	2159,9	14453,2
2006	4 041,00	20759,3	3093,1	14816,5
2007	5 903,50	28186,2	4876,2	15219,6
2008	9 555,90	36839,4	6925,8	15685,7
2009	12 531,90	49375,6	10171,4	16103,5
2010	16 463,70	74042	15548,8	16726
2011	19 500,00	96949,6	21038,1	17286,4
2012	24 455,30	120242	26814,0	17564,3
2013	30 490,10	144548,3	33535,2	17814,1
2014	37 646,20	177153,9	41454,0	18048
2015	44 810,40	210183,1	50443,9	18276,1
2016	51 232,00	242495,5	59411,4	18488,9
2017	72 155,20	302536,8	88945,8	18666,3
2018	124 231,30	406648,5	80109,8	18829,6
2019	195 927,30	524230	92264,5	18949

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We know that the change in a quantity is influenced by some factor that is not directly related to it, which is measured by the correlation coefficient.In our study, changes in the volume of investment (И) are indirectly affected by changes in the country's GDP (ЯИМ), labor resources in the economy (MP) and money supply (M2).The relationship between them is shown in Table 2.

Table 2. Correlation coefficients on the relationship between investment, GDP, labor resources, money supply in circulation

Indicators	**Investment (И)**	**GDP (ЯИМ)**	**Money supply in circulation (M2)**	**Labour resources (MP)**
Investment (И)	1,00	0,9695	0,8895	0,6947
GDP (ЯИМ)	0,695	1,00	0,9696	0,8182
Money supply in circulation (M2)	0,8895	0,9696	1,00	0,8562
Labour resources (MP)	0,6947	0,8182	0,8562	1,00

The correlation coefficient between investment (И) and change in GDP (ЯИМ) is 0.9695, the correlation between investment (И) and labor resources (MP) is 0.8895, the correlation between investment (И) and money supply (M2) is 0.6947.It turns out that these factors have a strong positive impact on investment.When the distribution of quantities over the years was checked by the Skewness / Kurtosis test, it was found that they were normally distributed. The fact that the correlation between the factors influencing the volume of investment obtained for the study is also strongly correlated is not considered a positive situation. However, in order to draw preliminary conclusions about the general situation, in our study we consider it expedient to formulate the equation of dependence of these factors on changes in the volume of investments.

When the Dikey Fuller test, which assesses the steady state of investment and gross domestic product, was tested using the Akaike criterion, it was found that their condition was 90 percent accurate.

The non-autocorrelation condition was 1.410 <DW <2,590 when the Darbin-Watson statistic was calculated on the basis of a 5% significance statistic table, while the Darbin-Watson statistic in our model is at 2.09, which means that there is no autocorrelation problem. Examination of the normal distribution of the remains revealed that they were normally distributed.

Based on the processing of Table 1 data using the STATA program, we obtained the following results:

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Table 3. Regression equation for the effect of gross domestic product (ЯИМ), money supply in sirculation (M2) and labor force (MP) on changes in investment (И)

Source	SS	df	MS			
				Number of obs	=	20
				F(4, 15)	=	2165.02
Model	4.5702e+10	4	1.1425e+10	Prob > F	=	0.0000
Residual	79159510.7	15	5277300.71	R-squared	=	0.9983
				Adj R-squared	=	0.9978
Total	4.5781e+10	19	2.4095e+09	Root MSE	=	2297.2

И	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
ЯИМ	.3130563	.0364074	8.60	0.000	.2354557	.3906569
M2	-1.158615	.0780614	-14.84	0.000	-1.324999	-.992231
MP	2.220806	.8799515	2.52	0.023	.3452337	4.096378
c.ЯИМ#c.M2#c.MP	1.34e-10	1.65e-11	8.15	0.000	9.92e-11	1.70e-10
_cons	-29547.68	11980.54	-2.47	0.026	-55083.59	-4011.77

Note: The calculations were performed on the Stata software suite.

We create an econometric model of the relationship between changes in the volume of investment (b) and changes in factors.According to the inductive analysis of this model, the statistical significance of the above model (F-statistics) is less than 0.05, so this model is statistically significant. The coefficients for the effect of the independent variables (GDP, M2, and MR) on the dependent variable are also less than 0.05, which is also statistically significant.The regression equation takes into account the effect of factors when all factors change at the same time.

Econometric model of the effect of GDP (ЯИМ), money supply (M2) and labor resources (MP) on changes in investment (И):

И = -29547,68+0,3131ЯИМ -1,1586M2+2,2208MP+ (1.34*e-10)*(c.ЯИМ#c.M2#c.MP)+e (1)

Here: И- the volume of investments, billion UZS;
ЯИМ - gross domestic product, billion UZS;
M2 - money supply in circulation, billion UZS;
MP - the amount of labor resources, thousand people;
e - factors not taken into account.

Note: This model was obtained as a result of calculations in the software complex Stata. (c.YaIM # c.M2 # c.MR) The effect of the simultaneous change of three factors.

The determination coefficient (R-squared) of the constructed equation is 0.9983. This amount can explain 99.83% of the change in the volume of investment (И), including gross domestic product (ЯИМ), money supply (M2) and labor resources (MP).The coefficient in front of ЯИМ (gross domestic product) (0.3131) means that a one percent increase (decrease) in household income will lead to an increase (decrease) in investment by 0.3131 units,as well as the coefficient before the money supply M2

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(-1.1586) represents a 1% increase (decrease) in the money supply, a decrease (increase) in investment by 1.1586 units,an increase (decrease) in labor resources (MP) by one unit (2.2208) leads to an increase (decrease) in investment by 2.2208 units.An increase (decrease) as a result of the simultaneous change of these three factors (c.ЯИМ # c.M2 # c.MP) results in an increase (decrease) of 1.34 * e-10 units.

Conclusion

Summarizing the results of the study, it is worth noting the following:

- Changes in the factors used in the model are strongly related to changes in investment, and changes in all factors affect changes in investment;
- An interesting aspect of the equation is that an increase in the money supply has a negative effect on the volume of investment, which means that most of the income of the population in the country is directed to consumption or other sectors.
- Investment in the economy of our country, in particular, the attraction of foreign investment is an important factor in ensuring the effective implementation of economic reforms in our country. In this regard, in order to improve the existing investment climate and increase the country's investment attractiveness, it is necessary to accelerate reforms to simplify existing administrative procedures, simplify tax legislation, ensure economic transparency, and revise regulations in accordance with the current situation.
- The crisis of covid-19 will have a negative impact on the volume of foreign investment in the national economy.the measures to be taken in this regard will need to be reconsidered in accordance with the circumstances of the pandemic crisis and its aftermath.

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PHRASEOLOGICAL UNITS WITH CONCEPT "HEN","ROOSTER" AND "CHICKEN" IN ENGLISH AND UZBEK LANGUAGES

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Annotation
This article explores phraseological units with concepts "hen", "rooster" and "chicken" in English and Uzbek cultures. Differences and similarities of these expressions are determined in two unrelated languages.

Keywords: phraseological unit; phraseologism; idiomatic; domestic poultry; phrase; proverb; saying.

Introduction

There are plenty species of feathered inhabitants in our planet. They differ in size, habit, appearance and live everywhere, almost, in every corner of the world including the North Pole. Birds bring great benefits by eliminating pests and sick animals. In the history of human development, birds have always accompanied people. As a result, birds were constantly observed by people becoming main component of proverbs and sayings.

The hen is one of the popular domestic birds in many cultures, due to this fact there are a plethora of phraseological units which have the name of this poultry in their composition. In English and Uzbek Languages, the male specimen – cock and cub of the hen – chicken are figured in the stable expressions. Cackling is one of the main signs inherent in hens, which became the basis for the emergence of verbal expressions. For example, in English we have phrases: the cackling hen does not always lay - who talks a lot that works a little; about a slacker; he that would have eggs must endure the cackling - to have fun, you need to work hard; teach a hen to cluck - no need to teach someone what he has known for many years. And Uzbek phraseologisms: qora tovuq qaqqillaydi, oq tovuq shaqillaydi - black chicken clucks, white chicken cracks; about bragging, arrogance; o'z tovug'im chaqirsa, qayg'a qarab boray – which way to shout if my own chicken calls; about kinship relations (in a negative sense).

English proverb if the hen does not prate, she will not lay is identical to Uzbek one qaqqallagan tovuq tug'may qolmas which is about cause, effect and result.

Similarly, crowing is a special feature of roosters, unique to these domestic birds. The phraseological units that demonstrate crowing are defined in English and Uzbek. In English, those are the following examples: every cock crows the loudest upon his own dunghill – everyone is brave at his home; it will be a forward cock that crows in the shell – expression about agility and dexterity; the young cock crows as he hears the old one – imitation of the young generation to the old; teach a cock to crow – to teach someone what he has done and known for many years. There are examples of Uzbek expressions illustrating cock crowing: xo'roz hamma yerda bir xil qichqiradi – the rooster crow the same way

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everywhere; about damage and benefit; butoqda xo'roz qichqirar, mezanada – so'fi – a cock crow on a bough, a sufi on a tower; everyone should perform his own duties.

English phrase let the cock crow or not, the day will come has correspondence in Uzbek xo'roz qichqirmasa ham tong otaveradi, presupposing people who think that without their participation it is impossible to realize things; about insincerity, the presence of evil motives.

The food and nutrition of hens is depicted in the proverbs and sayings of two unrelated languages. For instance in English, grain by grain, and the hen fills her belly – by doing little by little, gradually, you can achieve a lot. Uzbek stable expressions: tovuq ham tirmalab to'yinar – the hen is saturated up by scratching; xotin-qizlar ishini tovuq cho'qib bitirolmas – a pecking hen will not be able to finish a woman's work; about hard work; mulla bilganin og'ir, tovuq ko'rganin cho'qir – a literate person knows a lot, a chicken bites what he sees; about science and craft; tarig'i tishlaganning tovug'i bo'l – be the hen of the one who can bite millet; about agility; bir tovuqqa ham don kerak, ham suv – the hen needs both grain and water; about abundance and lack; ko'r tovuqqa hamma bug'doy – to a blind hen everything seems like wheat; in a difficult situation, it is difficult to understand who is right and who is wrong.

There is the word "egg" in the idiomatic phrases with the name domestic bird "hen". English proverbs and sayings, for example, better an egg today than a hen tomorrow means that it is better to have confidence now, than to be able to do more later. Eggs cannot teach a hen - the old are wiser than the young; bad hen, bad egg – children are like their parents; the hen laid the golden eggs – someone or something that is a valuable source of money, power, or other benefits. Sometimes in English, the word "chicken" in stable phrases replaces the meaning "hen". A chicken and egg problem - the unresolved question of the chicken and the egg, which came first; he that steals an egg will steal a chicken – who steals small things, that will also steal large ones.

In Uzbek culture, we can meet expressions where words "hen" and "egg" accompany each other. Tovuqni yesang bir yeysan, tuxumniyeysang ming yeysan – you can eat hen one time, you can eat egg thousand times; about insight, shrewdness, foresight; amali yo'q so'fidan, tuxumiyo'q tovuq yaxshi – a hen that lays no eggs is better than a dishonest judge; about dishonesty, greed, bribery; sheriklik tovuqdan tuxum yaxshi – it is better to have your own egg than a shared hen; about the possibility and hopelessness. Uzbek saying qora tovuq ham oq tuxum qiladi is identical to English one a black hen lays a white egg, i.e. someone is not judged by appearance. Likewise, Uzbek phraseological unit tug'mas tovuqning tuxumi aziz and tug'mas tovuq ko'p qoqilar have analogy in English – this is not the hen that cackles most that lays the most eggs; about the result and effectiveness.

Metaphorical expressions with components "hen" and "cock" are figured in both analyzing languages. In English, for instance, a sad house where the hen crows louder than the cock - about a family, where a woman have authoritarian position; if you are a cock, crow, if a hen, lay eggs - everyone must do his job. Uzbek stable unit with above mentioned components tovuq bergan q'oz kutar, tuxum bergan – xo'roz, translating that the one who gave the chicken expects a goose, who gave the egg - the rooster, implicates greediness.

Moreover, phraseological units with the name of poultry "hen" may include the names of other animals or birds. So, for example, in English, seek a hare in hen's nest means to try to do the impossible, the fox

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sleeps but counts hens in her dreams expresses hunger, hen's are free of horse corn assumes other people's and own property, who eats his cock alone, must saddle his horse alone keeps in mind selfishness. Uzbek people have some phrases on "hen" accompanying names of different animals. Tuxumni ko'rmaganga qoraqarg'a ham tovuq – who has not seen an egg, he considers a crow as a hen; about necessity and need; boyning xo'rozi o'rdak olar – a rich man's rooster marries a duck; about power of rich people. English proverb hen of our neighbor appears to us a goose and Uzbek word combination tovug'i q'oz ko'rinar, kelinchagi qiz or has similar qo'shnining tovuq'i ko'rkli ko'rinar have similar meaning, i.e. people are not satisfied with what they have, and think that someone else's property is better.

Somatic elements are presented in the English phraseological units with the component "hen". As scarce as hen's teeth – very rare; it is better to be the beak of a hen than the tail of an ox – it is better to be the leader of a less prestigious group than to be a subordinate in a more prestigious one. At the same time, body parts appear in proverbs and sayings with the component "chicken". Running about like a headless chicken – fuss, move erratically, panic; chickens today, feathers tomorrow – sometimes to have success and sometimes to fail; if it is not chicken, it is feathers – there are always problems in life. The domestic fowl "hen" in the phraseological units of the English language implies motherhood and care. For instance, a mother hen - a person who cares excessively about others; like a hen over an egg; a hen with one chicken – worry about something or someone.

The hen is primarily associated with egg hatching. This feature is expressed in the expressions of the English language. A sitting hen; sitting hen never gets fat – to achieve something, someone needs to act; have a hen to the nest – have success in business; sit longer than a hen – stay up late at a party.

The rooster symbolizes the male image and implies pugnacity, desperation, thoughtlessness. Examples of English phraseological units with the component "cock" depicting pugnacity: cock of the school – best fighter, toughest pupil in the school; cock of the roost or cock of the walk – ringleader; group leader; a man who thinks he is stronger, smarter, or more successful than the rest of his group; cock on his own dunghill – everyone is brave at own home; a fighting cock – a pugnacious man; jump at something like a cock at a groser - pounce on someone. Live like a fighting cock – live a luxurious life; game as a cockerel – overly desperate. In Uzbek language, we determined only one proverb including the name of poultry "cock", which demonstrates pugnacity: urushqoq xo'roz semirmas – a pugnacious rooster will not get fat. It implicates good and evil.

English proverb do not count your chickens before they are hatched or count one's chicken before they hatched corresponds to Uzbek one jo'jani ko'zda sanalar explicating that someone cannot jump to conclusions.

Chickens in English illustrate youth, inexperience, docility, tenderness. Spring chicken – a young, inexperienced person; no spring chicken – not young; fame as a chicken – quite obedient; tender as a chicken.

Thus, the analysis of phraseological units with the concepts "hen", "rooster", "chicken " shows that the hen in both languages depicts bragging, discontent, the rooster - pugnacity and hypocrisy, the chicken-impatience, hasty conclusions. Furthermore, English expressions with component: "hen" demonstrate

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idleness, abuse hunger, property, excessive care, success, wisdom; “rooster” express boasting, agility, imitation, selfishness, cowardice; “chicken” illustrate panic, problem, inexperience, youth, tameness. Uzbek phrases with concept “hen” show arrogance, difficult situation, dishonesty, abundance and scarcity, opportunity and hopelessness, necessity, family relationship, hard work, insight, shrewdness; “rooster” – insincerity, benefit and damage.

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CRITERIA FOR THE CLASSIFICATION OF CIVIL ORGANIZATIONAL AND LEGAL COMMUNICATIONS

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ABSTRACT
In this article, the author expresses his attitude towards the criteria and classification proposed by the lawyer scientists in relation to the classification of organizational and legal relations, concludes that it is necessary to introduce special norms in civil law for civil organizational and legal relations, in case of analyzing the expediency of defining the purpose of the appointment of these relations. He also put forward proposals and recommendations that organizational and legal relations can be divided into relations (initial), relations of carrying out activities of Legal Entities (corporate), relations related to property management (management of civil legal activities), which constitute legal relations and provide a legal basis for carrying out certain activities.

Keywords: Organizational and legal relations; civil-legal relations; property rights; civil law; corporate law; organizational-control and organizational-information; organizational-initial; organizational-representation.

INTRODUCTION

Organizational and legal relations, which are considered a separate type of civil-legal relations, are also classified as other types of civil-legal relations, and such a classification is distinguished by its wide coverage and diversity. Article 2 of the civil code of the Republic of Uzbekistan does not specify a specific commonality and strict criteria for the division of relations into types regulated by civil law. According to it, Civil legislation establishes the legal status of participants in civil circulation, the basis for the formation of property rights and other property rights, the rights to the results of legal activity, as well as the procedure for their implementation, regulates contractual obligations and other obligations, other property and personal non-financial relations associated with it.

As in the textbooks of civil law, the types of civil legal relations are divided into types in general order. However, not every species of them is tried to classify. For Example, I.B.Zakirov proposes to establish the basis of legal relations in the division of civil-legal relations into types, the scope of powers of subjects of legal relations, the origin of material and intangible blessings from the state of civil circulation.

Although in the civil code it is not established that organizational and legal relations are regulated by civil legislation, it is worth noting that organizational and legal relations are also regulated by civil law, taking into account the fact that the main place in civil law regulation is the organization of dispositive

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norms. The current civil legislation regulates organizational and legal relations both through its general norms and in separate special norms.
In its essence, the list of organizational relations, which is not considered a property and personal non-existent relationship, is aimed at the organization, formation and maintenance of other relations, is considered quite extensive today. This situation makes it difficult to legally regulate organizational relations by legislation, and here defines separate norms in civil law for civil organizational and legal relations in the regulation of the complexity and development of multifaceted social relations.

MATERIALS AND METHODS

Civil organizational-legal relations as mentioned above, represent social relations between entities that are legally equal and have property independent, autonomous will and subjective organizational rights provided by the state and undertake subjective organizational responsibilities.
These legal relations have a certain commonality, and within the framework of this commonality they can be divided into separate groups.
The division of civil organizational and legal relations into types, classification of it originally proposed by O.A.Krasavchikov. In his opinion, these legal relations can be classified according to a number of signs for scientific purposes (according to the stability of these legal relations, according to their subspecies, according to their social content). According to this criterion, civil organizational and legal relations can be divided into the following types:
1) organizational-initial (causative) relations;
2) organizational-representative relations;
3) organizational-control relations;
4) organizational-information relations.
Of course, such a differentiation of civil organizational and legal relations arises from the types of non-proprietary legal relations. However, it will also be possible to divide organizational and legal relations that are part of the subject of civil law into types according to other criteria. For example, civil organizational and legal relations can be divided into pure civil organizational and legal relations, which are not related to corporate legal relations and corporate relations. At the same time, it is also possible to divide organizational-legal relations into organizational relations, arising from the activities of legal entities, at the time of conclusion of contracts and arising from contracts. The organizational and legal relations arising from the activities of legal entities, including the relations associated with the registration and management of the legal entity, the stages of establishing contractual relations and the contractual arrangements for the organization of transportation (the offer and the contract). acceptances and methods (auctions, tenders), and also the power of attorney on relations arising from contracts, trust management of property, and such the organizational and legal relations that arise from them. It is also recognized in the literature that there are other types of civil organizational-legal relations.
However, in the deep analysis of civil-legal relations it is important to study the differentiation proposed by O.A.Krasavchikov and to give a scientific-theoretical evaluation.

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Organizational-initial relations recognition of citizenship as an independent type of organizational-legal relations O.A.Krasavchikov notes that these relations arise on the basis of attachment to the formation and implementation, and in some cases on the basis of the development of basic (property or personal non-property) relations. O.A.Krasavchikov introduces a lot of legal ties into organizational-initial relations, but in many places it is limited to bringing some examples to them. In his opinion, the following can be an example of an organizational-initial relations:

a) Product delivery, capital construction contract, project and search works contractual obligations;;

b) Obligations arising from transport agreements between contractors in the field of organization of transport activities;

c) Other agreements establishing organizational-legal relations.

Organizational representative relations are a special type of civil-law relations, and as a result of their implementation, the right to carry out a specific property or non-property act is transferred from one person to another. Organizational-representative relations include:

a) Relationship that implies issuance and recall of power of attorney;

b) Relations with the election of the governing body of a legal entity;

c) Relations with the election of a representative for participation in the work of a high-ranking body of corporate or social organizations.

Organizational-control and organizational-information relations are seen as a separate independent type of civil organizational-legal relations. O.A.Krasavchikov connects their implementation with the creation of the necessary conditions for the adequate development of the main “organizational” relations, legal relations and ensuring the stability of these relations.

The scope of organizational-control and organizational-information relations is broad enough. O.A.Krasavchikov believes that the following legal relations can be included in the organizational-supervisory relations:

a) Competence of project organizations on authorship control;

b) The right to demand the fulfillment of the task from the intermediary set by the committee;

c) The right of the customer under the contract of capital construction to carry out control and technical inspection from the contractor for the volume, cost and quality of performance of work.

As for the organizational-information relationship, O.A.Krasavchikov introduces the following legal relations:

a) the obligation of the contractor to timely warn the customer of the circumstances of the suitability and durability of the work performed, the obligation of the buyer to warn the buyer about the rights of third parties in relation to the goods;

B) the obligation of the assignee to inform the debtor of the fulfillment of the obligation and other messages; the obligation to exchange information between the committee and the intermediary.

Of course, these analyzes and the criteria and types of differentiation of civil organizational-legal relations into types have a specific logical and legal basis, as well as consistency. However, in terms of content and in essence, the examples given to all types of civil organizational and legal relations, and the civil-legal structures cited for their justification, are more closely related to proprietary legal

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relations. It is reasonable to admit that the types of civil organizational-legal relations proposed by O.A.Krasavchikov, emphasizing that their naming is specific, the examples presented to them are controversial in today's modern civil legislation. Consequently, in today's civil legislation, organizational-initial, organizational-representation, organizational-control and organizational-information relations have gained new meaning and meaning with the improvement of corporate legislation and relations. Now there is an opportunity to come up with a lot of legal relations, which are inherent in each type of civil organizational-legal relations and have a pure organizational-legal character. For this reason, it is possible to bring not only new and absolutely pure organizational attitudes that relate to the justification of the types of civil organizational and legal relations, but also it is possible to offer new types of civil organizational and legal relations, which O.A.Krasavchikov proposed. This situation is primarily due to the fact that the methods of civil-legal regulation are well established, the state participation in the activities of legal entities and subjects of entrepreneurial activity is significantly reduced, as well as the definition of new bases of civil legislation specific to the market economy.

In our opinion, the transition of corporate relations and their types as a new type of civil organizational-legal relations is of paramount importance. In the legal literature, it is recognized that corporate relations are a new kind of legal relationship. In Particular, according to O.A.Zakirov, in the system of market relations, a new type of civil-legal relations-corporate legal relations-also arose, which led to the fact that the circle of the subject of civil law is connected with organizational-legal relations. Organizational-legal structures of subjects with signs of a legal entity are legal relations that arise on the basis of membership (participation) in corporations. The content of such legal relations is corporate law. But without a purely private legal attitude to corporate legal attitude, it covers also elements of some public-legal attitude (tax, administrative management).

According H.R.Rahmonkulov and S.S.Gulyamov's opinion, corporate law is considered a branch of civil law. First of all, this is explained by the similarity of regulated relations with the fact that in this or that case it acquires a property character and has the property of forming an alternative remuneration. According to P.V.Stepanov, corporate relations have a property nature and, consequently, on their basis, the economic relations of the property lie.

A.M.Erdelevsky notes that participation in management and the right to information is a personal non – exclusive right, since they do not have property content and, by their nature, are inextricably linked with the individual, are not separated from it.

Exactly such point of view S.N.Bratus also indicates, and according to his rule, the rights arising from membership in the organization belong to personal non-exclusive rights, which are the rights that are not alienated, separated from the member of the organization, until they leave the membership, belong to this member.

According to V.A.Rakhmilovich's confession, internal organizational relations of the corporate type express a mixed combination of property and personal non-property relations, and at the same time it is impossible to come to a firm decision on the property nature of organizational relations.

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In our opinion, here B.A.Rakhmilovich's thoughts are quite relevant. Because membership relations, that is, the membership of a subject in a certain organizational-legal structure of legal entities, express a combination of specific material and intangible interests, and therefore, in most cases, these rights and freedoms, and in the absence of them, give the opportunity to interpret the relations associated with them as civil organizational-legal relations. Also, the legal relations between membership and its rights and organizational-legal structures constitute create such a system of social and legal relations, as well as the organizational-legal structures, constitute such a system of socio-legal relations that in the system of civil legal relations constitute a separate category, system and society, these relations can be called corporate relations, and by defining common and mixed property.

The right of membership, which expresses a specific synthesis of property and personal non-property rights, is considered significant with indivisible and non-separable. For example, in this combination, the following property rights can be seen:

- The right to receive income;
- The right to receive the termination quota;

Personal property rights in this synthesis include the following:

- The right to participate in management (the right to call the general meeting of members, the right to participate in the general meeting, the right to be elected to the bodies of a legal entity);
- The right to receive information;
- The right to control.

Participants will be able to transfer from one person to another, in other words, these rights are rights that can be alienated from the owner, in contrast to the traditional non-traditional rights of the legal nature of non-nominal rights. Therefore, these rights and the relations arising from them can be considered as civil organizational-legal relations.

In the theory of civil law the differentiation of civil organizational-legal relations, cited by O.A.Krasavchikov, is not only deeply studied, but also in some places critical relations are expressed in such a classification. Such classification is based on the content of those or those links. However, the first group (organizational-initial relations-V.T.) another common criterion is separated from the role of organizational-legal relations.

As noted above, the relations of the first group, separated by O.A.Krasavchikov, include organizational-initial and organizational-representative relations. According to T.I.Illarionova, this group includes the relations of the offerent and the acceptor before the contract, representative relations, relations that create the conditions for the existence of an absolute right of ownership, relations that make up some non-legal relations (for example, relations between persons who applied with the same formula of the invention) and some other relations.

As recognized above, the second group of organizational relations by O.A.Krasavchikov includes control, information and other relations. T.I.Illarionova noted that apart from these relations, this group includes the legal relationship between the author and the publisher, which is based on the procedure for expressing respect when the legal relationship and contractual obligations arising before the publication of the work are violated.

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It can be concluded that in these views expressed in relation to the classification of civil organizational-legal relations, the state of certain generality and justification for a single criterion are not considered. In other words, the differentiation (division) proposed by O.A.Krasavchikov tries to group all the relations existing in civil law and practice, proceeding from this or that point of view, and does not intend to classify them. Also O.A.Krasavchikov conditionally divided the elements of a certain legal relations into groups of organizational-legal character, and also called their nomenclature by a single criterion.

The differentiation of civil organizational-legal relations by T.I.Illarionova is different from O.A.Krasavchikov's current reality differentiation, it is based on other criteria. T.I.Illarionova not only distinguishes them, but also classifies organizational-legal relations by dividing them into two independent groups. According to it, the first group of organizational-legal relations is not considered the initial (initial and representative), the second group is the initial relationship (but rather the supply relationship-control, information relations).

K.A.Kirsanov believes that the differentiation of civil organizational-legal relations proposed by O.A.Krasavchikov, and the differentiation of T.I.Illarionova are not a differentiation of civil organizational-legal relations, but a differentiation of organizational-relations, which is distinguished in the subject of civil law. Here criterion of sosial content proposed by O.A.Krasavchikov and the criteria for the functional task expressed by illarionova are not intended for the classification of organizational-legal relations, but for the classification of organizational-relations.

In our opinion, the proposed criteria for the classification of organizational-legal relations in this place are considered important in the classification of these relations, in the identification and legal regulation of their system. Therefore, the criteria for dividing them into species should be based not only on the criteria of social (sociological content and functional significance), but also only on legal criteria, and in this they should be considered the basis of the classification of organizational-relations as social relations within the scope of the subject of civil law.

In the legal literature, it is proposed to classify civil organizational-legal relations according to the criteria for their normative designation, and in this case it is proposed to divide them into independent organizational and legal relations ("organizational and legal relations in pure form") and "relatively independent" organizational-legal relations, that is, legal relations in civil legislation, recognized as an element.

In our opinion, the criteria proposed for the division of civil organizational-legal relations into types, as well as such types of organizational-legal relations, are also controversial and respectful. After all, organizational-legal relations in this way can be divided into two, in general, and dividing them into pure organizational-legal relations and non-pure, relatively independent and auxiliary organizational-legal relations can contradict the content and essence of these relations and lead to incorrect legal assessment of them. For example, organizational-legal relations, such as the creation of a legal entity, the formation of a statutory fund, the conclusion of constituent contracts, can not be resolved strictly on the issue of belonging to exactly independent organizational and legal relations or "relatively independent" organizational-legal relations. At the same time it can not be considered that in the

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legislation of this or that organizational-legal relations is a pure organizational-legal relationship, elements of such property and personal non-political relations are not foreseen.

Therefore, it is desirable to establish the purpose of the appointment of these relations as a legal criterion for the classification of civil organizational relations. Here can be divided into organizational-legal relations (initial), relations of legal entities (corporate), relations related to property management (management of civil legal activities, but not representative)and other similar relations, which constitute legal relations and form a legal basis for the implementation of certain activities.

As recognized above, critical relations were expressed in the types of civil organizational and legal relations proposed by O.A.Krasavchikov and the criteria for their classification. One such critical approach is as reported by O.S.Ioffe, it would be possible to assume that the provisions of many other civil-legal norms are also inherent in this type of relations, in his opinion, because of such reasoning on organizational relations. As a result, numerous civil organizational-legal relations, recognized by O.A.Krasavchikov can arise which in turn do not fit into the four types of circles proposed by the author.

It is ranked O.S.Ioffe's thoughts can not be joined. O.A.Krasavchikov noted that according to the social content there are many types of civil organizational-legal relations, and since he left the list open, he did not put in this place the separation of all types of civil organizational-legal relations, as his first priority task, as well as the determination of the location of each of them.

On the classification of organizational relations T.V.Kashanina's point of view is of particular interest. T.V.Kashanina distinguishes and analyzes various types of organizational relations through the prism of organizational contract.

1. Pure organizational agreements: constituent agreements (on the establishment of corporates and corporate associations); agreements on reorganization; agreements on the termination of activities.
2. Agreements on joint activities (ordinary company contracts), management contracts for them (for example, on granting to the management of another corporation); contracts between executive bodies and legal entities; contracts for the exchange of information (information contracts); mutual control and some other agreements;
3. Preliminary agreements: simple preliminary agreements (for example, agreements on the organization of transportation) and agreements on the establishment of long-term economic relations;
4. Mandatory contracts (in particular, the state contract);
5. Investment agreements;
6. Agreements on the order of the enterprise;
7. Contracts for participation in profits.

T.V.Kashanina noted that the “list of the types of organizational contracts indicated is not complete, although large”

According to H.R.Rahmonkulov and S.S.Gulyamov, in the practice of entrepreneurial activity of corporate organizations, several organizational and legal contracts are known. Among these, the following can be included:

- on the establishment of legal entities in the form of constituent contracts (full economic associations, a company, including a corporation);

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- agreements on reorganization (addition, subtraction, modification, division, addition, subtraction);
- agreements on cooperation;
- preliminary contracts (basic contracts for the performance of work or for the provision of services find property on the conditions specified in the initial contract);
- корпорация тузилишининг ўзидаги ташкилий-ҳуқуқий муносабатлар;
- Organizational-legal relations of the corporation itself;
- contracts for establishing long-term economic relations;
- other agreements that fall under the subject of civil law, which can be used in the activities of corporate organizations.

In our opinion, although the differentiation of organizational contracts presented by T.V.Kashanina has a specific scientific value, it has certain shortcomings also.

In particular, T.V.Kashanina remains open to the fact that on the basis of what criteria the organizational contracts divided. The fact that there is no single criterion for classification, in its essence the fact that T.V.Kashanina has types of organizational contracts and the list presented by her indicates that she does not have a final tone. At the same time, it seems that the division of organizational contracts into types within separate groups does not have a clear and logical sequence in some places. For Example, the division of preliminary contracts by T.V.Kashanina into simple preliminary contracts (the contract of the organization of transportation) and contracts aimed at establishing long-term economic relations. Because according to Article 722 of the civil code, the carrier and the shipper can also conclude a long-term contract for the organization of transportation, depending on the necessity. This means that the legislator gives the parties the opportunity to conclude a contract for the organization of long-term and permanent, systematic long-term transportation, which implies the establishment of a long-term organizational relationship between them.

In our opinion, although T.V.Kashanina's citation of the types of organizational contracts acquires a specific science, she does not take into account the cases when organizational-legal relations are formed on the basis of other legal facts, and therefore have a one-sided character.

It is also worth paying special attention to the division of organizational and legal relations by A.M.Martemyanova into types from the point of view of their connection with property and legal relations of obligations. The location A.M.Martemyanova explained that civil organizational-legal relations are inextricably linked with the legal relations of obligations, that "the organizational-legal relations are divided into two large groups, proceeding from each of these links," the first group creates (changes, ends) the legal relations of obligations, and the second group of legal relations ensures their development, validity and is part of them.

In our opinion, A.M.Martemyanova will also be able to talk about the connection of civil organizational-legal relations with compulsory legal relations, and about the two groups of this legal relations on the basis of their presence in the two groups with property and non-legal relations. In this, legal relations in the first group will focus on the emergence of "organizational" legal relations, while legal relations in the second group will focus on the regulation, development of existing organizational-legal relations. For this reason, organizational relations in the first group can be called organizational-legal relations,

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in which the right is established, and the legal relations in the second group are organizational-legal relations that provide the right.

CONCLUSIONS

Proceeding from the situation in modern civil law, the civil organizational-legal relations arising from the law can be attributed to the following: representative legal relations (Article 129 of the Civil Code); legal relations arising from the initial agreements (Article 361 of the Civil Code); relations arising from the agreements for the organization of transportation (article 722 of the Civil Code); legal relations for the organization); legal relations in the process of concluding a contract (articles 364-381 of the Civil Code); legal relations arising from the legal regulation of the emission of securities (Article 96 of the Civil Code, article 35-46 of the law "on the rights of the joint-stock companies and shareholders"); the organizer of the lottery and the participant of the lottery-the legal relations between the owner of the lottery ticket (article 984 of the Civil Code); the legal relations with the acquisition of property rights to found or neglected domestic animals (articles 192, 195 of the Civil Code) and other legal relations.

On the basis of the analysis of the current civil law, the following legal relations can be entered into the organizational-legal relations that provide the right: the legal relations whose content constitutes the right of the shareholder to receive information about the activities of the joint-stock company (article 27 of the law "On the rights of the joint-stock companies"); warning the customer about the circumstances of the contractor's performance of the contract and the relevant right of the customer (article 393 of the Civil Code); obligation of the contractor to provide information to the customer and the relevant right of the contractor (article 643 of the Civil Code); the obligation of the contractor to provide information to the customer and the corresponding right of the contractor (article 643 of the Civil Code); the representative must provide him with information on how the assignment is performed in accordance with the request of the assignment operator and the relevant right of the assignment operator (article 820 of the Civil Code), etc.

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THE TEXT IS ABOUT THE PHENOMENON OF COHESION

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Abstract
The article is devoted to the study of the process of cognitive interpretation of the phenomenon of metonymy. Metonymy is defined as a basic cognitive mechanism, which is the process of implication by one part of an idealized cognitive model, which consists in the projection of the elements of the source domain onto the target domain within the same conceptual model.

Keywords: metonymy, conceptual, cognitive process, model, phenomenon, reference, cognitive model.

Аннотация
В статья посвящена изучению процесса когнитивной интерпретации феномена метонимии. Дается определение метонимии как базового когнитивного механизма, который представляет собой процесс импликации одной частью идеализированной когнитивной модели, заключающегося в проекции элементов домена-источника на домен-цель в рамках одной и той же концептуальной модели.

Ключевые слова: метонимия, концептуализация, когнитивный процесс, модель, референция, феномен, когнитивная модель.

Annotatsiya
Maqola metonimiya hodisasini kognitiv talqin qilish jarayonini o'rganishga bag'ishlangan. Metonimiyaning asosiy kognitiv mexanizm sifatida ta'rifi berilgan, bu idealizatsiya qilingan kognitiv modelning bir qismiga taalluqli jarayon bo'lib, u manba domeni elementlarini bir xil kontseptual model doirasida maqsadli domenga proektsiyalashdan iborat.

Tayanch so'zlar: metonimiya, kontseptsiya, bilish jarayoni, model, referensiya, fenomen, kognitiv model.

I. Introduction

Researchers involved in the study of the text phenomenon have tried to describe this phenomenon from different perspectives. The well-known Russian stylist I.R. Galperin considers the text to be "a work that takes place in the form of a written document of completeness and is the product of a literary activity processed in accordance with this type of document." This work also consists of “titles and

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separate units connected on the basis of lexical, grammatical, logical, stylistic connections" (Galperin 1981: 18).

In our opinion, the tradition of considering the text as a "literary reworked work" is one of the ideas that does not justify itself to the end, and the reason for this can be explained by the following:

1) The written form of communicative activity is secondary to the oral form of speech and removes it from the scope of speech activity for the text to be considered as a written product;

2) This interpretation prevents the inclusion in the text of fairy tales, epics, epics, proverbs, etc., which are the product of folklore;

3)Due to the fact that the text is given the quality of a "literary work", personal and official correspondence excludes speech structures, such as business documents, from this category.

Hence, there is no doubt that researchers are invited to analyze not only written and oral activities but also the products created in the process of oral communication in the form of text (Dressler 1978: 114).

In order for a speech structure to receive text status, the units within it must form a chain of semantic connections in a complex structure. Semantic and syntactic connection is a constant and obligatory feature of the text. Underlying the interdependence of the organizational parts of the text, which is an ontological feature, is the interaction of events in reality and their integration on the basis of the principle of generality-specificity.

Il. Literature review

V.I. Karaban, who included the phenomenon of connection in the list of grammatical categories of the text, considers this phenomenon as an important ontological and organizing feature of the chain of sentences.

This feature, in turn, indicates that the text has an internal structure (macrostructure) proportional to reality (Karaban 1978: 25).

Psycholingvis A.A. Leontev, interpreting dependence as a linguistic concept, lists the following features of this concept:

a) Grammatical signs: abbreviations under the influence of syntactic parallelism and syntactic austerity;

b) Sinsemantism;

c) Location of theme-rema structures;

g) The emergence of intonation variants in the context;

d) Semiotic relationship of parts;

e) Symmetrical nature of speech relations (Leontev 1973: 42)

Apparently, there are different approaches to studying the structure of a text, the interdependence of its parts. However, the most important of these were described in terms of the grammatical and content content of the text to ensure its integrity. In linguistics, there is a tradition of calling these two approaches by the terms cohesion and coherence. Dictionaries note the different aspects of these terms. Cohesion is derived from the Latin word cohaesus "connected", which refers to the interconnection of parts of text in their external structure. Cohesion, on the other hand, is derived from the Latin adjective

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coherency “interconnected,” which refers to a connection that occurs when several processes occur simultaneously (Jeribilo 2008: 152; Crystal 2008: 85).

III. Research methodology

Representatives of the London School of System-Functional Linguistics M. Holidey and R. Hasan have a special role in the introduction of these terms. Their book Cohesion in English, published in 1976, ushered in a new era in textual studies. The authors note that the phenomenon of cohesion has a more logical basis, noting that this notion suggests that parts of the text have a functional connection. The concept of cohesion, on the other hand, refers to the grammatical analysis of a text and serves to describe a set of linguistic tools that ensure the interconnection of parts (see Crystal 2008: 85).
However, such a description should not lead to the idea that mano relationships are not important in determining cohesion. According to Holliday and Hassan, cohesion "represents the relationship of meanings that exist in the text and gives it textual status, and" cohesion describes the description of any element in the discourse as related to another element in the text (Halliday, Hassan 1976: 4).
Obviously, when two elements in a text are connected to each other, a specific “cohesive tie” is formed, and this connection affects the integrity of the text. In order for lexical and grammatical elements to take the form of a link, they must interact with other units in the text. The cohesive relationships that occur within these types of links fall into two main types: lexical cohesion and grammatical cohesion (Op.cit., Pp. 31-33).
Lexical cohesion is a relationship based on a connection between meaning and concept, which occurs between the lexical units that occur in the text. Cohesion, which falls into this category, is divided into types of renteration or “reiteration” and “associative formation” (collocation).

IV. Analysis and results

In the occurrence of cohesion in the "repetition" method, a lexical unit is repeated in a certain part of the text or a general word referring to the previous unit appears. Repetition may also be replaced by a synonym or its alternative (Op.cit., P. 278).
Cohesion of the “associative structure” type is based on the associative proximity of lexical units.
Grammatical cohesion is based on the mutual grammatical interdependence of units in a text, and its four types are distinguished: referential, subatitution (substitution), ellipsis, and connecting. The most common of these is referential, which in this case “allows the speaker to point out that something is repeating from the previous part of the text or that it has not yet appeared in the text” (Thompson 2008: 180).
In fact, we would like to point out that instead of the term reference used by Holliday and Hassan, other researchers prefer to use the term “coreference” (Brown, Ynle 1983).

V.Conclusion

In this chapter of our study, we plan to study the role of metonymy in the formation of text cohesion. Dutch linguist Van Dyke argues that cohesion occurs in regional and global contexts. (van Djik 1980).

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The first implies a connection between adjacent sentences in the text, i.e., there is a semantic and grammatical territorial character between these sentences. The global nature of cohesion is based on connections that occur throughout the text. Based on the scientist's description, we will try to analyze the role of metonymy in the structure of media texts at two levels, namely, regional and global. While the main focus is on the relationship between the parts, the integrity of the text is not overlooked.

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COMPONENTS OF ADEQUACY IN THE ART TRANSLATION

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Annotation

Adequate translation means perfectly reflected content of the original and full stylistic and semantic correspondence. Great importance is attached to the study of the phenomena of literary translation in a comparative-stylistic plan as an effective scientific method. Recreation of style is an inherent problem in literary translation. Equivalence is the defining measure of the quality of any translation. The study of translation transformations is one of the relevant aspects when considering the linguistic features of the texts of works of art. In the process, the created text is transformed into another language system, and the translation is analyzed as a cultural phenomenon. The depicted national flavor in literary translation is very complex in its content. One should strive to present the principles, requirements and means of adequate translation from the point of view of national identity, genre specifics, poetic expression of size, color of the era, as well as preserving the form and content of a work of art.

Keywords: adequacy, literary translation, stylistic adaptation, equivalence, translation transformations, national flavor.

Literary translation is defined as interpersonal literary cooperation between peoples and national cultures, which, in turn, indicates a great potential for the development of literary relationship. Doctor of Philology, Professor, Honored Scientist of Uzbekistan, laureate of the Bobur International Prize, founder of translation studies in Uzbekistan Gaybulla Salomov defined literary translation (in terms of content) as one of the most difficult types of translation.

Literary translation is a powerful force that determines the philosophy of the world literary process. It comes into contact on different continents with different cultures, nations, languages and eras [3; twenty]. (Translated by the author)

At the same time, “it should be recognized that literary translation is a special genre of literature with its own structural, content and emotional-evaluative properties”

An adequate translation (translated from Latin adaequatus - equivalent, perfect, complete) should be understood as a full version of the original, equivalent to it. According to AV Fedorov's definition, an adequate translation means a perfectly reflected content of the original and full stylistic and semantic correspondence [2; 18].

Despite a significant number of works devoted to the study of the adequacy of literary translation, this category remains insufficiently studied. In the overwhelming majority of them, attention is paid to the

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scattered aspects of this phenomenon. Of particular interest for literary translation studies is the analysis of the search for adequate solutions in the translation of the Uzbek literary text.

In Russian translation studies, the problem of the adequacy of literary translation is highlighted in the works of A.V. Fedorov, L.S.Barkhudarov, K. Chukovsky, S.A. Averintseva, L.M. Arinstein, M. Donskoy, A.A. Deryugina, T.A. Kazakova, N. Lyubimov, M. Novikova, A. Popovich, V. Stanevich, E. G. Etkind, Yu. P. Solodub, Ya. I. Retsker, L. K. Latysheva and others.

The theoretical basis of our article was the work on the problems of literary translation carried out in Uzbekistan by G.T. Salomov,

Sharipov, E. S. Aznaurova, N. V. Vladimirova, G. Gafurova, L. Abdullaeva, S. Salomova, K. Musaev, N. Komilov, R. Faizullaeva, M. Sulaimonov, M. Karimova, K. Zhuraev, D. Gulomova, M. Kholbekov, I. Gafurov, A. Abduazizov, G. Odilova, G. Rikhsieva, H. Khamidov and others.

Gaybullo Salomov attaches great importance to the study of the phenomena of literary translation in a comparative stylistic sense as an effective scientific method. It is emphasized that the comparison of objects (volume and degree) depends on the goals of the researcher.

Stylistic adaptation (stylization) is one of the factors of literary translation. It is known that style is the main indicator of the originality of a writer's work, which also means his creative manner, literary vision, form and method of depiction. It is for this reason that the genius and soul of the writer are manifested in each work, first in the individual artistic means used by him, and continuing in the idea, purpose, theme, plot and composition, in syntactic text, sound and rhythm, and deeper in the smallest pictorial and expressive elements. Both for the original work and for literary translation, the problem of style can be studied in relation to a broad generalizing or narrow specific plan. The style of each work is determined by the theme chosen by the author, but works by writers on the same topic or even by an individual writer can be created in different styles. By its nature, literary art in the field of literary creation, literary translation is a process of reproduction. [3; 220]

No matter how perfect and long-term the “monotonous” style of the writer, over time it leads to a loss of literary merit and originality of the writer. Language and style are closely interconnected, although they are not phenomena of the same system. In the process of translation, the original language changes, but at the same time, the form of expression must be reflected, i.e. individual style. Recreation of style is an inherent problem in literary translation. Equivalence is a determining measure of the quality of any translation. When determining the correspondence of a literary translation to the original, one can judge the ideological, artistic, and stylistic equivalence. Translations of a particular work into different languages in relation to the original have varying degrees of equivalence.

Speaking about the complexity or simplicity, difficulty or ease of a certain type of translation, instead of discussing the degree of linguistic affinity or the structure of languages, it would be more accurate to judge the quality of a literary language by how accurately the capabilities of the translating language itself were used.

In addition, the degree of correspondence or inconsistency between the literary and linguistic traditions of the target language–the target language is also considered an important factor in determining the translation capabilities of the language.

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Interlanguage relational simplification or complication must be considered one of the categories of translation. In addition, these concepts should also be defined as an indicator expressing the specifics of the content of the literature. Interlanguage relational simplification or complication in the translation process, depending on the characteristics of the translated work, is the cause of various kinds of "authorization", "localization", "modernization", "transformation" and various other correspondences.

The study of translation transformations, which is one of the relevant aspects when considering the linguistic features of the texts of works of art, is of great importance. The study of the transformations manifested in the translation of literary texts has acquired significant importance for translators in connection with the development of a large number of international contacts and connections, as well as other types of human activity. In the process, the created text is transformed into another language system, and the translation is analyzed as a cultural phenomenon.

G. Salomon also distinguishes two features of literary translation:

1. Rapid obsolescence of the translation in relation to the original.
2. When translating works of writers of the same school and style it is possible to create a translation close to the original.

Based on these features, the scientist draws two practical conclusions:

- There is a need for frequent updating of the translation (in particular, it is imperative to update translations in school textbooks and anthologies);
- A writer who has found his own style even in conditions of “stylistic alienation” can create a perfect translation, but this is an exception, and it cannot be applied entirely to all translators.

Developing the theory of translation, G. Salomov also considers the problem of representing in a literary translation the national originality reflected in the original. The depicted national flavor in literary translation is very complex in its content, in particular, this is clearly manifested in national inter literary translations with all their contradictions, difficulties, and difficulties. Nationality (nationality) is a universal quality in literary translation. The universality of this phenomenon is reflected in the following: a separately taken word, sound, style, literary form, genre, type, and similar units, i.e. Whatever the components or objects of translation, for the most part directly / indirectly carry the national content, therefore, in the process of translation, along with the complex professional tasks of the translation technique itself, each time it is necessary to solve specific problems associated with the display of national color.

The coverage of the adequacy of literary translation in the Uzbek language in most works is considered in the aspect of the scientific and literary growth of the relationship between Western and Eastern literary processes of cooperation.

The main method of analysis is a comparative typological and methodological study of facts and evidence. Uzbek researchers strive to present the principles, requirements, and means of adequate translation from the point of view of national identity, genre specifics, poetic expression of size, the color of the era, as well as preserving the form and content of a work of art.

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NORMS OF RUSSIAN SPEECH

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Annotation
The article deals with the norms that exist in the Russian written language. Having well-established norms of writing, spelling and punctuation, written speech remains understandable after decades and even hundreds of years. However, being a reflection of oral speech, responding to the trends of the time, written speech inevitably undergoes changes.

Keywords: norms, lexical, grammatical, correctness, spelling, errors.

There are written and moral norms. The written language law is mainly spelling and punctuation orders (or rules?) For example, we write the letter N in the word laborer, and in the word imeniNNik depends on specific spelling norms. But the position of the hyphen in the text Tashkent - the capital of Uzbekistan is explained by the punctuation rules of the current Russian language.

Oral norms are grammatical, lexical and orthoepic. The grammatical norm is the norm for the use of various types of parts of speech, and the correct structure of the sentence. We can see a lot of grammatical violations related to the use of the gender of nouns "railway track, German shampoo, a huge corn, a special parcel, lacquered shoes"

After all, path and shampoo are masculine nouns, and corn, a parcel post and shoes are feminine, therefore, you need to pronounce correctly: "railway track, German shampoo, huge corn, special parcel, patent shoes."

Lexical norm is the correct use of words in speech. For example, it is incorrect to use the verb to lay down instead of to lay down. Although the verbs to lay down and to lay give the same meaning, to lay is the correct literary word, to lay down is a common word. Incorrectly expressed: I put my notebook in my bag and stuff. You need to use the verb to put: I put the notebook in the bag.

OThe rthoepic norm is the correct expression of oral speech. Maintaining the correct expression is the main virtue of our colloquial speech. The expedient expression of the orthoepic canons simplifies and speeds up the procedure of the conversation, in this regard, the social role of the correct expression is enormous, especially in our modern world. When speaking is the method of the most ambitious conversation at various events, meetings, congresses.

The purpose of the routine law is to protect the language system and the norms of their use, collected in this world by previous generations. Cohesion and the obligation of order are expressed where members of various social circles and unions belonging to this group must keep the established methods of linguistic pronunciation, and those norms, and indications that are available in linguistics and manuals and constitute the result of codification. Deviation from linguistic custom and guidelines

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and grammatical norms and prescriptions leads to the destruction of the rules. All the same, it is not a secret, in all periods of the evolution of the literary language, their use in various conversational situations, versions of linguistic methods are used: if we talk about a contract - and a contract, spotlights and spotlights, you are right and right, etc.

Word-formation norms determine the system of joining parts of a word of new words that have arisen. A word-formation mistake is the use of missing articulated words instead of those with articulated words with a different affix, for example, the image of disposition, corruption, hopelessness, literary works are distinguished by seriousness and truth.

Morphological norms insist on the correctness of the grammatical forms of words of various parts of speech (type of gender, number, short types and degree of correlation of the adjective, etc.). A typical non-observance of morphological rules is the use of words in a non-proportional or disproportionate derivational form (the considered image, the prevailing order, triumph over evil, listed about Plyushkin's shortcomings). From time to time we hear some phrases: railway track, foreign shampoo, special parcel, lacquered shoes. In these phrases there is a morphological inaccuracy, the gender of nouns is not correctly determined.

The syntactic norm requires an error-free structure of the main syntactic combinations - phrases and sentences.

This principle contains the norms of word agreement and syntactic control, comparing parts of a sentence with each other with the participation of grammatical types of words with the intention so that the sentence when expressed is understandable and according to the rules. Non-observance of syntactic rules can be seen for example: Reading it, a question arises; the poem is characterized by a combination of lyrical and epic origin; Having married his brother, the children were not born alive.

Stylistic norms determine the use of linguistic methods in accordance with the rules of the genre, the originality of the functional style - broadly, in terms of the goals and provisions of communication. Unreasonable use of words of a different stylistic feature in the text generates stylistic destruction of speech. Stylistic norms are registered in explanatory dictionaries in the form of special marks, are interpreted in books of the style of the Russian language and the civilized style of communication. Stylistic violations are when the stylistic law is destroyed by the introduction of units into the text that are not proportionate to the image and forms of the text. The most typical stylistic violations are:

- a stylistically inappropri ations);
- The use of huge awkward comparisons (Pushkin and Lermontov - two suns in a dark sky; did he have the power to cut the thread of life, although he did not hang it himself)
-Lexic flaw (I am very worried about this question) -lexic excessiveness (He woke them up in order to wake up; you need to go through that part of their life when they existed) -intellectualism (Only one fun in Oblomov-Zakhar; All events and communication between Olga and Oblomov was partial)

Spelling norms are the definition of words in a text.

They determine the order of sounding letters, the rules of continuous, through a dash, separate spelling of words, the order of using uppercase (capital) letters and graphic abbreviations, the order of hyphenation.

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Punctuation standards are the use of punctuation marks.
The punctuation technique includes the following properties:
- - limitation of the only syntactic structure written in the text
(or part of it) from another;
- - fixing the left and right parts of the syntactic structure in the text, or
parts of it.
- -connection in the text of some syntactic structures into a single whole.
Spelling and punctuation norms are enshrined in the "Rules of Russian Spelling and Punctuation", the most informative and publicly established norms of spelling norms, published twice, in 1956 and 1962. Based on the listed norms, various spelling and punctuation guides have been developed. were created. Orthoepic rules include rules for sound, stress, and intonation. Compliance with orthoepic rules is an important element of communicative culture, non-compliance with them does not cause a good assessment of the speaker among students, distracts from the meaning of understanding the topic. Orthoepic norms are enshrined in orthoepic manuals of Russian literature and manuals on stress. The rules of intonation in books on the Russian language and in "Russian grammar".
Conclusion: A significant change in the norms of the literary language is natural, this is a real event. He does not submit to the freedom of the wishes of the individual language spreaders. The progress of mankind, a change in the social system, new opportunities, an improvement in relations between people, the activities of literature and art, the constant transformation of the literary language and its rules.

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EFFECTIVE WAYS OF TREATMENT OF HIDDEN CHRONIC ENDOMETRITIS IN CATTLE IN KARAKALPAKSTAN

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Annotation
In this article, we examined the causes of the occurrence of latent chronic endometritis, which occurs in cows, the results of a laboratory examination, a biopsy of the uterine mucosa, and the results of histological examinations. We focused our experiments on treatment based on levofloxacin antibiotics, and ultimately proved in experiments the effective outcome of the treatment of latent chronic endometritis of cattle.

Keywords: Endometritis, nospecific, cyst, TLR receptorlari, biopsy, stroma.

Endometritis is one of the most serious problems in dairy farming — infertility of cows, low milk production, lagging breeding, early loss of high-yielding cows, and economic losses due to production costs for keeping, feeding, inspecting, and treating sick animals (Brill E. and et al., 1974).

There are acute, subclinical, and chronic inflammatory processes that occur with appropriate duration of infertility. The combined effect of three main factors plays a leading role in the etiology and nature of nonspecific inflammation of the genitals: a) trauma and infectious agents, b) decreased body resistance, c) adverse animal care conditions [1-125].

Given the absence of clinical signs, the diagnosis of occult endometritis in cows is made using physicochemical, bacteriological and histological methods [2].

One of the most common diseases of cow sex leading to symptomatic infertility is postpartum endometritis. According to many researchers, postpartum endometritis develops in 30-40% and in high-yielding herds - 70-80% of cows (Al Dashukaeva. M. And K. G., 2002). Pathology of the reproductive organs, including endometritis, leads to a decrease in the productivity of animals. Slaughter of infertile animals due to endometritis reaches 24-72% (1991 Kozlov V. F., G. G. Voskoboynik).

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The causes of endometritis are different, but in all cases the main role in the occurrence of inflammation is a microbial factor of uterine processes. Pathogenic microorganisms are direct pathogens of endometritis or complicate them (B. F., 1971; A. K. Savostin, 1971; A. K. Murtazin Seglinysh et al., 1977; A. A. Samolovov et al., 1980; IL. Muirsepp et al., 1984; L. A. Taranova, 1986; M. S. Saveschsaya et al., 1988; V. P. Goncharov, V. A. Karpov, 1991 Zyubin, 1987; I. N.; V. Ya. . Nikigin et al., 1994; B. F. Murtazin et al., 1995; V. V. Ivanov et al., 1998; K. G. Dashukaeva et al., 2000; A. N., 2001; G. Kuzmich Turchenko, 2002; V. A. Pegrov, 2002; L. A. Safronova et al., 1991; 1992 R. O. Gilbert). edometritis often occurs as a result of pathological processes, postpartum colds, various injuries during childbirth (V. Alblonsky et al., 1984; Z. Ya. Kosorlukova et al. The body's natural resistance, cellular and humoral immune status play an important role in the development of inflammatory processes in the genitals .

However, it should be noted that the study of the immune status of cows in endometritis is still poorly understood in the literature.

Latent chronic endometritis is a type of catarrhal endometritis characterized by poor morphological changes (on clinical examination). The use of sperm contaminated with conditionally pathogenic or pathogenic microflora may be the cause of the disease, resulting in infection during repeated improper fertilization [2-55].

In diagnosing the disease, it is also taken into account that the animal is not fertilized even after multiple inseminations. Usually the rhythm of the sexual cycle is not disturbed. During sexual arousal, a large amount of mucous and mixed mucous fluid flows from the genitals.

Toxic substances that accumulate in the uterus during latent endometritis have a lethal effect on sperm. Therefore, in order to restore the animal's fertility, it is necessary to clean the uterus from exudate and increase its tone. To do this, the use of tissue preparations and massage is highly effective. Sometimes washing the uterus with saline or soda-salt solution 1-2 hours before fertilization or directly before fertilization gives good results.

Chronic catarrhal-purulent endometritis is an acute or chronic catarrhal inflammation of the uterus that develops as a result of the entry of microorganisms into the uterus that cause purulent inflammation.

Laboratory tests of endometritis revealed the following results: streptococcus 66%, staphylococcus, Escherichia coli and fungi 19.5% [3: 21-23].

As a result of our observations, we observed that the pathological process also spread to the muscular layer. The mucous membranes were atrophied, the folds were straightened, and in some places a fungal or bearded growth of connective tissue was observed. Cysts of different sizes appeared instead of the uterine glands.

We observed that catarrhal-purulent inflammation of the uterus was accompanied by worsening of the general condition of the animal, loss of appetite and weight loss. Occasionally fever was noted. The sexual cycle was not observed or was not normal (anaphrodisia and nymphomania). Periodically, a white creamy catarrhal-purulent exudate flowed from the genitals. It seems that it is difficult to stop the pathological process [4: 169-171].

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However, because of the profound changes in the uterine mucosa after the disease, abortion can be observed even when the animal is pregnant. To date, the mechanism of disease onset has not been fully elucidated.

The latent form of endometritis is formed as a result of constant inflammation of the endometrium in the uterus. It occurs in response to any external factors: bacteria, their toxins, mechanical injury to the tissue, and so on. This happens as follows: TLR receptors are activated when pathogenic bacteria or their wastes enter the body. TLR receptors (Toll-like receptors). These are the main receptors of natural immunity through which the immune response is returned. In addition to pathogens, TLR receptors can be activated by certain fats and acids: lauric, palmitic, and oleic.

Thus, the diet of animals with a predominance of these acids can cause endometrial inflammation. In addition to nutrition, oxidative stress in cows can lead to endometrial inflammation. Regardless of the cause, chronic endometritis adversely affects the reproductive function of cattle. On the one hand, inflammatory proteins affect the synthesis of sex hormones and the regulation of the sexual cycle. On the other hand, the structure of the endometrium changes over time, and the uterus no longer appears or develops normally in the uterus.

Research methods and techniques

The aim of the study is to study the etiological factors of long-term infertility of high-yielding dairy cows in various farms of the Republic of Karakalpakstan and to find effective scientifically based methods for diagnosis, treatment and prevention of reproductive disorders in cows complicated by ovarian dysfunction.

To achieve this goal, the following tasks were solved:

1. Analysis of cattle breeding in "Lochin" and "Amir ak chashma" farms of Turtkul district and Ellikkala district.
2. The dynamics of acute, chronic and latent endometritis in postpartum cows were identified.
3. The prevalence of ovarian dysfunction in endometritis in cows was determined.
4. The physicochemical properties of the sexual secretions of clinically healthy cows and the uterine mucus of animals with acute, chronic and subclinical endometritis were studied.

In order to substantiate the diagnosis, a biopsy was taken from the uterine mucosa and histological examinations were performed. During latent endometritis, dystrophy and migration of the uterine mucosa, accumulation of lymphoid cells, rupture of the uterine glands, strong swelling of the stroma, blood clots were observed.

In addition, at present, our scientists suggest the use of modern drug Levofloxacin for the treatment of endometritis in cows.

Before treating occult endometritis, a bacteriological examination is recommended if the patient is aware that the disease is contagious in nature. Antibiotics (intrauterine) and prostaglandins, or their analogues: in the treatment of cattle subclinical endometritis is carried out with the same drug as in the acute form of the disease.

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We focused the experiments on a treatment based on the antibiotic levofloxacin. To do this, 60 cows (30 heads per farm) of different ages with latent chronic endometritis were isolated in two experimental farms. They were divided into 3 groups and each group was divided into 10 heads.
Levofloxacin antibiotic in group 1 sick cows. Sent into the muscle. This drug is a veterinary antibiotic with the latest bactericidal effect. It is completely absorbed into the body and reaches its maximum concentration within 2 hours after ingestion. Shows 100% effectiveness in 1-2 days in practice. The course of treatment is 3–5 days. 1 injection daily.
Our experiment was based on the fact that given that antibiotics affect active active cells and bacteria, we started treatment with antibiotics 2-3 days before the cows were weaned.
Group 2 cows were also treated with the antibiotic levofloxacin but this antibiotic was treated for 5 to 12 days after the burn, regardless of the cows 'burns. The course of treatment is 3–5 days. 1 injection daily. No drugs were used for group 3.

Table 1Experiment on the farm "Lochin"

Groups	Number of heads	Used antibiotic	Cows that escaped after 2 months of inspection	Re-treatment
1	10	Levofloxacin	8	2
2	10	Levofloxacin	6	4
3	10	The drug was not used	10	10

Table 2Experiment on the farm "Amir white spring"

Groups	Number of heads	Used antibiotic	Cows that escaped after 2 months of inspection	Re-treatment
1	10	Levofloxacin	6	4
2	10	Levofloxacin	7	3
3	10	The drug was not used	10	10

The proposed method for the treatment of endometritis was first developed taking into account the stages of the inflammatory process and the recovery processes in uterine tissue. Therefore, this method involves the use of a drug that differs in their effects in accordance with the specific features of the development of the disease.

Conclusion

Given that levofloxacin antibiotics affect active active cells and bacteria, initiating treatment 2-3 days before the cows are weaned gives an effective outcome in the treatment of latent chronic endometritis in cattle.

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FORMATION OF THE KARAKALPAK DRAMA

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ABSTRACT

The article discusses questions about the genres of Karakalpak drama. The formation of the dramatic genre and the stages of its development in the Karakalpak drama are analyzed. The role of literary relations in the development of the Karakalpak drama genres is determined. Thus, in this article we examined the problems of the creative direction of the formation of dramaturgy.

Keyword: theater, dramaturgy, drama, comedy, tragedy.

INTRODUCTION

New research challenges are facing science today. And one of them is the study of one of the major literary genres of drama and its types: drama, tragedy, comedy, melodrama, tragicomedy, etc. It should be noted that the genres of fiction are still a little-studied problem. Classification of art genres in most cases is conditional.

Classifying the genre types of drama in Karakalpak literature, theoretically characterizing them, we evaluate them, first of all, based on their national dramatic capabilities.

The drama genre in Karakalpak literature arose in the 20s of the last century and now its types have developed. Drama is one of three types of literature and is divided into the following subspecies: tragedy, comedy, drama, melodrama, tragicomedy.

Considering the problem of the creative direction of the formation of drama, it should be noted that in the 20s of the twentieth centuries in the Karakalpak drama dominated by such genres as comedy, drama and tragedy. In the work of A. Utepov, the influence of the Uzbek playwright Hamza and the Kazakh playwright B. Maylin was felt. Working on his comedies, he studied with these writers.

When it comes to the drama genre, we should note the works of the Russian researcher V. Frolov "The Fates of the Drama Genres" [1], the works of the Kazakh scientist A. Tazhibaev [2]. They have deep theoretical thoughts about the genre signs of drama.

T. Allanazarov states in his works: "When creating his dramatic works, K. Auezov relied on the experience of the Kazakh playwright S. Seifullin, and when writing his tragedies S. Mazhitov from the Kazakh playwright J. Shanin. "Further, he rightly notes" A. Utepov, who began his career with the creation of small comedies, made extensive use of rich dramatic forms, he enriched them with new content.

K. Auezov and S. Mazhitov began their first steps with the creation of dramatic works of large forms. In his first dramas, he was more attracted to examples of European written drama, the construction of dramatic scenes, the creation of dramatic images, the use of realistic colors in the construction of dramatic situations [3].

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The dramatists of neighboring republics had a great influence in the formation of the dramatic genre. In the Karakalpak drama, a great place was occupied by such species as comedy, tragedy, drama, musical drama. In recent years, tragicomedy has appeared in Karakalpak literature. This genre includes the plays of K. Rakhmanov "Invitation to the Other World", M. Nyzanov "The Victim of Two Sides of the World".
Bright representatives of the dramatic genre in Karakalpak literature are S. Mazhitov, K. Auezov, A. Utepov, J. Aymurzaev, M. Daribaev, N. Davkaraev. Later this genre was developed by S. Khojaniyazov, T. Zhumamuratov, P. Tilegenov, T. Seitzhanov, I. Yusupov. K. Rakhmanov, O. Abdirakhmanov, K. Matmuratov, A. Utaliev, K. Abdreimov, S. Zhumagulov, M. Nyzanov joined their ranks. A worthy place on the stage of the theaters was occupied by translated plays by Russian classics, representatives of Western Europe, and Turkic-speaking peoples. In turn, the best works of Karakalpak playwrights were translated into Russian, Uzbek, Kyrgyz, Tajik, Turkmen, Kazakh languages and staged on the stages of their national theaters.
One of the first Karakalpak playwrights was K. Auezov. In 1925, he wrote his drama On the Way of Desire. Although the drama did not occupy the main place in his work, in quantitative terms: content and prevalence, they need to be given credit. They made it possible to talk about him as a prominent playwright [4].
Karakalpak scholars paid due attention to the study of the drama genre. Among the literary scholars who studied this genre were K. Ayymbetov, M. Nurmukhamedov, T. Allanazarov, T. Bayandiev, S. Akhmetov, B. Tursynov, K. Kamalov and others. And today, to one extent or another, these problems are highlighted. But to say that we cannot sufficiently. Today, this problem is one of the main in modern literature.
As noted above, K. Auezov was one of the first in Karakalpak literature to create a dramatic work. Scientists have expressed many valuable thoughts about his drama "On the Way of Desire."
In the 1920s, diverse works appeared in Karakalpak literature. Their theme was a broad-national liberation struggle of the Karakalpak people against the Khiva khan. Analyzing the play by K. Auezov, "On the Way of Desire," T. Allanazarov writes: "The author does not limit himself to showing uprising, he seeks to broadly and fully capture the national character, that is, a broad-ranging historical event is displayed through a new method, constructing a large-scale plot". Here, the author depicts the heavy share of the working people in the early twentieth century. According N. Zhapakov, "Kazu" (cleaning the river) was the hardest work in the life of the Karakalpak people. These works influenced the formation of people as a class. Kazu was a historical reality, on the other hand, it is these works that are the origin of the dramatic storyline of the play. In general, this drama is subjected to a detailed analysis in the work of T. Allanazarov "Theater and Drama".
The poet M. Seytniyazov in his article "Successes and Failures of Drama" notes: "Compared to poetry and prose, the genre of dramaturgy developed somewhat more slowly. Apparently, this is due to the features of the genre and stage difficulties. " The author analyzes a number of dramaturgy works written at a low artistic level. The play by J. Aymurzaev, The Spring of Life, is devoted to a new problem - the

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problem of water. But the author could not reveal it and this forces us to criticize the play. The event is depicted very superficially. People here are not talking like in ordinary life"[5].

Noteworthy is the article by K. Sultanov "On Some Problems of Modern Drama", as well as the speeches of several other critics on the pages of republican newspapers and magazines.

Famous researcher professor Kh. Jarimbetov in his article "Epos, history and drama"[6]. Historical and musical drama of the writer and scientist K. Allambergenov "Amir Temur and Er Edige". The play tells about the history of the Nogai of the XIV century. The plot of the drama, the system of images, linguistic features of the drama are analyzed. In the article, the author indicates his achievements and a number of shortcomings. Creating characters in the drama, Edige based the plot of the drama on epic and historical events, as well as moments of conflict and drama between them. The main ideas in the drama are based on the dialogues of the participants in the drama and the development of the plot. In the drama, each participant is given an ideological and aesthetic weight. And finally, in this drama, epic and history are strongly linked to each other. This situation, which has arisen as a result of the author's research, shows that the work deserves the genre name "historical drama"[6].

In recent years, a number of new dramatic works were created by the famous writer S. Zhumagulov. In the drama "Fatherland" (a one-act play in six scenes) it is said about modern life, that some young people cannot appreciate such feelings as love and respect for relatives.

Everyone knows that th e study of the features of Karakalpak literary began in the early twentieth century. At the moment, there is a wide study of all genres of Karakalpak literature. This phenomenon in science shows the development of Karakalpak literary criticism [7]. In general, the drama genre in Karakalpak literature, like that of other Turkic-speaking peoples, went through its stages of formation and development. The playwright M. Nyzanov noted: "However, along with this, it should be noted that our critics do not pay enough attention to this issue". Indeed, this problem is one of the most relevant in our literature and is waiting for its solution.

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PHYTOMORPHIC METAPHORS AND THEIR TYPES

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Abstract
We have different kinds of metaphors. One of them is metaphor which is used only by plant names. The term phytomorphic means all words denoting plants.

Keywords: metaphor, plant names, bush, branch.

Introduction

In phytomorphic metaphors we can use names of plants, their features, parts, harvest, products, activities done on plants and all other words denoting something about plants. For ex: root, leaf, fruit, to root out, to blossom, and in Uzbek данак, илдиз, ғунча, мева бермоқ, суғормоқ, гулламоқ, томири билан йўқ қилмоқ and others. As a result of our investigations we found out that phytomorphic metaphors are divided into six groups: 1) forms of plants: plant-кўчат, vegetable-сабзавот, bush-бута, and grass-майса. 2) parts of plants: root-илдиз, trunk-тана, stem-ўзак, branch-шох, bud-куртак, bark-пўстлоқ. 3) process of life activity: to root-илдиз отмоқ, to wither-қуримоқ, to blossom-гулламоқ, 4) activities done on plants: to plant-экмоқ, to sow-экмоқ, to weed-ўтамоқ, to uproot-илдизи билан қўпормоқ, to water-суғормоқ. 5) names of plants: rose-атиргул, oak-эман, vine-ток, узум, daffodil-наргис, bluebottle-бўтакўз. 6) fruits and their qualities: apple-олма, bean-ловия, pumpkin-ошқовоқ, ripe-пишган, green-яшил.

Main part

According to the usage field of phytomorphic metaphors we divide them into three main groups:
I. Metaphors denoting people and their life activities;
II. Metaphors denoting imaginations about objects, animals, plants and dead nature;
III. Metaphors denoting form, quality, quantity and other features of objects;

Phytomorphic metaphors in the first group denote almost all notions about people and their life. We may divide them into seven subgroups:

1). To this group we add metaphors denoting people's appearance, form, health, physical feelings: peanut-кичик жуссали инсон, a cauliflower ear – шалпанг қулоқ, ripe-қари инсон, almond eye-бодом кўз, in Uzbek we have more examples қадди шамшод, бодом қовоқ, лаблари гилос, юзи гул.

2). To this group we add metaphors denoting conscious activity and imagination about subjects. For example the word **ахмоқ** in the Uzbek language is expressed by the following nouns in English: **pumpkin-head, cabbage-head, banana-head, melon, and prune**. We use **ошқовоқ, думбул, қовун** in Uzbek as you know. The existence of ideas is also expressed as of plants: **the idea has been nipped in the bud by the local council; the idea had taken firm root in his brain**.

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3). To this group we add metaphors denoting inner feelings and sensitive sorrow of people. To conceptualize feelings phytomorphic metaphors play the main role: for ex: The tender leaves of hopes tomorrow **blossom**. Love had **bloomed**, love had **blossomed**, and love had **died**. Муҳаббат **ғунчаладй**, муҳаббат **гуллади**, муҳаббат **сўлди**.

4). To this group we add metaphors denoting imaginations about characters and moral qualities of people and objects. **daisy**-ажойиб инсон, яхши одам, **tulip**-таассурот қолдрувчи инсон, **lemon**-бошқаларга ёқмайдиган инсон, **nut**-характери оғир инсон, **mushroom**- ғаразли, разил инсон, The only **flower** on earth is virtue (эзгулик).

5). Metaphors in this group mean the place of people in the society, their attitude to each other and other social events. For ex: Their happy relationship **flourished** for forty years; **to cultivate** new friendship; **to root out** corruption; The people who are not important in the society are described as **small potatoes**, **peanut**. And important people in the society are described as **top banana** and **pumpkin**. Useless people are often referred as **weed** (бегона ўт).

6). Another group of phytomorphic metaphors are words denoting people's physical and creative activity and its results. They also mean the names of professions. For ex: This observation was **to bear fruit** in later years; **fruitless** interview (самарасиз интервью), The **fruit** of our labor (меҳнатимиз меваси), **water lily** - ўт ўчирувчи, **seaweed** – денгизчи савдогар, **blue bottle-**полициячи**, snowdrop**-ҳарбий.

7) The last group of words mean objects made by people. For ex: **onion** – гумбаз, **walnut-shell** – қайиқ, **lemon** – портлатувчи қурол and **pod** – балиқ тутиш учун саватча.

Metaphors in the second group denote objects, animals, plants and dead nature. We may divide them into four subgroups:

1). To name animal anatomy, for example: **bud**-шох, **berry**-оққуш тумшуғидаги майда доначалар, **melon**-молюскалар қобиғи etc.

2). To express some illnesses of animals. For ex. **Fig**-от туёғидаги ўсимта, **grape**-от, эшак каби ҳайвонлар оёғидаги касаллик.

3). To name some simple animals. Foe ex. **Olive, cactus, sea nettle, sea lily** mean different sea animals

4). To name everything as much as possible. For ex. **Knag** (бутоқ) means rock, **bloom** (гул) means a newly minted coin.

Metaphors in the third group denote form, quality, quantity and other features of objects. For ex. To say something much we use **mushroom** or **crop** (crop of films), to say something little we use **grain** or **bean**.

Root and **seed** mean the origin of something (келиб чиқиши, илдизи) **Cherry stone, straw, husk** mean something of little value. **Plum** means a good thing, something excellent.

In our future investigations we are going to learn more types of phytomorphic metaphors according to different usage of fields.

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Used literature:

1. Merriam-Webster's Collegiate Dictionary.
2. Cambridge Advanced Learner's Dictionary.
3. The Oxford Dictionary of Current English.
4. George Lakoff. "Metaphors we live by".

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FORMATION OF ELITOLOGY OF CONSCIOUSNESS AND FACTORS AFFECTING IT

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Annotation
The article deals with the dialectics of elite consciousness and social processes, the issues of the influence of elite upbringing on the formation of personality. The social difference between the elite and the masses is analyzed, first of all, as a special function of the elite consciousness, the theory of "spiritual perfection" is substantiated as a reflection of the elite consciousness. For the spiritual world of a person is determined by his elite consciousness. And the essence of Human Being is his ability to cognize the world. This means that knowledge and cognition are the main factors of elite consciousness.

Key words: Elite consciousness, elite education, the theory of "spiritual perfection", "the spiritual world of man", "Being of man", the idea of "clip", the concept of "Human capital".

He criticizes the idea that the political form of elite consciousness, as a real political consciousness and an ideal political consciousness, manifests itself in the activities of a politician. These two approaches are in a sense one-sided, because one is the absolute of real reality, the other raises it to the ideal level [1]. This promotes the concept of "clip thinking" that operates in the minds of the elite.

The subject of the religious form of the elite consciousness is the Saint. "Holiness" was understood in ancient times primarily as a service to the gods. The saints displayed high intelligence. Because of this, the mind is an active factor in the management of human life. The spiritual world of an elite personality is so diverse that it can manifest itself in the image of the master Amir Temur or Bahauddin Naqshband, depending on the form of his consciousness. Although the ideal world of elite minds is different, the unifying factor is leadership, for example, one is political consciousness and the other is the leader of religious thought [2]. In this regard, the term "elite consciousness" is very rich in content and in the dissertation is characterized by such concepts as: great, competent, ideal, saint, leader, genius, sage, philosopher, intellectual. Each of these concepts illuminates elitism in terms of socio-political, cultural or religious relations. According to the author, the social status of the elite is determined not by its quantity, but by its quality, that is, "certain knowledge" [3]. So, "elitology of consciousness" is knowledge that reflects the spiritual perfection of a person. The consciousness of the elite is described in two forms as the consciousness of genius and the product of a person's spiritual existence.

The influence of elite culture on the formation of personality, the expression of the activity of the elite in universal human values has been studied, the importance of individual potential in the formation of ideas about the personality has been highly appreciated. “Individualism” is the core of anthropological elitology, the central problem that illuminates its content. According to the author, individualism underlies the doctrine of the elite, but in the approach to determining the nature of the individual, individualism does not always follow the elite point of view [4]. This process itself, that is, the influence

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of one subject on another person, in science is called individualization. There are several forms of individualization: emotional forms affect emotions, cause unprecedented depression, volitional forms - affect the motivational sphere of behavior, are mainly characteristic of politicians and are usually limited to a certain period of time; intellectual and creative form - a form not limited by time, but having a creative character, personifies genius [5]. Thus, individualization is short-lived; long-term; manifests itself in the forms of indefinite individualization. It is the third form that is measured by the level of importance, activity and maintenance of prestige. Individualization in its direction can be private (family) and at the same time social, that is, it has an important feature for many.

Consequently, individuality is the most important factor that determines all human values and goals. A person achieves uniqueness and originality only thanks to his qualities and knowledge. A person carries out individual activities for his own recognition and ultimately receives recognition for his work. Elite pedagogy is based on reflecting the level of development of personal qualities as a direct ideological continuation of cultural elitology. According to him, "an ordinary person" of "personality traits"; "Talented person"; "Talented person"; Levels such as "genius" vary. The rise of a person to the next level is in any case an expression of his maturity as a person.

To determine the theoretical foundations of elite pedagogy, its most important tasks are: research of the “current” elite educational process aimed at the formation of elite consciousness; determination of the laws of development of pedagogy of a certain elite education; the idea of developing programs for collecting empirical material about the state of the elite educational process has been put forward. Indeed, the system of lifelong education is a key factor in the formation of elite education, which makes it possible to fully describe the process of formation and development of elite consciousness in educational systems, develop practical methods of elite education and raise the education system to a new level. Therefore, it is noteworthy that Uzbekistan pays special attention to the study of foreign experience, the practice of its application in our country. Elite pedagogy is the main foundation of elite education. Indeed, the evolution of the modern education system and its image is determined by the participation of the state in the organization of education [1]. Thanks to education and upbringing, the ancient biological essence of a person acquires a social status. Education also links freedom of thought and action. The task of an educational institution is to correctly reward the abilities of individuals, to form the skills of applying the acquired knowledge in practice [7]. Today, efforts are being made to improve the system of preschool education, the creation of the Ministry of preschool education, the issuance of a decree of the President of the Republic of Uzbekistan on the creation of private preschool institutions in cities and regions of the country, the development of elite education and elite pedagogy in Uzbekistan.

Without denying the role of the social environment in elite education and upbringing of a person, the concept of “human capital” is of great importance [8]. According to him, any education and upbringing depends only on the individual intelligence of a person, the state of internal readiness for this upbringing and education, the content of his life goals. According to this concept, education and upbringing, like any other way of assimilating cultural and spiritual experience, is a process of accumulating "human capital". This term refers to the enhancement of a person's ability to produce as

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a result of the cost of education and upbringing. In order to improve the social status of a person, the state policy on the protection of his health presupposes the improvement of “human capital”. In this regard, reforms are being carried out in the health care system of Uzbekistan to improve medical and nursing services, in order to achieve not only physical health, but also nutrition of the brain, mental and spiritual health. After all, a person's spiritual maturity is primarily associated with his health. He argues that the "intellectual elite" [1] is an important factor in the development of society. In the modern education system, the scientific community is divided into the scientific and intellectual elite. The intellectual elite represents the level, scale, pace and efficiency of the activities of scientific institutions and the totality of individual scientists. The intellectual elite is a kind of sanctuary of universal human spiritual values that determine the development of culture and civilization. While the political elite is responsible for the achievements and shortcomings in the socio-political sphere, the intellectual elite is responsible for the future of humanity. The scientific community creates its own elite, and the process of elite formation is individual, general and intersubjective (dialogue of scientists at the international level). The elite is a narrow contingent of famous scientists who have achieved high results in scientific and scientific-organizational activities, and its criterion of elitism and its main feature is determined by its contribution to the development of scientific knowledge [9]. The reforms carried out in Uzbekistan in science and education are, first of all, efforts to educate the intellectual elite of young people and prepare them for cooperation in the world educational and scientific space.

The relationships and differences of social, intellectual and scientific elites have been studied. It is known that the social elite is divided into separate elites according to spheres of activity, a large group of elites is formed from “small elites”. The scientific elite is one such small elite of the intellectual elite. In the process of social development of society, the content of the concept of the intellectual elite also expands. The topic of the scientific elite is often identified with the concept of the intelligentsia.

Conclusions and recommendations on the individual character of elitology of consciousness and national spirit as an epistemological criterion of the creative potential of the youth intellectual elite, proposals for supporting the creative potential of youth, its elitism. Development of such values as intellectual potential, knowledge, spirituality and enlightenment in our country as a result of democratic reforms “(April 27, 2015" Information ")," Increasing the social and professional responsibility of the scientific and intellectual elite, based on the creative cooperation of the world community. intellectual elite, Scientific and strategic directions for ensuring peace and stability in space "(Information program" Akhborot "September 17, 2016)," On the development of the International Convention on the Rights of Youth at the 72nd session of the UN General Assembly "(September 2 4, 2017 ("Analysis") was used in the compilation of thematic scenarios (reference book of the National TV and Radio Company of Uzbekistan No. 05-15 / 4646 dated November 8, 2017) The result allowed to highlight the creative and humanitarian aspects of human activity and served as a theoretical basis for a high level of practical activity;

From the proposals and recommendations on the individual character and national spirit of elitology of consciousness, the epistemological criterion of the creative potential of the youth intellectual elite, clause 32 of the work plan of the Republican Center for Spirituality and Education for 2017. practice

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as a propaganda material for seminars and trainings on the topic "Loyalty to the Fatherland, the formation of the qualities of national identity" among the population. (Certificate of the Republican Center for Spirituality and Education No. 02/03 1162 dated November 28, 2017). The result served to identify the positive and negative sides of striving for "Leadership" and choosing the right path, popularizing traditions and national education, forming a strong ideological immunity, especially among young people.

Conclusions

the sources of elite education are a combination of various factors that contribute to the formation of an elite education system as a socio-cultural phenomenon. The psychological, epistemological, historical and social factors that underlie the system of elite education are highlighted here. The psychological factor is one of the sources of the need for elite education among people, the epistemological factor is the individual's awareness of the need for individual knowledge, the historical factor is an attempt to create an elite education, and the social factor is the need for personal education. highly qualified specialists. The need for such specialists is determined by the need for the strategic development of society.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF CREATIVE ABILITIES OF TODAY'S YOUTH

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Abstract

Under the leadership of President Shavkat Mirziyoyev, it is important to pay more attention to our youth and involve them in culture, arts and sports, to develop skills in the use of information and communication technologies, to promote reading among the younger generation in our country. five important initiatives have been put forward to ensure attention and implementation.

Keywords: initiative, popular culture, intellectual potential.

Introduction

At a time when issues such as "popular culture" and "globalization" are developing rapidly and permeating our society, we can clearly see that raising the spiritual immunity of our youth, their productive and meaningful leisure time is more important than ever. Therefore, the 5 important initiatives put forward by the head of our state are of great importance. Proof of this can be seen in the first and fourth. The first initiative is aimed at increasing the interest and talent of young people in music, painting, literature, theater and other arts. The fourth initiative is aimed at raising the morale of young people and organizing systematic work to promote reading among them.

Main part

These five initiatives were met with great interest by the general public. Now it is necessary to take a serious approach to the widespread introduction of this experience in all regions of the country.

Many of the reforms taking place in our society today are being taken seriously as a solid foundation for the development and future of our state. The future and prosperity of the country depends on the intellectual potential of young people who are growing up in it, as well as their activities and achievements in all spheres.

Development of intellectual and creative potential of young people, support and encouragement of gifted children, creation of necessary conditions for their activities in all spheres, raising the level of socio-political potential, legal awareness and legal culture of young people Reforms in our society at the level of public policy. Helping to identify young talents in many fields, such as science, art, culture, sports, literature, the selection and training of gifted children, the organization of a system of further capacity building, the demonstration of the intellectual potential of the younger generation The need to improve the quality of work on the creation of a special multidisciplinary learning environment is becoming one of the main requirements of today's development. Identifying talented children, shaping their creative abilities, creating an integrated system of teaching and educating them using advanced technologies in the educational process, further supporting and encouraging talented young people, to

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form a comprehensively mature and intellectually mature generation The Law of the Republic of Uzbekistan "On Education", "On the implementation of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 in the" Year of Active Investment and Social Development " It is also reflected in the "State Program".

In order to further support the activities of high-potential, creative, talented young people in all areas, on February 20, 2019, the Resolution of the President of the Republic of Uzbekistan "On measures to establish presidential schools" was adopted. done. It is no exaggeration to say that this is a reflection of the wide range of opportunities and conditions created for the youth of our country today.

Today, educators and psychologists have conducted a number of scientific studies on the formation of abilities among students. They provide information on how to identify gifted children and how to develop their abilities, as well as how each person is gifted. Accordingly, abilities are determined only by the development of personal abilities as a result of the influence of social factors, which are manifested as a result of activity. Ability is not manifested in the knowledge and skills themselves, but in the system of their acquisition, that is, how fast, deep, light and strong in different conditions in the process of acquiring knowledge and skills that are important for this activity will be reflected in the implementation. Ability is a feature of a person's psychological and physiological structure. Ability is a necessary condition for learning, but it is also a product of knowledge to some extent. When analyzed within the framework of science, abilities are described as individual psychological characteristics, and on this basis lie the distinguishing traits, qualities. Therefore, one cannot expect the same result, the same quality from each person, because people differ to some extent in their abilities. Creative abilities are manifested in the creation of works of material and spiritual culture, the discovery of new ideas, discoveries and innovations. One of the main tasks in today's educational process is the development of such creative leaders among young people.

With gifted and talented students, the level of ability development is determined by conducting psychological and pedagogical tests, taking into account the basic knowledge. Targeted training of gifted students is carried out in the following areas:

- Extended curriculum, additional skills;
- Individual training according to the target program;
- Advanced training (fundamental sciences, general sciences: management, marketing, audit; legal sciences; ecology, etc.).

Targeted training programs for gifted children focus on the following factors. These are: high level of mastery of sciences, ICT and programming, thorough knowledge of foreign languages, independent thinking in the process of scientific and creative work, expression of new ideas and feedback, application in practice, orientation to independent knowledge in the field and science. the formation of the ability to quickly master the innovations in the field of science, the involvement of professors and teachers who have an academic degree to teach gifted students and have sufficient knowledge of the targeted training program.

Independent work is the most important method of teaching to increase the effectiveness of work with gifted students in general secondary education, in which this category of students in the process of

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preparation for lessons, strengthening the acquired knowledge, skills and abilities. their individual activism and creative ability will also increase. The use of the above factors in the organization of the process of continuing education serves to improve the quality of education.

It is recommended to pay special attention to the organization of the pedagogical process with students with high scientific and intellectual potential, creative, leadership qualities41: Particular attention should be paid to the effective organization of activity-oriented classes, the formation of the need for students to further increase their knowledge independently, the individualization of tasks of independent work. An important aspect of education reform is the identification of talented and gifted young people who think independently, have strong beliefs, value their profession, and as a result of constant educational work with them, them to increase the intellectual potential. Because in the face of such an important task, each of us must feel responsible and lay the foundation for the formation of young, intellectual and talented personnel.

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PSYCHOLOGIGAL ANALISIS OF THE ROLE OF CREATIVITY IN THE FORMATION OF COMPLIANCE.

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Annotation
The article analyzes scientifitic, psicholohical and pedagogical ideas about the role of creativity in the formation of young teachers' compliance with the reguirements, as well as the features of the impact on the educational process.

Key words: complianse, creativity, scientific, psychological and pedagogigal foundations, psychological development , creative thinking, modern approach.

Маколада ёш ўқитувчилар ва талаблар ўртасида комплаенсни шакллантиришда креативликнинг роли ҳақидаги илмий, психологик-педагогик ғояларни таҳлили ҳамда таълим-тарбия жараёнида таъсир хусусяитлари ҳақида фикр юритилган.

Таянч суз ва тушунчалар: комплаенс, креативлик, илмий, психологик - педагогик асослар, психологик ривожланиш, ижодий фирклаш, замонавий ёндашув.

В статье анализируются научные, психолого-педагогические представления о роли креавтиностив формировании соответствия молодых учителей требованиям, атакже особенности воздействия на образовательный процесс.

Ключевые слова и понятия: комплаентность, креативность, научные, психолого-педагогические основы, психологическое развитие, творчексое мышление, современный подход.

Creative mechanisms for the development of all-round abilities of teachers and students in the field of education in advanced foreign state higher education institutions have been introduced into the educational process. In this regard, the development of relations between young teachers and students in higher education, modeling the educational process, the creation of electronic information educational resources, the use of modern pedagogical and information and communication technologies, the development of creative competence of young teachers and students, online, distance learning Systematic work is underway to introduce a system of methodological services, the development of independent learning.

At the new stage of socio-economic development, one of the main tasks facing our society today is to radically improve the quality of education at all levels of the system of continuing education.

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President of the Republic of Uzbekistan Shavkat Mirziyoyev addressed the guests at the enlarged meeting of the Cabinet of Ministers dedicated to the main causes of socio-economic development of the country in 2016 and work with the most important mentors to increase economic efficiency in 2017: professional teaching staff level, special knowledge of the connection. In this regard, it is necessary to carry out work that needs to be actively supported in the process of education, the problems of spiritual and enlightenment maturity and the formation of true national values "[1]. This, in turn, is not required to implement new reforms in the field of continuing education. In today's educational institutions, not only theoretical knowledge, but also great human qualities, ability to interact with the people, thorough knowledge of their work should have a great impact on the training of skilled professionals.

The legal and regulatory framework has been created to increase the creative potential of teachers and students of higher education institutions, to develop professional skills, to form the ability to think independently, to further improve the system of curricula, programs and literature, to develop the material and technical base of the education system. "Increasing the level of higher education, training highly qualified, creative and intellectually thinking, independent decision-makers on the basis of international standards, the ability to demonstrate their intellectual potential in practice and create the necessary conditions for the formation of a spiritually mature person." given. For this purpose, the competent experience of professors and teachers of the higher education institution with many years of experience is sufficient, but at the same time it is important to form compliance in young teachers and students in modern education, quality and efficiency.

The word "compliant" means "compliant". The term was first used by law enforcement officials in Western countries. In Russia, the term emerged with the advent of large foreign companies, and such activities have become an integral part of the state. Broadly speaking, the term refers to the risk of legal or regulatory sanctions, material and financial crises, or loss of respect resulting from non-compliance with laws, regulations, or self-government rules related to market participants.

The main point of the article is that the field of education is wide and continuous. From the point of view of pre-school education, teaching and learning in higher education institutions has a number of psychological features that are formed mainly through the interaction of the object and the subjects. Especially in higher education institutions, it is possible to develop several psychological processes in young teachers and students by forming a compromise between them. At the same time, the conditions for the use of cognitive-informational, personal, cultural, competence paradigms, diagnostics of teaching quality, design of critical thinking and developmental educational technologies, synergistic integration in higher education and production in the training of modern professionals will expand.

In the process of modern approach to the formation of compliance today, we need to know the concepts that are widely used in the field of education, in the development of innovative ideas and technologies, which are:

- pedagogical and innovative technologies,

-Advanced technology and experience,

- innovation and innovation,

-pedagogical neology, praxiology, axiology,

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- interactivity,
-Strategies,
- liberalization,
- Information and communication technologies in education,
- educational psychology, etc.

These concepts, in turn, influence the formation of compliance, as well as develop the nature of "creativity" among young teachers and students. Creativity means creative development, creativity. Today, especially in the field of psychology, Russian scientists Y. Agafonov, Y. Lotman, GS Batishev, MM Bakhtin, I. Meyerson, R. Jacobson, who scientifically substantiated the theory of scientific research of creativity, described it as follows:

Creativity is an individual trait that manifests itself in the process of forming a person on the basis of spirituality as a means of culture.

Creativity is a mechanism of influence, shaping, self-improvement and development of each person in accordance with modern requirements.

Researchers have identified two components of creativity:

A) personal content, the personal life position of each person, i.e. the purpose and content of the actions to be taken. At the heart of this is a feature associated with spirituality and culture. As long as everyone is engaged in any field or activity, it is related to having a creative, i.e. creative composition. This component, in turn, is the focus of humanity on culture, art.

B) Signaling skills.

Diagnosis of creativity is also associated with psychosemiotic analysis, and a number of methods have been proposed to identify the following aspects. But these methods are aimed at identifying certain aspects that directly define creative thinking, not creativity:

A) Methods of psychosemiotic analysis:
- Psychosemiotic diagnostic method of analysis of authorship,
- E.Torrens method,
-D.A.Leontev method,
- G. Murray's method "Thematic apperitative text",
-Evaluation methods of experts.

B) methods for determining social intelligence (mind):
-D.Gilford and M.Sativen method,
-T.Liri's method of determining interpersonal communication,
-methods of determining the accentuation of character,

C) methods of psychosemiotic analysis of texts:
- "scale" and "lexical richness",
-computer programs and others.

Creativity is also determined by personal content and the objectivity of the characters associated with it. Also, the development of creativity depends on the development of its components. These are: personal content and signification skills.

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Diagnosis of creativity is related to indicators of productivity of creative activity. The diversity of teaching in the learning process has the character of developing its culture. This complex is modeled and implemented by the individual. The breadth of learning determines the developmental effectiveness of creativity, forming a high culture.

Dialogue is of great importance as a basic pragmatic description of the development of creativity in the breadth of learning. Aspects of creativity related to the spiritual and moral qualities of the individual are analyzed. An analysis of the above scientific hypotheses shows that there are the following different views on the concept of creativity, which are:

- Creativity is a set of qualities of a person throughout his life;
- Creativity is the responsibility of a person to perform a specific task and task assigned to him;
- Creativity is a product of intellect;
- Creativity is an ability, a discovery given to a person;
- Creativity is the spiritual, moral and social adaptation of creative people;
- Creativity is a category that is inextricably linked to culture. It also includes a separate field in psychology that studies the problem of creativity and creative activity - the network of creative psychology.

The main purpose of creative psychology is to study the psychological laws, the mechanism of the creative process and creativity. The mechanism of creative development, the views of (N.V. Kipiaki, A.M. Matyushkin, Ya.A. Ponomaryov, I.N. Semyonov, etc.) MS Bernstein, V.S. Bibler, V.N. Shkin , OK Tikhomirov, EG Yudin's features related to scientific work. Western scholars J. Guilford, S. Liding, W. Smith, D. Halperick, and others have also conducted research on the so-called direction of psychological creativity.

Western philosopher R. Khamenei, analyzing the research of scientists on creativity, states that: Creation (K. Rodgers), creation of innovation (Lassuyel), is an activity that causes the mind to think anew.

Most researchers focus on personality traits and characteristics when defining creativity. According to J. Guilford, creativity and creative opportunity are manifested as a set of factors influencing interpersonal skills and creative thinking.

E. Torrens considers creativity as a problem of insufficient knowledge in finding solutions, the formation of identities and assumptions in the face of difficulties, the process of finding solutions (E. Torrens, 1996).

In short, compliance is also a key element of creativity, and the combination of creative knowledge, activity and desire effectively contributes to the development of any educational process. The results of the analysis show that the issue of creativity has been analyzed in science mainly as a psychological concept (category), and it is recognized that it is directly related to the human psyche and activity. If language and speech are manifested as a product of the human psyche, compliance and creativity, in many respects, with their pedagogical and psychological features, will pave the way for teachers to succeed.

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DRUG EXTRACTION TECHNOLOGY FROM BITTER WORMWOOD

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ABSTRCAT

This article provides information on the technology of obtaining a liquid extract and the composition and effects of bitter wormwood.

Keywords: bitter wormwood, essential oil, absinthe, anabsintin, chamazulene, carotene, flavanoid, tincture, tincture, extract, sterile, injectable,

Аннотация: В статье представлена информация о технологии получения жидкого экстракта, составе и действии горькой полыни.

Ключевые слова: горькая полынь, эфирное масло, абсент, анабсинтин, хамазулен, каротин, флаваноид, настойка, экстракт, стерильный, инъекционный,

Kirish

In the veterinary medicine in Uzbekistan today there are almost no drugs made from medicinal plants, there are no natural dosage forms, especially those administered enterally and parenterally. Bitter wormwood has been used in medicine in various ways. But not developed in the veterinary medicine and the pharmacological effects of the biologically active substances in this medicinal plant on the animal body have not been studied. The advantage of the extract form is that it can be administered in different ways. Today, there is a lot of research in the world on the cultivation and processing of medicinal plants. Many scientific works is being done in Uzbekistan in this direction.

In particular, on 10.04.2020 it was adopted the Presidential Decree PD-4670 "On measures for the protection, cultivation, processing and rational use of available resources of wild-growing medicinal plants" and this resolution sets out the work to be done in this regard in 2020-2021. In accordance with this decision, the appropriate areas for the cultivation of the medicinal plant Ermon bitter wormwood have been identified; according to it, it is planned to cultivate it in Bakhmal, Gallaaral and Forish districts of Jizzakh region, in Kitab and Yakkabag districts of Kashkadarya region, in Koshrabat and Urgut districts of Samarkand region, in Sariosiya and Uzun districts of Surkhandarya region and in Bostanlyk, Akhangaron and Parkent districts of Tashkent region. This decision of our President, his attention to this area, creates great benefits and opportunities for our scientific research. We are conducting research to study the effects of bitter ermon wormwood on rabbits in order to introduce natural herbal remedies into the veterinary field.

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The Research Purpose

extracting and improving the extracting method bitter wormwood using a soxlet apparatus.
To this end, we have carried out the following work to improve the methods of extracting bitter ermon wormwood.

Materials and Methods

We determined that 70% of the ethyl alcohol was in the alcohol meter. In doing so, we put alcohol in the cylinder and lowered the alcohol meter into it. The alcohol temperature should be 20ºC. The thermometer in the alcohol meter read 20ºC and the percentage in the upper part of the tube showed 70%. We then extracted the bitter wormwood plant with alcohol in a 1: 1 ratio (200 g) from the crushed material up to 8 mm above the ground and put it into the extractor and installed a ball cooler and evaporated for 8 hours. The separation was then separated into a flask.
We then separated the alcohol by re-driving the separation in the flask using a refrigerator. In doing so, we heated the separation to 78.8ºC and this temperature was continued until the amount of re-separated alcohol changed.

Results

The resulting extract is limpid, clear, yellowish-brown, bitter taste, pungent odor - (this odor is due to the essential oil), the liquid is obtained.
As a result of re-driving, the alcohol was separated by evaporation at 78.8ºC. As a result, a dark brown-glossy resin of the plant was extracted.
The resulting extract contains B vitamins, for example, B6 and B9, as well as vitamins A, C, PP, the healing properties of these substances are revealed due to the following elements: sulfur, copper, potassium, molybdenum, iron, calcium, zinc, nickel, magnesium, aluminum. [5]
In addition, there are natural useful acids: malic, isovaleric, succinic and acetic acids, essential oils: pellanderen, tujon.
The wide range of bitter wormwood effects can be attributed to the fact that its composition is rich in various vitamins and trace elements.
Vitamin A performs many important biochemical functions in animals. The retina, the main visual pigment, is a component of rhodopsin. Vitamin in the form of retic acid stimulates growth and development. Retinol is a structural component of cell membranes that provides antioxidant protection.
Vitamin A deficiency leads to various epithelial lesions, impaired vision, and impaired corneal hydration. There is also a decrease in immune function and a slowdown in development.
Vitamin B plays an important role in central nervous system function and carbohydrate metabolism, protein and carbohydrate metabolism. This vitamin helps food to be better digested in the gastrointestinal tract. It is essential for the growth and development of the body. As a result of its insufficient absorption into the body, weight loss and fatigue are observed. Changes in the mucous membranes of the eyes and skin diseases can occur. The most important sources of vitamin B2

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are milk, cheese, cottage cheese, eggs, meat and bread. It has a positive effect on blood formation. If the body does not get enough vitamin B_6, there is irritability, weakness, skin damage.

Vitamin C is involved in the metabolism of carbohydrates, proteins and minerals, redox processes in the body and blood formation. Vitamin C increases the body's resistance to infections and promotes the growth of tissues and cells. It also strengthens the walls of small blood vessels (capillaries). Fruits and vegetables are rich in this vitamin. Proper storage and cooking is important because vitamin C decomposes quickly during light and boiling.

Vitamin PP plays an important role in cell metabolism. It participates in oxidative processes of the body. It has a positive effect on vascular tension and blood formation. [6]

Conclusion: 1. from the above data, it can be concluded that the bitter wormwood medicinal plant contains essential oils that have a general effect. Taking into account the bitter nature of this drug form, the preparation of injectable drugs gives good results.

2. It can also be used to treat vitamin and mineral deficiencies in animals.

3. Due to the antibacterial properties of the essential oil, it can be used as an antimicrobial.

4. drugs of any form can be prepared from the extracted resin.

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DEPENDENCE OF LIVING WEIGHT ON THE FEEDING AND STORAGE OF IMPORTED GOLSHTIN COWS

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Abstact
In fully revealing the genetic potential of cattle in productivity as the influence result of hereditary and paratypical factors, if the genetic factor depends on the type, breed, pedigree of the animal, that paratypical factors are related to feeding and storage conditions, the breeding and selection work effectiveness, and the activity type by live weight of cows in the experimental groups.

Keywords: selection, breed, holstein, feeding, live weight, calving period, lactation period, productivity.

Introduction
Cattle breeding is an important and basic branch of the livestock industry, which differs sharply from other animals species by its biological characteristics. That is why feeding them is has special importance.
Cattle feeding, as well as animals belonging to other species, depends on their breed, sex, live weight, productivity. If the female calf is intended for repairs to fill the herd in the future, it will be useful to train it from the first month on roughage. If the calf is intended for future meat production, the feeding regime and the ration composition will be different. They are rapidly fattened for a short time and handed over to the meat.

Materials and Methods
Two experimental groups were formed on the first-generation Holstein cows dependence of German selection on milk yield, nutritional performance and live weight, and we were divided into highly active (group I) and highly active (group II) groups. Each group included 5 cows. Out of the paratypical factors, cattle feeding are a major factor, affecting productivity by 59 percent to one degree or another. The breeding and selection work impact is 22 percent.The technological factors impact is 19 percent. As can

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be seen, nutrition is a key factor. With this in mind, we also tried to feed the cows in the experimental groups on the basis of a quality ration, using the feed available on the farm and determining the optimal live weight of cows is of great practical importance in the formation of high-yielding herds with high genetic potential in the improvement of this or that breed.

The Obtained Results and their Analysis:

The above-mentioned authors note that the nutrients consumption during lactation in cows and their nutrition level are inextricably linked with milk yield.

Table 1 below shows the feed ration composition consumed by the cows in the experimental group.

Table 1 The composition of the total feed intake of cows (%)

Nutrition	Groups(n=5)			
	I		II	
	Nutrition unit, kg	%	Nutrition unit, kg	%
Green corn, kg	532,9	9,99	488,9	9,73
Green alfalfa, kg	1120,1	21,51	1058,1	20,74
Corn silage, kg	618,2	11,92	625,1	12,17
Haylage, kg	609,2	12,91	651,7	12,88
Fodder beets; kg	168,0	3,21	162,0	3,28
Cotton husk, kg	535,1	10,24	530,0	10,40
Alfalfa hay, kg	329,2	6,31	328,1	6,45
Cotton meal, kg	260,2	5,06	259,2	5,04
Hard food, kg	980,8	18,85	985,7	19,31
Total	5153,7	100	5088,8	100

The data in Table 1 show that no significant difference was observed in the feed rations composition consumed by the cows in the experimental group during lactation. This is because cows belonging to both types are fed at the same level.

While more than 30 % of the feed given to the cows during the experiment consisted of green fodder, almost both groups produced the same amount of succulent feed. It is followed by strong feeds, which accounted for about 20% of the total given feed. In the last place are raw foods, which accounted for more than 17% of the total nutrients in the diet.

It should be noted that the ration for feeding cows varied across the seasons.

In the cows evaluation, their body composition features play a special role, because the milking type is assessed by whether it meets the milk direction requirements.

It also plays an important role in the improvement of herds and the effective use of pedigree bulls of the world's gene pool. To this end, in our study, we determined the live weight of Holstein cows belonging to different types of activity before artificial insemination, after calving and at 3 months of lactation, and the results obtained are presented in Table 2 below.

An analysis of the table data showed that the live weight of cows was not uniform in the activity type cross section.

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Table 2 Live weight of cows in experimental groups (n=5)

Indicators	Groups			
	I		II	
	X±S_x	C_v,%	X±S_x	C_v,%
Live weight before artificial insemination, kg	484,3±2,6	4,2	476,2±3,1	6,5
Live weight after calving, kg	474,2±3,4	4,91	462,1±3,9	5,8
Live weight at 3 months of lactation, kg	503,6±4,7	5,2	485,3±5,2	5,1

The analysis of the table data shows that the live weight before artificial insemination in group I cows was 484.3 kg, their counterparts were 8.1 kg or 1.7 percent higher than the cows in Experiment Group II. this difference was 12.1 kg or 2.5 percent and 18.3 kg or 3.6 percent, respectively, for postpartum live weight and for the 3-month live weight of lactation.

Thus, no significant difference was observed in the cross-section of activity types by live weight of cows in the experimental groups.

Conclusion

In summary, group I cows with a highly active type consumed more and more nutritious feed during lactation than their counterparts in the high-activity medium-active type group II.

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REQUIREMENTS FOR A HEALTHY LIFESTYLE

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Annotation

In this article, the author analyzes the concept of a healthy lifestyle in terms of current problems, the factors affecting the health of the population and especially human health, the elements of a healthy lifestyle as a system in maintaining public health.

Keywords: Exaggeration, analyzes, human history, Negative emotions.

Relevance

There have been many plagues in human history, and it was during this period that great works were created. That is, it is a time of self-realization, of observation. Society is thinking today! Earlier, only 6-7% of people had the ability to observe and write down their opinions, but today, due to the development of social networks, this figure has increased significantly, ”said Sherzodkhon Kudratkhodjaev, chairman of the International Press Club (1).

It is no exaggeration to say that humanity has never faced such a big problem as the coronavirus. It is true that there have been two world wars before, diseases that have killed 50 million people, but in some ways human beings are approaching perfection as individuals.

At such a time, the greatest burden falls on the heads of state, the people who pursue the policies of their country. Citizens can sit at home and wait for the disease to pass, but state leaders are forced to worry about taking the country out of a difficult situation, while taking care of their own lives. In such a crisis, the only question facing them is: should people be rescued first or the economy?

Just like now, in 1918, people were encouraged not to leave their homes, wearing masks was mandatory, and factories were closed. Even then, there were those who did not pay attention to quarantine measures. It was later revealed that it was not the economies that won, but the countries that rushed to save their people.

In the beginning, it was difficult for everyone, but as the flu passed, states that focused on saving people by limiting physical contact and paying attention to hygiene got to their feet faster.

“Although cities that took drastic measures to prevent the spread of the disease were damaged during the epidemic, they later grew faster than the rest,” said a joint study by economists from the U.S. Federal Reserve and the Massachusetts Institute of Technology.

From the above evidence, it can be concluded that quarantine measures should never be considered as a factor that harms the economy (2).

Indeed, at a time when the main topic in the media today is the coronavirus pandemic, it is time to rethink issues such as human health, its lifestyle, the hygienic literacy of the population.

Today, the strengthening of human health and, for this purpose, the formation of skills to lead a healthy lifestyle, increase valeogenic literacy, become a priority policy of any developing country.

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Today, the work on promoting a healthy lifestyle and strengthening the health of the population continues to develop at a new pace: President of the Republic of Uzbekistan "On measures to prevent noncommunicable diseases, support a healthy lifestyle and increase physical activity" dated December 18, 2018 Resolution No. PQ-4063 has been adopted and the tasks set in this resolution are being actively implemented. The "Concept of prevention of non-communicable diseases, support of healthy lifestyles and increasing the level of physical activity of the population in 2019-2022", adopted in the framework of the Resolution No. PQ-4063, provides for the implementation of the following main tasks:

1. Forming and disseminating initiatives among the public on creating the right environment and making the right choice in favor of a healthy lifestyle.
2. Strengthening the role of the non-governmental sector in creating a healthy environment in education, medicine, sports, enterprises, organizations and public places.
3. Introduction of mechanisms of public-private partnership in the field of prevention of non-communicable diseases and formation of a healthy lifestyle among the population and expansion of its opportunities.
4. Sustainable financing of measures for the prevention and control of non-communicable diseases at the expense of the State Budget of the Republic of Uzbekistan, international financial institutions and organizations, soft loans of commercial banks, grants and other sources not prohibited by law.
5. Improving information and awareness-raising activities on the prevention of non-communicable diseases and the formation of a healthy lifestyle among the population;
6. Establishment of a national integrated epidemiological surveillance information system for non-communicable diseases, including a system for assessing and monitoring the achievement of targets for risk factors and major non-communicable diseases.
7. Improving the system of prevention, treatment and counseling with a special focus on early detection and control of risk factors in patients with at-risk and non-communicable diseases.
8. Development of human resources and research capacity of all sectors involved in the prevention of non-communicable diseases and the formation of a healthy lifestyle among the population (3).

According to the analysis of the World Health Organization, among the factors affecting human health, medical supply is 10 percent, hereditary factors are 15 percent, and the state of the environment is 20 percent. Most importantly, a person's lifestyle (physical activity, diet, bad habits) can affect up to 55% of his or her health.

The contribution of individual factors of different nature to health indicators depends on a person's age, sex and individual-typological characteristics. The content of health factors can be determined as follows (Table 1).

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Table 1. Factors affecting human health

Scope of factors	Factors	
	Health-promoting factors	Factors that worsen health
Hereditary factors (15%)	Healthy heredity. Absence of morpho-functional conditions for the occurrence of diseases	Hereditary diseases. Hereditary predisposition to disease
The state of the environment (20%)	Proper living and working conditions, favorable climate and environmental conditions, environmentally friendly living environment	Harmful living and working conditions, unfavorable climate and natural conditions, deterioration of the ecological situation
Medical supplies (10%)	Medical examination, high-level preventive measures, timely and complete medical care	Lack of constant medical control over the dynamics of health, low level of primary prevention, poor quality care
Human lifestyle (55%)	Rational organization of life activities, sedentary lifestyle, adequate physical activity, social and psychological comfort, complete and rational nutrition, absence of bad habits, valeological education, etc.	Lack of rational mode of life activities, migration processes, hypo- or hyperdynamics, social and psychological disorders, malnutrition, bad habits, lack of valeological knowledge.

The formation of a lifestyle that promotes the health of the population is carried out at three levels:
- social: propaganda, information and educational work;
- Infrastructure: specific conditions in the main areas of human activity (leisure, availability of material resources), prevention facilities, environmental control;
- personal: system of human values, standardization of daily life.

Promoting a healthy lifestyle means a number of activities aimed at promoting it, including educational and mobile programs, advertising in the media (radio, television, Internet).

Conclusion. As a system, the three main elements of a healthy lifestyle are interdependent and interchangeable: the culture of nutrition, the culture of movement and the culture of emotions.

Food culture. Eating a healthy lifestyle is a key element in shaping the system because it has a positive effect on physical activity and emotional stability. Proper nutrition corresponds to the technology of natural assimilation of nutrients that emerged during evolution.

Culture of action. Under natural conditions, aerobic exercise (walking, running, swimming, working in the garden, etc.) has a healing effect. At the same time, sun and air baths, washing and hardening are done through water treatments.

Culture of emotions. Negative emotions (jealousy, anger, fear, etc.) have a great destructive power, positive emotions (laughter, joy, gratitude, etc.) maintain health and contribute to success.

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LINGUOCULTUREMES ARE LANGUAGE UNITS WHICH CARRY CULTURAL INFORMATION

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Abstract
The article studies linguoculturemes as language units which carry cultural information and analyze the idioms with eye etalon.

Keywords: language, stereotypical units, linguistic essence.

Introduction

The problem of the relationship between language and human and their interaction has always been of interest to scholars in all periods. In most fields of modern linguistics, the units of the language system are studied on the basis of the language-human-universe model. At the centre of the object of such research is the problem of language and the human relationship that uses it.

Main part

Professor N.Mahmudov also revealed the linguocultural features of such units in the status of syntactic units on the example of phraseological units. He highlighted the peculiarities of the Uzbek people's perception of the world through language by the example of phraseological units. In particular, he clarified the national-cultural features of the word, noting that in the Uzbek language moon etalon identification is used in four contexts (beautiful, shining, bright, beautify). According to the scientist, "... in Russian linguistics, none of these four meanings of the moon etalon in the Uzbek language is present, in this linguistic culture the image of the moon is associated with a more gloomy, sad, cold landscape ... the likeness of a beautiful woman to the moon is very common, just as in the Uzbeks the image of the moon serves to represent such qualities as beauty, brightness, charm. Or in Chinese and Korean there is a resemblance of a woman's face to an apricot, willow branch, the beautiful facial circumference (oval shape) is emphasized by etalon of pumpkin seeds, which are not common to Uzbek, Russian and other linguistic mental traditions. This means that different national and ethnic perceptions also play a key role in the selection of identification etalons in different languages.
It is clear that not any language unit, but the very language units that carry cultural information are studied in linguoculturology. Such language units are grouped under the term linguocultural units (lingvokulturemas). Linguocultural units differ from other units of language level in that they have a direct national-cultural context. They unite into a commonality, which is into linguocultural units by integral sign. Mythology, symbols, etalons, phrases, phraseological units, paremiological units, lacunae, stereotypical units, precedent units and speech etiquette in each language are linguocultural units.
Sh. Usmanova divides linguocultural units in the Uzbek language into the following types:

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1. Vocabulary and lacunae without alternatives. In any language or dialect, there will be words that cannot be translated into one language by another. Such words are called lexicons without alternatives: like pilaf, patir, surpa, doppi. Where a word in one language cannot find an alternative in another, a lacuna always occurs. Lacuna (lat. Lacuna - space, depth) is a space in which no alternative word is found in the translation. For example, in addition to the word lawyer, which means lawyer, there are words such as attorney "representative", barrister "supreme court lawyers", solicitor "lawyer advising organizations", counsel "lower court lawyer", counselor "consultant". In Uzbek and Russian there is only one alternative to the above.
2. Mythological language units. These are archetypes, mythologies, customs and legends, customs and traditions.
3. The paremiological fund of language. This includes proverbs and sayings. For example, *Меҳмон келар эшикдан, ризқи келар тешикдан* (the guest comes from the door, the food comes from the hole)
4. Phraseological fund of language. For example, stretching your legs towards the bed.
5. Parables, symbols, stereotypes. For example, meekness like a sheep, a cross, the order of the Germans, the hospitality of the Uzbeks, the stubbornness of the Kazakhs.
6. Metaphors and images. Image is an important linguistic essence that provides basic information about the connection between words and culture. Imagery is a real feature of language units that creates in our minds the ability to embody “pictures”.
7. The stylistic layer of languages. The existence of an interaction between literary language and non-literary language forms influences all stages of development of the cultural history of a society.
8. Verbal communication.
9. Speech etiquette. Rules of social and cultural speech in human relations.

It is understood that in linguoculturology special units related to the expression of folk culture, traditions and customs, folk mentality, expression of national consciousness are studied. In the semantics of linguocultural units is characterized by the reflection of national and cultural features of a particular nation, connected with the customs and traditions, culture, national way of thinking, history, way of life, economic environment.

In particular, in Uzbek folk expressions, generalized conclusions are expressed, that is to say conclusions are drawn about the events of life and the behavior of certain individuals. Phrases, with their expressiveness, are closer to a linguistic phenomenon than an article. In the expressions, nationalism, having national significance, is more prominent.

In particular, let’s see the expressions in which the eye etalon is involved. G. Kobiljanova notes that the eye etalon has the following semantics: a) mucha; b) located in the shell; c) round; g) the seer (in contact with the outside world). The phrase contains occasional semas of the eye etalon.

The phrase "one’s eyes are open" is an Uzbek expression used to describe a person who dies without a child or a child. So, there is a sense of youth in the loss of eyesight, such an expression is typical of the Uzbek people.

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In the phrase "the eyes are never satisfied", the people laugh at the lazy, lazy person. There is a saying among the Uzbek people: "Even if the stomach is full, the eyes do not feel." In the Uzbek people, insatiability is attributed to free people.

"Did you put nasvai in his eyes?" The phrase is also used figuratively. If the burden of the bitter nasvai is left in the hand, and the eye is unknowingly rubbed with that hand, it will irritate the eye and make it age. Now a man buys something very cheaply and tells the inquirers the price he has received, so that they are amazed at this cheap price, and use the phrase, "What the hell, did you sprinkle nasvai on his eyes?"

The phrase "can't bear somebody." Usually, the Uzbek people think of flying as a sign of a catastrophe or a foresight. If a person's left eye flies, they think that in the future there will be a catastrophe, if his right eye flies, there will be a good thing in the future. The phrase " can't bear somebody" is also used in a figurative sense. One person is a guest and comes to the other. The host uses the words "I was so excited to see you coming" and "I was so excited to see you coming" behind the guest or on the page. Depending on the situation, the term is sometimes used in a positive sense.

"One's eyes are oily," and when some people have a higher rank, they forget their old dear relatives, and try not to see, even if they see it, and it is used against that arrogant person.

The phrase "get puffed up" is similar to the phrase "One's eyes are covered with oil" above. Both the oil boss and the sheer boss swell the eyelids.

The phrase "look forward to somebody" means to look in all four directions as a result of waiting. Usually a parent waits for their child with all four eyes when the time comes for them to return from a trip. In the Uzbek nation, the love of parents for their children reflects how great they are.

The phrase "to become blood shot" is used to refer to an angry person. The axis of the eye resembles cotton. When he is overly angry or afraid of something, the whites of his eyes play out.

The phrase "you look warm to my eyes" is used only figuratively. Anyone who sees a person in one place will not meet him for a long time. But by chance they see it again somewhere, but can't remember where they saw it. At that time, this phrase is used. The use of the word "hot" in this sense is typical of the Uzbek nation.

The phrase "give a good lesson to somebody" is used in two cases. A person who is stubborn, stubborn and self-conscious, who does not listen to the advice of others, who does not stray from his own wrong path, is in great trouble, remembers all his deeds and realizes that he is wrong.

For someone who once lost something that was considered unnecessary, later that thing becomes very necessary. Even in this case, the term is used.

The phrase "close to the eye" is used only figuratively. One of the children stands out with his beauty, grace, charm with his demeanor, sharpness and intelligence. It is used in the sense of eye contact with such a child.

The phrase "to fix one's eyes on" is used to refer to people who, although powerful, do not want to work, sit on what they can find, and are accustomed to taste. Or if a person who has committed a crime is asked why he did this heinous crime, he will not answer. In this case, too, the phrase "to fix one's eyes on" is used.

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The phrase "hope against hope" is applied to a person if he does not believe that he can do something. For example, the father of a child who has not been able to learn a trade says, "I have not seen him learn this trade."

It seems that in the Uzbek people, the eye standard is used in both positive and negative senses. Because the human eye reflects his inner world.

The laws of language impose a specific function on each language unit, act within a certain meaning and give a chance it to communicate with specific units. Every skilled writer uses phrases by these laws. In doing so, the writer uses phrases in the vernacular, based on the correct application of the various artistic and aesthetic meanings assigned to them. As a result, the expressions serve as linguocultureme reflecting the national culture and identity specific to the nation.

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COMPREHENSIVE ASSESSMENT OF THE PHYSICAL DEVELOPMENT AND FUNCTIONAL STATUS OF THE CARDIOVASCULAR SYSTEM IN CHILDREN AND ADOLESCENTS INVOLVED IN NATIONAL SPORTS

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Abstract
The physical health of children and adolescents is a basic condition for their all-round and harmonious development, and the basis for the development of intellectual, moral and aesthetic qualities. Physical education is closely linked to children's physical and mental development. The guidelines for kindergarten education clearly require that kindergarten education is age-appropriate and appropriate to the physical and mental development of children and adolescents.

Keywords: adolescents, sportsmen, physical development, health

Relevance

People's health is an important symbol of national well-being and national prosperity. In recent years, amendments have been made to the Physical Culture and Sport Act (4.09.2017) and a presidential decree on measures to radically improve the system of State administration in the area of physical culture and sport was published (05.03.2018). The Programme of Comprehensive Measures for the Further Development and Promotion of Olympic Sports 2018-2021 provides for the organization of medical-biological, pharmacological and sports-psychological support and preferential in-depth medical care for the members of the national teams, increasing their psychological resilience. With the development of industrialization, urbanization, population ageing and changes in the ecological environment and lifestyle, chronic non-communicable diseases (hereinafter referred to as chronic diseases) have become the main cause of death and burden of disease for residents. Cardiovascular and cerebrovascular diseases, cancer, chronic respiratory diseases, diabetes and other chronic diseases account for more than 70% of the total disease burden, which has become an important factor limiting the increase in healthy life expectancy. The age of the kurash sportsmen under study is one of the critical stages in human life. High physical and psycho-emotional loads on the background of the processes of growth and formation of organs and systems impose increased demands on the body of young athletes and under certain circumstances can lead to a number of disorders in physical development and health.

Kurash is our "culture", which is the soul of the country and the nation; the national wrestling of the Uzbek people. The wrestling is carried out in a stand-up position with action without grabbing hands at the feet. Wrestling in a parterre or lying down is not allowed. There are a lot of techniques in the technical arsenal of kuresa. Many of them are used in Judo, Sambo, Greco-Roman, Freestyle and other types of martial arts. Throws can be made by arbitrary grasping of clothes, one or two hands at the waist, grasping of hands and torso, throws underfoot, underhooks, hooks, underhooks, over the back, over the hip, throws over the chest are very popular.

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The rules of Uzbek kurash, like the rules of other wrestling disciplines, are improving from year to year, adopting new attractive techniques to make wrestling more entertaining and is a national wrestling with special individuality and distinction from other types of wrestling, passed down to us as a national treasure from generation to generation, and is one of the official national sports included in the State Sports Register. Uzbekistan has achieved outstanding achievements in recent years, coordinated development of mass and competitive sports, and the sports industry is on the rise. The important role of sports culture is becoming increasingly visible in the development of sport. There are more than 60 sports federations in Uzbekistan. Their main tasks are to coordinate and develop the sport in the country. Together with the Ministry of Culture and Sports of Uzbekistan and other organizations, sports federations hold international and regional competitions, develop relevant sports and work to popularize sport among the population. Proceeding from the experience of many countries, one can conclude that the state concern for national sports and physical culture has its manifold benefits. Support for these areas of the social sphere helps to create the necessary conditions for the moral and physical rehabilitation of society's youth and children.

The aim of the study: was to assess the physical development and functional status of the cardiovascular system in children and adolescents participating in national sports

Materials and methods of research: We examined children and adolescents aged 11 to 16 years old engaged in national sports in children and youth sports schools in Tashkent, as well as in specialized boarding schools. Physical development and the functional state of the cardiovascular, respiratory and autonomic nervous systems were studied and evaluated; the morbidity rate was examined on the basis of in-depth medical examinations and the number of visits to medical institutions. A programme of organizational, therapeutic and prophylactic measures for young athletes in national sports has been developed. A comparative analysis of risk factors revealed statistically significant differences: there are four times more adolescents with lower body weight among kurash athletes and almost no adolescents with a high body weight.

An objective assessment of the health status of children and adolescents engaged in kurash showed that 80% of all young athletes examined were found to be practically healthy, while 20% had abnormalities. To assess the condition of the cardiovascular system we performed the Martinet-Kushelevsky test. In this test, a Kurashite athlete, after a 10-minute rest in a sitting position, has his pulse counted every 10 seconds until the same figures are obtained 3 times. The BP and BPM are then measured. All the values found are baseline values. The subject then does 20 deep squats, with the arms thrown forward, in 30 seconds (to the metronome). After squatting, the subject sits down; for the first 10 s of the 1st minute of the recovery period, the pulse is counted and in the remaining 50 s, the BP is measured. At the beginning of the 2nd minute of the recovery period in 10-second intervals, the heart rate is measured to 3 times the baseline values. At the end of the test, the BP is measured. Sometimes in the recovery period there may be a decrease in heart rate below baseline ("negative phase").

The test includes 3 loads: 1) 20 squats in 30 seconds, 2) 15-second run, 3) running in place for 3 min at 180 steps per min. The first exercise is a warm-up, the second reveals the ability to rapidly increase

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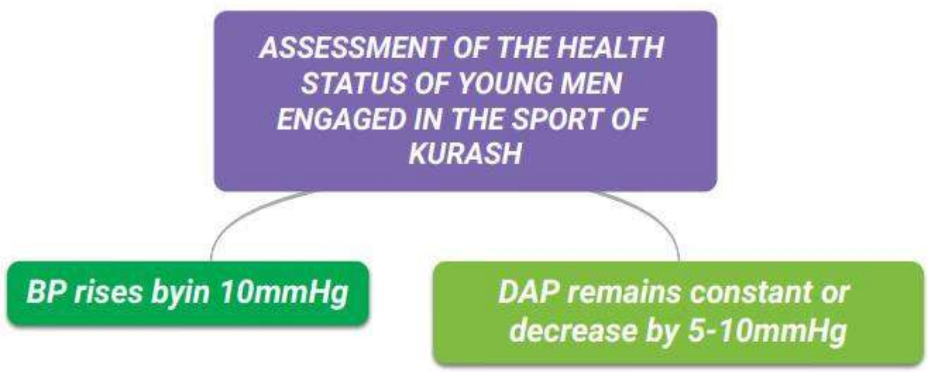
circulation, and the third reveals the body's ability to sustain increased circulation at a high level for a relatively long time.

The results of the test are assessed by pulse, blood pressure and recovery time. Normotonic reaction: pulse rate increases to 16-20 beats in 10 seconds (60-80% of baseline), BP increases by 10-30 mmHg (max 150% of baseline), BP remains constant or decreases by 5-10 mmHg. Fifty Kurash athletes were examined.

Conclusion

Thus, the assessment of health status of boys engaged in kurash sport shows that 80% of surveyed kurash sportsmen have normotonic reaction (heart rate increased up to 16-20 beats per 10 s (60-80% of the baseline), BP increased by 10-30 mmHg. Hg (max 150 % of baseline), BP remains constant or decreases by 5-10 mmHg); and the remaining 20% have hypertensive response - significant increase of BP (up to 200-220 mmHg) and DAP, pulse rate up to 170-180 bpm. The cardiovascular system in 80% of the athletes we surveyed who participate in the national sport of kurash corresponds to a healthy body (normotonic reaction), and only 20% show abnormalities (hypertonic reaction).



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THE ANALYSES OF PROPER NAMES IN ENGLISH FAIRY-TALE DISCOURSE

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Annotation
The article studies proper names, which are obligatory in fairy-tale discourse and are cognitively, semantically and communicatively charged. Cognitive way of studying functional and pragmatic features of proper names in English fairy-tale discourse reveals semantic meaning and pragmatic orientation of proper names as transferring units of cognitive information.

Keywords: proper names, fairy-tale discourse, cognition, pragmatic orientation, communicative charge.

In the domain of modern linguistics aspects of cognitive and pragmatic trends of the text prevail. The obligatory element of fairy-tale discourse is proper names (the object of our article) which have semantic, communicative and cognitive charge. By the definition of New Webster's Dictionary, proper names (PN) – are nouns or adjectives, naming a specific person and are written with a capital letter [1, p.1197]. PN have a special status in the language and do not submit to certain laws which are typical for common names [2, p.41]. Onomastics, as a part of lexicology, has been distinguished as an independent science when scientists clearly realized the difference of PN from common names [3, p.69]. Cognitive orientation of PN, their orientation to the reader, author's intention which are implicated in PN are the subject of the article. Communicative and cognitive approach to PN and their functioning in the text are relevant in today's mainstream linguistics (S.M. Spivak., S.A.Yarova, L.M. Lazarenko) [4, p.1], [4, p.231] [6, p.217]. The purpose of this article is studying of the background knowledge, which contain PN in the English fairy-tale discourse and their cognitive orientation to the reader.

O.S. Akhmanova identifies PN as words or phrases which specific purpose is in identifying individual items without regard to their characteristics, i.e. without establishing the correspondences between qualities of subjects [7, p.175]. As S.M. Spivak points out, PN are codes of background knowledge, specific types of compressed national and cultural texts, that stored in their semantic memory cultural and historical subjects, written in the contemporary social consciousness [4, p.1]. Means of nomination and images which are laid up in the basis of the name are ethnically defined, despite the fact that typical nature and anthropological universals in the imagery of the names are common. Names and nicknames in colloquial language are associated with the realities, traditions and religion [8, p.15]. Culture and social life are always reflected in PN[8, p.22]. Extralinguistic factors significantly have an effect on the quality of the names and their place in the language as linguistic signs that identify an individual and have a strongly marked national and cultural component [9, p.148]. PN as a unit category, are used for highlighting, identification and characterization of a certain reality and at the same time help to activate

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knowledge aboutit [10, p.430]. PN perform nominative function and function of representing an individual fragments of the world and its conceptualization.

O. V. Superanska points out that PN don't have connotations (conditional intention in other words); they have denotation, because they nominate an individual to differentiate him among others. The meaning of PN is known only to those whom the individual is introduced to [8, p.69]. In the language beyond the discourse PN don't have the denotative value [11, p.106]. Cognitive orientation of PN is in understanding of the act of nomination from the cognitive position and in finding answers to questions, what sets of concepts and why are verbalized in a particular language, what a particular form of speech is herewith selected [10, p.71]. Speech and cognitive development have an effect on each other, and the names, including PN, are the sources of knowledge about objects. Cognition and communication as the main functions of the language, equally determine its specificity and structure [10, p.325]. They should be explored at their permanent agreement and interdependence.

Often PN transfer to addressee an information and knowledge about the status and position, which the individual in society takes. The social status of a person - is the position of a person in a social system, rights, duties and as a result - the mutual expectation of a certain behavior. Herewith the individual characteristics of a person occupy a secondary position. An indication of the status of a person is often his name. Nationality, sex, age and marital status of the individual are encoded in the name. Even the right to have a name may be the evidence of a social status. If we investigate PN from the cognitive position in a certain society we can gain knowledge about general and specific model of behavior of people who speak a common language and share a system of appraisal norms of the society, to establish principles of social organization [12, p.5]. The expression of social status in PN can have both implicit (connotations, associations) and explicit nature.

PN are more than common names respond to social changes. In PN, regardless of the will of those who give the name, the culture and social life are always reflected. Doing a number of social functions, PN live and develop under the laws of language, while the reasons that stimulate the development of nominal systems are social in origin, i.e. are beyond linguistics [8, p.26]. Even the form of the name - a structural component of onomastics – in some way is conditioned by social factors.

There are four main ways of PN origin: transformation from common names in PN (onimisation)**,**borrowing of foreign PN, transition of PN from one level to another one(transonimisation) and the artificial creation of occasional names[8, p.473].

Unlike PN, common names relate an object to its class, have basic and additional connotations. The proper names are associated with an individual object or multiple objects of the same name, each of which is taken individually. PN mean a separate subject, not associated with the concept, but they can have other connotations. If a side connotation develops into a major one, PN become common names. PN are always specific. If concreteness of an object is not available, the tendency of PN transformation in common names is observed [8, p.113]. These processes between proper and common names (CN) form a universal group of names in language systems. They occupy a central place in the vector of common names (CN_1) - PN- CN_2.

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CN_1 and CN_2 identify an object, actualize denotative or connotative meaning. Unlike CN, PN point at a single object, name it. An object that calls PN is specific. Over time PN will be converted to CN, the tendency of transformation PN → CN will become up-to-date [8, p.113].

PN, which are formed from common names, can develop their derivational paradigm. Derived from the PN words retain the seme of the name. Compare: англ.present-day Shakespeare, Conan Doyle's style; укр. сучасний Франко, шевченківський стиль**.** These derivatives enrich their semantics, indicate the typed characteristics of these individuals.

The emergence of new connotations becomes possible due toinfluence of extralinguistic factors. For example, when the denotation of PN is known to membersof a certain society. In this case, the name returns to the paradigm of CN [8, p.117]. Appealingof PNin fiction is presented in so-called expressive names. These names are identical in their shapes to common names that denote the most peculiar features of acharacter. The name of the character is an important factor in the creation of the work. It updates the author's pragmatic orientation of the text on the reader's complicity. The main aim of PN appeal function isexcitation of images and emotions caused by the values contained in the associative and semantic field of PN. Affectabilityof PN, in its turn, activates the process of its understanding [4, p.14]. Thus the contact between an author and a reader is created, ensuring the success of creative communication.

In the literary work the name plays an important role as a landmark in time and space. In the language of fiction a former common meaning of the name can have characterological application; name and surname of the character may be a part of its characteristics. The simplest example is expressive names and surnames [8, p.32]. The names of literary characters we can divide into those that characterize them explicitly and implicitly, and as a conclusion we can say that a moment of characteristics is more important than just a nomination in fiction.

Communicative and pragmatic approach to the study of PN foresees the determination of functional and pragmatic properties of PN in English literary discourse, clarifying conceptual basis of compositional and semantic structure and role of PN in its formation [4, p.3]. Notional filling of PN is determined by semantic analysis of descriptions and definitions which are contained in the culturological dictionaries.

Proper names of the famous collection by Clive Lewis "The Chronicles of Narnia" cause the research interest, as a store of factual material for linguistic research, and especially for onomastics [13, p.12]. Naming the character, PN become a thematic word. Thanks to its inseparability from the character, the name is perceived in associative complex with it, get the right not only to indicate the denoted object, but also serves as its characterological representative. That is, when PN are in the context, it can take any content. Meaningful saturation of PN occurs gradually [8, p.110]. It includes all the skills of the character, which author gives to him.

Characters of the series of fantastic tales ("The Chronicles of Narnia") possess with extraordinary power, capability, creativity which help them to overcome all the trials on the way to the goal. According to thematic basis we can divide tales into magical, domestic and animalistic [14, p.2]. Fantastic tales originally had a magical purpose, which over time has been lost. In modern fiction tales mythical

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fantastic and heroic principles are combined [15, p.322]. One of the main functions of fairy tales is cognitive, that is accumulated in PN of characters of a tale which transfer cognitive information and carry the knowledge about national peculiarities of a certain ethnos and way of their life, work, mode of life, natural environment, individual features of narrator and characters.
Conf.: And in those days there lived in London a girl called Polly Plummer. Plummer ← англ.plum – укр. ласий шматочок; вигідне замовлення ← слива [16].The name of the main character of the tale, a little English girl, who needs adventure and communication, containsa clear motivation, however, is quitetypical for the British. Comp.:... for Digory was the sort of person who wants to know everything, and when he grew up he became the famous Professor Kirke who comes into other books. Digory ← англ. digo – укр. гребля, загата.Kirke ← англ. kirk – укр. церква [16]. From PN of these characterswe will learn about true, reliable friend and clever, well-educated person. Comp.: "That was the secret of secrets," said the Queen Jadis [16]. Jadis ← англ. jadish – укр. непристойний, нечесний. The name of the queen gives the reader a certain idea about this character, preparesto perceive this person as a negative personage.
A specific feature of tales by Clive Lewis "The Chronicles of Narnia" is a combination of a fantastic type of tales with animalistic ones. Animals in these tales act side by side with people and magical creatures, performing good or bad deeds. Tales about animals are genetically the most ancient, associated with totemic representations [15, p.321]. C. Lewis, using the knowledge and experience, accumulated by the English nation, makes animals characters of his tales and instead naming them, he capitalizes common names of the animals, which become their proper names. The process of conversional transfer from common name to proper one takes place. Conf.: The Lion was pacing to and fro about that empty land and singing his new song. The Lion ← англ. lion – укр. лев. The Jackdaw became so embarrassed that it hid its head under its wings as if it was going to sleep. The Jackdaw ← англ.jackdaw – укр. галка. Come hither to me, you the chief Dwarf, and you the River-god, and you Oak and the Owl, and both the Ravens and the Bull-Elephant. The Owl ← англ. owl – укр. сова. The Raven ← англ.raven – укр. ворон, крук. The Bull-Elephant ← англ.bull-elephant – укр. слон.
Cognitive-pragmatic orientation of this type of PN is for using names of animals according to historical and national perceptions of ethnos. Differentiation of animals into good and bad, clever and outspoken, brave and timid is in line with concept of the British about certain animals. That in its turn allows a reader to find out about the world outlook of a certain nation and helps children to learn more about animals and their characteristic features.
Conf.: When the Bulldog spoke to him (or, as he thought, first snarled and then growled at him) he held out his shaking hand and gasped "Good Doggie, then, poor old fellow.The Bulldog ← англ. bulldog – укр. бульдог (злий сильний собака). "Well?" said the He-Beaver at last, "what, in the name of Aslan, are these?" The Beaver ← англ. beaver – укр. бобер. A Panther, which had been washing its face, stopped for a moment to say. Panther← англ. panther – укр. пантера, леопард."You surely don't mean," said the Jackdaw to the Badger, "that you think its a talking animal! It didn't say any words." The Badger ← англ. badger – укр. борсук. "I tell you what!" said the Donkey brightly, "perhaps it's an animal that can't talk but thinks it can." The Donkey ← англ. donkey – укр. осел.

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On the material of previously mentioned examples we can see that the conversional transition from common names to proper names and the usage of PN formed in such a way, give to narrator a possibility to realize a cognitive function of PN and introduce to readers of all ages ethnical perceptions about certain phenomena.

Cognitive orientation of PN in the English fairy-tale discourse is shown in the information which PN contain, in their structure and semantic fullness that allows the reader to explore the world in the process of decoding PN. Further research will be devoted to polyaspects, polyfunctionality, polymodality of PN in English fairy-tale discourse.

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THE CASE OF THE PRACTICE OF ACUTE LEUKEMIA IN YOUNG CHILDREN IN THE BOD MMC

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Abstract
Leukemia in children during the first months of life is an extremely rare pathology. Hostile leukemia is detected, as a rule, soon after birth, is acute, according to literature data, children die in the first 3-4, less often 6 weeks. We watched a child who was growing up to 3.5 months, developing normally and not suffering from anything, the fatal outcome came at 5.5 months from leukemia. The child is 3.5 months old, was admitted to the Shofirkan regional hospital, the children's department with a diagnosis of Acute respiratory viral infection. Sop. Umbilical and inguinal herd.

Keywords. Leukemia, diagnosis, lymph nodes, Liver protrudes, Diuresis.

On admission, there were complaints of fever, dry cough, restlessness, distended abdomen, refusal of the chest, edema and swelling in the navel and groin area.

From the anamnesis of life it was known that the child from the second pregnancy and childbirth, proceeding without pathology, weight at birth 3150.0 g. He shouted at once, attached to his chest in the delivery room. Breastfeeding until now. Everyone in the family is healthy. The child had not been ill with anything before. He was not registered at the dispensary.

The state on admission is of moderate severity, clear consciousness, temperature 38.6 C. The child is restless, the skin is of a normal color, subcutaneous fatty tissue is poorly developed, turgor and tissue elasticity is reduced, peripheral lymph nodes of the submandibular and axillary region are soft, subcutaneous up to 0.2 cm. The pharynx is hyperemic. Tongue moist, breathing freely through the nose, breathing hard in the lungs, no wheezing. The borders of the heart are not expanded. Heart sounds are clear, rhythmic. The abdomen is distended, there is an umbilical hernia, painful inaccessible to deep palpation. The liver protrudes from under the edge of the costal arch by 6 cm, the spleen by 8 cm. Stool up to 3-4, a day, bright yellow, with mucus and greens, poorly digested. Diuresis is sufficient.

Within 10 days, the child retained a high fever, despite the ongoing antibiotic therapy.

Laboratory examination revealed in the peripheral blood a mild decrease in hemoglobin (100 g / l) and ESR (17 mm), an increase in the number of leukocytes (62.5-1012), erythrocytes 2.7-10, color index 1.0, hematocrit-0.35, segmented-11%, stab-neutrophils-12%, eosinophils-6%, lymphocytes-71%.

In the next 10 days, a subfebrile temperature, pallor and an increase in the volume of the abdomen remained.

The child was consulted by a hematologist, transferred to the Regional Children's Multidisciplinary Medical Center, a hematology department for further examination

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The child underwent infusion and antibacterial therapy, the patient's condition was ulcerated, the temperature returned to normal.
After 3 days, repeated general blood analysis revealed a sharp decrease in hemoglobin -80 g / l and erythrocytes - 2.1.10, c.p-1.1. Leukocytes 24.5, ESR - 17 mm / h, platelets-46000, myelocytes-5%, metamyelocytes-3%, segmented-15%, stab-15, eosinophils-6%, lymphocytes-42%, non-deferential blasts-10% , monocytes - 4%, anisopoikilocytosis is pronounced, normachromia.
Data of additional examination methods: Blood group: B (II), Rh factor positive (Rh +).
Total bilirubin 9.4 µmol / l, direct –avs, indirect – 9.4 µmol / l, ALT-62 u / l, AST-57-u / l. Calcium in blood serum is 1.9 mm / l.
Total protein 59 g / l, albumin 26.8 g / l, urea 5.0 mmol / l, creatinine 80.4 µmol / l.
Coagulogram: blood coagulation time according to Lee-White 2 min 35 s, prothrombin index 70.3%, fibrinogen A 1.75 g / l, recalcification time 2 min 35 s.
The child was transfused with red blood cells - 50 ml, infusion and antibacterial therapy was carried out.
Repeated blood alanisis revealed an increase in hemoglobin up to 105 g / l, after which the child was returned to the department to continue treatment.
Complaints about fever up to 38.8-39.50C, regurgitation, cough, shortness of breath, anxiety. The purpose of the diagnosis was a chest x-ray. There was a decrease in transparency in the lower sections, expansion of the roots of the lungs. Conclusion: Focal community-acquired pneumonia, acute course.
An ultrasound of the abdominal organs was performed: liver + 8 cm, contour, parenchyma is common, unilateral. The gallbladder is oval in shape, reduced, the wall is unconsolidated, undeformed, the contents are homogeneous. The pancreas is 11x6x12 mm, the contours are clear, the echo structure is homogeneous, the echo density is not changed, the spleen is + 10 mm.
In the future, the patient's condition remained serious due to intoxication syndrome, hyperthermia, diarrheal syndrome and a growing anemia (as seen from Table 1).

Table 1. Studies of peripheral blood

Date	Hb, g / l	Eryth	Lake	Pal	Segm	Lymph	Mon	ESR	Throm
12.10	108	2,9	11,0	3	40	47	2	5	174,0
20.10	80	2,1	4,0	2	41	53	2	18	140,0
	Plasma cells 2, Anisocytosis +, hypochromia +								
26.10	76	1,8	17,0	2	-	58		24	58,0
	Nedif. Blasts 5%								

The child was consulted by a hematologist. Due to the inability to clarify the diagnosis without the results of bone marrow examination, bone marrow puncture from the ilium was performed. The analysis of bone marrow puncture is presented in Table 2.

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Table 2. Bone marrow studies

26.10	blasts	Promyelocytes	myelocytes	metamyelocytes	P / I	s / I	Eoz	limf	Plasmacytes	erythroblasts	pronormocytes	polychromatophile	oxophile	LEI
	35,8	4,0	3,8	2,6	4,2	6,4	5,6	14,0	0,2	0,2	0,4	15,8	1,4	4:1

Testing for TORCH infection revealed antibodies in the form of IgG to cytomegalovirus, herpes simplex virus and toxoplasma.

After the treatment, the child's temperature returned to normal, within 4 days its values were within normal limits, but unstable stool remained.

In the general blood test: hemoglobin 70 g / l, erythrocytes 2.75 .1012, leukocytes 3.7 .109,, stab 8%, segmented 16%, lymphocytes 68%, monocytes 9, ESR 15 mm / h, osmotic resistance of erythrocytes : min 0.42, max 0.26, platelets 225 thousand, reticulocytes 23%, anisocytosis ++, hypochromia ++.

Pathological changes persisted in the coprogram: green color, k / o consistency, mucus-cords, leukocytes 10-12 in p / sp, up to 20 in sisi, small amount of fat, starch, fatty acids, soap-moderate amount

-After 2 days at home, while bathing the child, the mother found multiple soft swellings with a size of 0.6-0.7 cm on the parietal region of the scalp, which forced her to consult a hematologist.

The child was again admitted to the hospital after 5 days in the direction of a hematologist with a diagnosis of Leukomoid reaction of the lymphocytic type. Anemia of the 3rd degree.

Complaints upon admission to a temperature increase of up to 39.80C, unstable stool, regurgitation, and restlessness. Within 3 days, the child had a high fever - up to 39-39.7 ° C for no reason. Shortness of breath and physical findings in the lungs were absent, but for the purpose of diagnosis, a chest x-ray was taken.

An ultrasound scan of the abdominal organs was performed: liver + 12 cm, contour, parenchyma ordinary, unilateral. The gallbladder is oval in shape, reduced, the wall is unconsolidated, undeformed, the contents are homogeneous. The pancreas is 11x6x12 mm, the contours are clear, the echo structure is homogeneous, the echo density is not changed, the spleen is + 10 mm.

Chest X-ray - Bilateral lower lobe pneumonia. The conclusion of the hematologist at the moment of osmostra: Acute leukemia, myeloblastic variant with complication - hepatosplenomegaly. Concomitant diagnosis: Community-acquired bronchopneumonia, acute course. Bilateral inguinal hernia.

The child continues to have febrile fever, his condition worsens, signs of respiratory failure have appeared, and hemoglobin has sharply decreased again. The child is admitted to the Department of Hematology in an extremely serious condition with drowning breathing, shortness of breath, signs of respiratory failure, 2-3 degrees.

A general blood test in dynamics is presented in table 3. Biochemical research: total calcium 1.96 mmol / l, total protein 53 g / l, albumin 38, g / l, urea 5.0 mmol / l, creatinine 86.6 mmol / l, coagulogram: coagulation time 4: 15-4: 30 s, prothrombin index 68%, fibrinogen A 1.66 g / l, fibrin-6 mg.

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Table 3. Studies of peripheral blood

Date	Hb, g / l	Eryth	Lake	Pal	Segm	Lymph	Mon	ESR	Throm
12.11	84	2,1	4,0	3	37	55	5	16	134,0
22.11	78	2,1	16,0	2	34	44	2	18	160,0
	Nedif. blasts-18%, Anisocytosis +, hypochromia +								

Clinical diagnosis:

Main: 1. Bilateral community-acquired lower lobe bronchopneumonia 2. Acute leukemia, myeloblastic variant with complication - hepatosplenomegaly. Concomitant diagnosis: Bilateral inguinal hernia. Complication: Multiple organ failure, cerebral edema, cardiovascular failure.

Pathological diagnosis: Acute myeloid leukemia. Complications of the underlying disease Bilateral focal bronchopneumonia, disseminated intravascular coagulation syndrome, hemorrhages of parenchymal organs. Swelling and swelling of the brain substance.

Conclusions:

1. Acute leukemia in young children is a rare pathology, little known to pediatricians and general practitioners.
2. If anemia and leukemoid reaction of the lymphocytic type are detected in a young self-induced patient, it should be consulted by a hematologist as soon as possible.
3. Intoxication and diarrheal syndrome can be an early manifestation of congenital leukemia.
4. Late diagnosis of congenital leukemia is also associated with the complexity of the differential diagnosis with pneumonia due to the similarity of the clinical picture and multiple organ lesions.
5. In doubtful cases, bone marrow examination is mandatory, it should be carried out as early as possible.

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THE USE OF AUTO-PLATELET MASS TO PREVENT COMPLICATIONS AFTER THE EXTRACTION OF A WISDOM TOOTH

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Abstract
The development and use of various methods and drugs that combine maximum safety and high biological activity against body tissues is a priority. This method today can be said about plasmolifting, a method of injecting platelet-rich autoplasm into the tissue space using special syringes and inserting tissue rich in fibrin fiber that replaces the wound.

Keywords. Plasmolifting, alveolar growth, immunomodulatory, physiology, autoplasm.

Today, to prevent complications after tooth extraction, there is no doubt that it can be treated only with the use of antibacterial and anti-inflammatory drugs. [1] This is not enough, today it is necessary to use immunoconstructors in the treatment of such pathologies, in addition to immunomodulatory means, as well as ways to improve hemodynamics, ways to improve tissue metabolism and oxygenation.

Plasmolifting is a very relevant method in gerontostomatology and in the prevention of post-extraction complications, as there are many factors that reduce tissue regenerative processes in old age and worsen the prognosis for complete rehabilitation and are important in filling the cavity in alveolar growth after extraction. It is important to improve the physiology of bone tissue through this method. Plasmolifting should sooner or later be a good adjunct to the treatment of periodontal disease in terms of medical and cost-effectiveness, for patients who rely on complex treatment regimens. (2)

The success of treatment with generally accepted methods is very low, often leading to complications during and after tooth extraction, the transition to acute inflammatory processes, acute subacute and chronic conditions, complication of the recovery process. The period of treatment of its complication after the removal of the wisdom tooth is still relevant today. The treatment of this pathology is very difficult and the elimination of further development of the disease ends with serious complications, which requires the introduction of new methods of treatment in dental practice. Currently, periodontologists are interested in the use of platelet autoplasm (TAP) in the treatment of periodontal tissue injuries, originally called plasmolifting if (3). It should be noted that Plasmolifting ™ technology is as efficient, convenient and safe as possible [4]. Platelet autoplasm has several beneficial properties: it accelerates tissue regeneration, has an anti-inflammatory effect and reduces pain, which opens a new phase of its application in dentistry. Platelet-rich autoplasm (use of platelet plasma (PRP)) allows the production of a concentrated suspension of platelets. The use of TAP improves the oxygenation of periodontal tissue, which stimulates the bactericidal and phagocytic ability of the body's immune cells, as well as stimulates the synthesis of active proteins in local tissue. The use of TAP has important

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advantages: ease of use, no recovery period after treatment; oral cavity; lack of side effects; possibility of use with other types of treatment; characterized by the absence of the risk of infection (5). The use of platelet autoplasm in the treatment of chronic forms of the disease is relevant because traditional methods of treatment of inflammatory diseases in the extraction and postoperative complications of upper and lower 3 jaw teeth do not increase resistance to pathogenic risk factors. The above problems are also relevant in the Republic of Uzbekistan, there are few scientific works on this problem in the literature. Studies demonstrating the use of platelet autoplasma in the treatment of its complication after tooth extraction are currently insufficient to understand the principle of its action.

The development and use of such methods and drugs that combine maximum safety and high biological activity against body tissues is a priority. This method today can be called plasmolifting, a method of injection using platelet-rich autoplasm into the tissue space using special syringes.

Today, there is no doubt that periodontal diseases can be treated only with the use of antibacterial and anti-inflammatory drugs. [5] This is not enough, today it is necessary to use immunocorrectors in the treatment of such pathologies, as well as to develop immunomodulatory agents, as well as methods to improve hemodynamics, ways to improve tissue metabolism and oxygenation.

Plasmolifting is a very relevant method in gerontostomatology because there are many factors that reduce the regenerative processes of tissues in old age, exacerbate diseases, and worsen the prognosis for complete rehabilitation. This technology is of great importance in the field of periodontology. It is important to improve the physiology of bone tissue through this method. Plasmolifting should sooner or later be a good additional adjunctive method for the treatment of periodontal disease in terms of medical and cost-effectiveness, elderly patients, patients who rely on complex treatment regimens.

The use of platelet autoplasm is one of the most effective ways to modulate and improve tissue regeneration today. Autoplasm extraction involves the separation of plasma and platelets [4]

The strategy of using autoplasm is based on growth factors in platelets, which improve and accelerate the processes in these tissues. [5] Non-toxic or immunoreactive platelet autoplasm accelerates natural regeneration mechanisms due to the presence of growth factors in platelets.

In addition, platelet autoplasm modulates and regulates the activity of primary growth factors. This feature distinguishes the growth factors of platelet autoplasm from recombinant growth factors, each of which is responsible for a separate regeneration mechanism [10, 7].

Platelets contain the following growth factors:

• IGF (insulin-like factor)
• PDGF (platelet growth factor)
• EGF (epidermal factor is true)
• FGF (true fibroblastic factor)
• TGF-I3 ("semeystvo" transformiruyushchego faktora rosta)
• PDEGF (platelet factor of endothelial cells)
• VEGF or PDAF (growth factor endothelial blood vessels)
• PLGF-1 / -2 (placental growth factor)
• a thrombospondin, osteonecgin «cultural shock protein».

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The results of the study summarized the clinical efficacy of platelet autoplasm in the treatment of periodontitis. The use of plasmolifting in the complex treatment of periodontal disease allows earlier cessation of inflammation in the periodontium, compared with the adopted scheme.

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METHODS OF EARLY DETECTION OF REJECTION IN A KIDNEY TRANSPLANT FROM A RELATIVE DONOR

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Abstract

Kidney transplantation is considered to be the main method in the pathogenetic treatment of diseases associated with acute renal failure and other severe renal insufficiency, and this method is being improved day by day. In this regard, an electronic program has been developed to identify the elements of renal transplantation in place, in a timely manner, individually, and to predict the pre- or postoperative period, as well as early detection of rejection in transplantation.

Keywords. Kidney transplantation, program, histo-immunological suitability.

Currently, a total of 23 dissertations have been defended in the Commonwealth of Independent States on kidney transplantation, and more than 2,000 articles have been published worldwide, 90% of which are on the surgical basis of renal transplantation and immunogenetic conditions (data obtained in 2018). The program we have created mainly warns about the possibility of secondary disease by predicting the patient's condition before and after the illness. The use of transplant-oriented scientific diagnostic and prophylactic programs begins precisely through our software.(1) Using the electronic program, the condition of donor patients preparing for kidney transplantation and undergoing surgery is assessed, indicators are compared, and prophylactic information is provided about the prevention of complications and the recovery period from the disease.

The problem is to solve the medical-biological assessment of the patient's condition before kidney transplantation from the donor to the donor, to see the level of readiness of the patient for the operation, to check the histo-immunological suitability for the organ and its diagnostic assessment. The second challenge is to monitor post-transplant status, prevent complications, monitor immunosuppressive conditions, create a database of laboratory indicators, and organize proper immunoprophylaxis.(2) These problems need to be addressed scientifically. The electronic program we have created performs the software base in solving the scientific problems seen above. The program algorithm first evaluates the patient's complaints. (See presentation) After the second patient anamnesis, the objective examination process is evaluated, the results of physical examinations are entered, laboratory data are entered, and the program automatically evaluates the general condition. advises on what to do.

The program runs on Windows operating system. The program is written in C # (CeSharp) and can meet all modern requirements.(4,6)

In this regard, the program provides information about changes in the donor body and the biological and immunogenic effects of drugs, as it is necessary to take immunosuppressants for the normal

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functioning of the human kidney after its permanent placement in the human body. The program includes the following from the patient database.
1. Complaints (abdominal pain, weakness, nausea, fever, headache)
2. Anamnesis (preoperative condition, postoperative condition)
3. Objective examination data (swelling of the eyelids, swelling of the legs, its type and degree, skin color, condition of the lymph nodes, condition of the genitals)
4. Physical examination (auscultation, percussion, palpation)
5. Laboratory data (general indicators of blood, biochemical analysis of blood, general analysis of urine, detection of decoy cells on microscopic examination of urine.

These data can be stored as a lifelong database for a single patient and the patient's condition is predicted by evaluating the progression of the recovery and treatment period by comparing the data of each patient later. Through this program, several different complications are eliminated, through which the patient forms a prophylactic base in the larynx.(3)

Expected results - prevention of pre-disease and post-disease complications of the patient, objective assessment of the patient's condition, comparison of clinical and laboratory indicators, the establishment of a single prophylactic base.

Its scientific and social significance is to conduct kidney transplants perfectly and reduce their recurrence after operations, reducing the number of patients with kidney failure in the future.

Consistency of the results with the results of a global study - to conduct kidney transplants perfectly and reduce their recurrence after surgery, reducing the number of patients with kidney failure in the future.

Opportunities to implement the planned results of the project in practice in the economic and social spheres - The main goal of the project is to establish an electronic diagnostic program in district and city clinics to monitor the condition of patients with kidney disease and properly organize their prevention. Then organize the work of the program online.(3)

Any electronic documents available in the project, the electronic database will be used to assess the health, medical indications of patients with renal insufficiency, which are available in the country. The program prepares the patient for kidney transplantation, prevents complications of the disease and predicts the course of the disease and future processes by checking the compliance of biological, laboratory parameters.(4) You will need computers to use the electronic program. Use of the program database is carried out offline. Based on the implementation of the project, it will be possible to cover 100% of patients with renal insufficiency and form their data into a permanent program. The electronic program evaluates the condition of patients preparing for kidney transplantation and their readiness for the surgical process by reviewing laboratory parameters. Based on this result, the operation and subsequent complications are prevented.(7)

Donor patients face many problems after transplantation due to the presence of secondary diseases. Conversely, due to the lack of control of immune processes after transplantation, due to the ingress of bacteria into the blood, it can be observed that most patients with transplanted kidney complications due to improper organization of prophylaxis. In order to prevent the same processes, an electronic

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diagnostic program for early detection and prevention of rejection in a kidney transplant from a relative donor will help us. Through it, laboratory data are intensively compared, evaluated, and the patient's condition is predicted. Analyzes data on how to conduct preventive procedures.

Due to the social and economic significance of the project, misdiagnosis of patients' condition and subsequent medical complications will be reduced, individual assessment of the patient's condition of the program will not go unchecked, and medical prevention of the disease will be strengthened. It is planned to sell the electronic application internationally. Thanks to the mission of this program, we can see the growth of economic and medical diagnostic support in the Republic of Uzbekistan, which prevents the continuing financial costs for the re-treatment of a disease.

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SYNONYMOUS FEATURES OF NATIVE AND BORROWED WORDS IN THE UZBEK LANGUAGE

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ABSTRACT

This article gives popular views on language, language enrichment and the role of borrowing in it and highlights the features of Uzbek native words. It presents the definitions of some selected native and borrowed words, which have the same meaning, and explains their usage area. The article gives a comprehensive comparative and lexical analysis of the selected words and this research learns the synonymic character of borrowings with native words.

Keywords: native words, borrowings, loan words, lexemes, synonymous

INTRODUCTION

All the words in a language make up its vocabulary. The vocabulary of a language increases through two sources: internal and external. Word formation through the internal capabilities of language (by adding and subtracting words); borrowing from dialects is an internal source, borrowing from another language is an external source. As a result of borrowing words from other languages, there is a difference between native words and borrowed words. The words in Uzbek and Turkic are called native words, and words taken from other languages are called borrowed words.

According to Xolmanova, native words in the Uzbek language consists of Turkic words and they have such features like:

1) Words beginning with sounds: v, z, l, g, are not Uzbek: *lab (lip)*.

2) The words include f, h, ‘are not considered Uzbek: *bahor (spring), fikr (thought)*.

3) In Uzbek words vowels do not come side by side: *soat (hour)*.

4) Uzbek words are homonymous: *soch-soch(hair-scatter,splash)*, *tut-tut (mulberry fruit-catch)*.

5) Historical sound changes in Uzbek words are noticeable: *yig'och-og'och*(like *wode-wood*), *jil-yil*(like *yeer-year*), *jilon-yilon-ilon* (like *snaca-snake-snake*)

6) consonants in Uzbek (Turkish) words do not come side by side in the same syllable; g'isht (brick), daraxt (tree).

As the vocabulary of a language evolves in response to changes in society, the role of borrowed words in the enrichment of vocabulary plays a primary role. Since the study is about borrowing words, it is appropriate to define what is actually meant by borrowed words. Longman Dictionary of Language defines borrowed word as a word or phrase which has been taken from one language and used in another language. Linguists such as Fromkin and Rodman define loan words as a process by which one language or dialect takes and incorporates some linguistic elements from another. Haugen states that borrowing is the adoption of a linguistic expression from one language into another language when no

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term exists for the new object and concept. According to surveys, the percentage of modern English words derived from each language is 29% from French, 29% from Latin, 26% from German, and 6% from Greek, the rest accounting for 6% .

The Uzbek language has been enriching by Persian-Tajik, Arabic, Russian and English languages so far. It should be noted that with the development of science and technology, progress in international relationships among countries increased the domination of some words and their adoption into different languages. Today, in modern Uzbek language, there are number of borrowed words from other languages and most of them are English. In Uzbek linguistics, the views of professors such as Professor Sh. Rakhmatullayev, F. Abdullayev, I. Kochkortoyena, M. Mirtojiev, N. Nurmonov, A. Mahmudov, N.Nematov, R.Rasulov on lexical-semantic features of borrowings and the factors of borrowing them into the Uzbek language are very noteworthy. The most remarkable research on English borrowings in the Uzbek language is a dissertation “The meaning development of English borrowings in the Uzbek language”(“O’zbek tilidagi inglizcha o’zlashma so’zlarning ma’no taraqqiyoti”) written by B.Baymatova to obtain a master degree. The researcher analyses lexical and semantic features of borrowing in the Uzbek language, devides them into thematic groups andexplains meaning development of them over the years.

METHODS

In line with the nature of the study, this research can be regarded as comparative, semantic analysis since it concerns the meaning of the words. Source of data was everyday speech of people. Knowing the focus of this study, the writer herself was the instrument of this research. Enhanced with theories in lexicology, such as loan words and content analysis, she was actively involved in observing, classifying and processing the data. The observer in this study is the research instrument who is actively collecting data and processing them.

RESEARCH

There are four main procedures (and completed by a conclusion) employed in the current research in order to analyze the data that are in accordance with the nature of the study. They were as follows:

1. Borrowed words which are used in everyday life were collected.
2. The origins and meanings of the all words were learned with the help of “Etymological dictionary of current Uzbek active words”(Hozirgi o’zbek tili faol so’zlarining etimologik lug’ati. A. Hojiyev),online English Etymology dictionary, Uzbek Explanatory dictionary. Collins English dictionary, Lexico,Oxford dictionary and online English dictionaries
3. The synonymous words for the borrowings were found in the Uzbek language.
4. Finally, the researcher recorded the data in the form of words rather than sentences.

ANALYSES and DISCUSSION

There are more than 20 languages, which loaned some words into Uzbek language. After Independence, the amount of English words are more and the development of their meaning is unique. This research

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learns the synonymic character of borrowings with native words. Although naming and function semes are identical, expression semes differ in the following lexemes. The English "business" lexeme is in the Uzbek Explanatory Dictionary [business - work, occupation] any organizational, economic activity that generates income, is for profit and does not contradict the law. The use of this lexeme became more active after independence. In turn, the business lexeme is synonymous with the "tijorat", "savdo"(trade) lexeme, while the business lexeme is synonymous with the "ishbilarmonlik" lexeme concerning its polysemantic character. Accordingly, the English compound word for businessman are often freely exchanged with "ishbilarmon", "tadbirkor".

We can interchangeably use these Uzbek words and English borrowings in Uzbek:

Stress-tushkunlik
Brifing-uchrashuv,yig'in
Pajama-tungi kiyim
Skver-hiyobon
Zoopark-hayvonot bog'i
Menejer-boshqaruvchi
Interaktiv-interfaol
Reyting-daraja
Keys-portfel
Trening-mashg'ulot
Interview-uchrashuv
Reportyor-muxbir
Fermer-dehqon
Mister-janob

Many words came to Uzbek through Russian and retained the features of that language along with source language's. For example, though borrowings in Uzbek "trening" and "trenirovka" are synonymous words, they have different features including meaning and usage. "Trenirovka" keeps the Russian language features and it is mainly used in sport. Uzbek word "mashg'ulot" is often interchangeably used. "Trening"(taken from training) was adopted directly from English language and it is mostly used in education and other areas. "Trening" is also used with other words together, such as autotrening(in psychology), seminar-trening, o'quv-trening, trening mashg'ulot" (in education). Trening" is an activity of imparting and acquiring skills in all areas while "Trenirovka" is a work-out in sport.

"Keys" (taken from "case") is a sticky tight portfolio in Uzbek, whereas English word "case" has more meanings: container, box, frame, cover, suitcase, bag."Reportyor"(reporter from English) a word which came to Uzbek through Russian and possesses Russian phonetic features. It is observed that there are synomymous words: reportyor (an English word adopted through Russian)-muxbir (Arabic word- to report, reporter - 1) an employee who serves as a journalist in the editorial staff, 2) a person who does not work directly in the editorial office, but regularly collaborates creatively in the media, 3) organizer of reports) in modern Uzbek journalism and their usage area is indistinguishable.

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The meaning of the words “fermer” (taken from English word farmer) and “dehqon” are also almost similar. Here are the definitions of these words to compare from wiki-dictionaries: a farmer (fermer) is a person engaged in agriculture, raising living organisms for food or raw materials. The term usually applies to people who do some combination of raising field crops, orchards, vineyards, poultry, or other livestock. A farmer might own the farmed land or might work as a laborer on land owned by others, but in advanced economies, a farmer is usually a farm owner, while employees of the farm are known as farm workers, or farmhands. However, in the not so distant past, a farmer was a person who promotes or improves the growth of (a plant, crop, etc.) by labor and attention, land or crops or raises animals (as livestock or fish). “Dehqons” (Farmers) are social group, a special category of the population whose main occupation is farming. Farmers work in agriculture, own land and other resources, and run their own farms with their own means of production and the labor of family members. The change of their meaning depends on the society development as well. Briefly, their meaning is almost similar.
An English word “Mister” and an Arabic word “Janob” exist in Uzbek Explanatory dictionaries. These are the definitions of these words in Uzbek Explanatory dictionaries: “mister”- a word which is used in the meaning of ”janob” in England and America; “janob”-1) a form of honoring people, officials or statesmen in the past and present; 2) irony, added to a person’s name. But in English Explanatory dictionaries “mister” has more meanings than in Uzbek Explanatory dictionaries: Mister- men are sometimes addressed as **mister**, especially by children and especially when the person talking to them does not know their name.(Collins English dictionary); -variant form of **Mr**, often used humorously or with offensive emphasis (Lexico,Oxford dictionary) so the usage of these 2 words which exist in the same language as an native and borrowing word and whose origins are certainly different, is the same.

CONCLUSION

The lexical structure of a language is constantly evolving in relation to the political, cultural and spiritual life of a society. Dictionaries are also created in accordance with the political and spiritual views of society. Comparing the usage of business, farmer, case, training, reporter, mister lexemes in the English and Uzbek Languages, it is clear that these words have Uzbek equivalents which goes back to long history and have been using for centuries. However, the interrelation across cultures led to borrow these words from English into Uzbek. English borrowings enter into synonymous, antonymic, homonymous relationships with the words around them. They are in synonymic line with Uzbek native words which have the same meaning regarding their meaning in the Uzbek language, in contrast they have more meanings in the English language itself.

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SOME CONSIDERATIONS ABOUT THE WORD WATER AND ITS MEANINGS

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Annotation
The article discusses that the concept of a word is a very complex and multifaceted phenomenon due to its linguistic nature and the word water has three main features like all words which combine all its features.

Keywords: human's memory, psycho-psychological, Semantic analyses.

Introduction

The words connected to the semantic field related to water are united and separated from each other according to their general and specific features are explained by examples.

The main aim of human's living is their desire to know the world. The language, which is the practical form of consciousness and the word, which is basic unit of the language, play an important role to know the existence. There are several definitions of the word in linguistics.

Words are valuable treasure of every nation. They are shaped, polished and stabilized in language over the centuries. The social, political development of a society and its culture are imprinted on the pages of history through words. They are preserved in human's memory and passed down from generation to generation as a spiritual heritage.

In linguistics, objects and phenomena in an objective being, which can express human's emotions through a phonetic integrity based on a sequence of sounds [2. B.12], made a sense [5. B. 20], which is equally understandable for a particular community of historically formed people [7. B. 6] is considered to be the most important linguistic unit. For example, the word water is the most actively used in Uzbek, as in any other national language. The word is based on the sequence of sounds s + u + v, as above mentioned. When sounds are replaced, meaning is distorted; The combination of sounds in the form v + s + u, u + s + v, u + v + s has no meaning in the Uzbek language.

Main part

Russian scientist N.M. Shansky emphasizes that the word has twelve facets, such as phonetic formation, ambiguity, semantic valence, grammatical variability and abstraction [9. B. 32]. There are also some views about the word, such as, a word is the smallest unit of a sentence (L.V.Shcherba, L.Blumfield), a word is the smallest syntactic unit (Baudouin de Courtenay, A. Meye, E.Sepir), a word is the smallest meaningful unit of a language (A.A.Refor-matsky, L.Elmslev), a word is a language unit which combines phonetic, grammatical and semantic signs (V.V.Vinogradov, D.Ovsyaniko -Kulikovskiy, K. Buhler, A. Meye), the word is an expression of an objective being (EM Galkina-Fedoruk, VV Vinogradov, V. Doroshevsky), the word is an independent and purposeful element of speech (FF Fortunatov, A. Meye,

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J. Vandries, V.V. Vinogradov). All of these definitions, in a sense, reflect the characteristics of the word [3. B. 40] and is also related to the word water fully.

The word is a very complex and multifaceted phenomenon due to its linguistic nature. This can be seen in the example of the word water. Most ideas have been focused on two main aspects of speech: sound and meaning. This feature of the word is called dichotomism (Greek: dicha-two, tome-piece which is derived from the words).

Like all words, the word water has three main characters which combine all its features.

1. The sound side of a word (material shell), i.e. the phonemes that make it up (s + u + v).
2. Its nominal feature (drink name).
3. Express a particular concept (colorless, odorless, liquid drink).

Thus, the word water in the physical (articulatory-acoustic side), anatomical (spoken through the speech apparatus), psycho-psychological (expressing the feelings of the speaker), logical (reflecting the material world), social (performing a communicative function), historical (specificity to specific periods), geographical (applicable in certain areas). Another important feature of the word water is that it can participate in the creation of separate semantic fields, depending on what idea it carries. The word water is distinguished from other words in these semantic fields by its general and specific features.

A lexeme is a word (water) that always "lives" in relation to the reality it expresses. This is where the substantive nature of language comes from. The materialistic universe is given in direct observations and within the complex structure of the universe; water enters its composition as an element. The only advantage of human over other forms of matter is that they reflect the real being through language, which is the practical form of their consciousness which language has a symmetrical property. We can see, touch, consume, and use water for other purposes.

The things and events in the universe are infinite. They are constantly changing and improving. Non-existence does not appear by existence and existence does not appear by non-existence. Human observes things and events in existence, identifies their permanent and temporary signs, selects the most important of them and names the object.

For example, let’s pay attention to the words the words related to water: rain, snow, hail; streams, tributary, rivers, lakes, seas; milk, juice, jelly; alcohol, wine, cognac. The first line of them is connected by the invisible semantic field through the semantics of precipitation, the second line of flow, the third line of drink and the fourth line of alcohol. This is a commonality in their meaning. At the same time, specificity is observed in all of the lexemes listed (see Table 1).

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Table 1 Semantic analyses of the words related to water

№	Words	view	purpose	What it is taken?	Composition	Flammability	Color
1.	Water	liquid	Drinking	natural reservoir (from canal, river, spring	hydrogen -11, 19%, oxygen -88,81%	It does not burn	colorless
2.	Milk	liquid	Drinking	cow, sheep, goat, horse and others	protein, sugar, vitamins, carbohydrates	It does not burn	white
3.	Coffee	liquid	Drinking	From coffee tree	caffeine, sugar, fat, fiber	It does not burn	brown
4.	Wine	liquid	drinking (alcohol)	From grapes and apple	alcohol, glycerin, acid, sugar, water	It burns	whitish, pink,red
5.	Alcohol	liquid	drinking (alcohol)	Grain, grapes, potato and others	alcohol, glycerin, acid	It burns	white
6.	Cognac	liquid	drinking (alcohol)	From grapes	alcohol, glycerin, acid	It burns	red
7.	Tea	liquid	Drinking	From tea tree	alkaloids, caffeine, vitamins	It does not burn	yellowish

It can be seen that the words united in the semantic field related to water are united and separated from each other according to their general and specific features. When the words milk, water, coffee, cocktail, wine, vodka, cognac in the table contradict each other, they are grouped together by the meanings of liquid, drink, but according to their content, color, consumption rate, preparation process, place that are different. The very aspect ensures the inviolability and specificity of words in language. The water lexeme at the center of this semantic field may seem simple and clear at first looking, but it is actually a complex, difficult-to-understand, enigmatic language unit. There are so many lexemes in the Uzbek language with the word water that it is difficult to determine their number: suvchi (water supplier), suvchechak (chickenpox), suvqog'oz (water paper), Qizilsuv (Name of the place), Qorasuv (Name of the place), Oksuv (Name of the place), etc.

It is known that in traditional linguistics a word is an organic unit of meaning with a sound or a set of sounds, while in system-structural linguistics it is a linguistic phenomenon consisting of a plan of expression and content [7. B. 51-63].

The word is called a lexeme in the plan of expression and semema in the plan of content. The dialectical unity of these two aspects forms the basis of the word (lexical word). If we take the unity of the sounds mentioned above, they have no significance for the Uzbek language, but if we place the sounds in them sequentially according to certain procedures, the word s + u + v is formed, it becomes a lexeme and has a content plan. As the expression plan of a word changes, so does its content plan to a new qualitative stage. It is clear in the examples of the word suv (water) → suvchi (name of the person) → suvsoz (name of the professional) → suvchechak (chickenpox name of the disease), etc. The content plan of a word, its meaning, is considered to be somewhat more complex than its plan of expression. This can be observed in the meanings of the word water. Its basic meaning is a colorless, transparent liquid consisting of two atoms of hydrogen and one atom of oxygen (H2O) [11.B.] It is not easy for us to determine the semantic structure of this lexeme from the definition[576].Let's look at some examples:

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1. Қовун бирла узумнинг ҳажрида кўнглимда ғам ҳар жў,Оқар *сув*нинг фироқидин кўзимдан ҳар дам оқар ***су***[1. Б.24]. (My heart is full of sorrow in the grapes of melons and grapes)
2. Иш чатоқ, Кенжа мироб. Тоғдан катта *сув* келяпти. Дарҳол чора кўришимиз даркор[12. Б. 84]. (Work mess, Kenja mirab. Great water is coming down from the mountain. We must take immediate action)
3. Ойкўлга баланд Сунбул чўққисидан одамнинг белидай ***сув***қишин-ёзин тушиб турар экан-у, ҳеч еридан чиқиб кетмас экан[5. Б. 20]. (From the peak of Sunbul, which is high in Oykol, it descends like a man's waist in summer and never leaves his husband)
4. Қор *сув*лари ва булоқлар тошларга урилиб шилдирайди[5. Б. 79].(Snow water and springs hit the rocks)
5. «*Сув*ни олиб бориб қўйдик!» –деган эдингиз, Келиб кўрсам, канал ҳали биздан беш чақирим нарида[4. Б. 64]. (We took the water!" When I came, the canal was still five miles away from us)

The lexeme water is used in the first sentence to mean tears, in the second sentence to mean flood, in the third sentence to mean stream, in the fourth sentence to mean tributary (or stream)and in the fifth sentence to mean canal. He also sweated (All his body turned into water), puddle, hoop (The car splashed water), bathed (went to the water in the summer), revived, woke up (water ran on the twigs), hard, hard (water leaked bread), alcohol can also express meanings such as drinking (grape juice).

In all the examples there is a reference to the object represented by water. (The denotative state of the water lexeme is also hidden in expressions such as *Сув қилиб юбормоқ* (reading in a memorable way), *сув текин* (water is free (in vain), *сув қуйгандек жимжит* (осуда) water is silent (calm), *сувга тушган мушукдек* (мулойим) (like a cat in water (gentle), *тагига сув қуймоқ* (йиқитмоқ, ёмонлик қилмоқ) pouring water under it (knocking down, doing evil). lies, there is a hint of water to the content of the expressions.

Lexemes such as stream, tributary, river, valley stream, lake, sea, ocean, fish, spring, wave, swim, shore, bank combine with their content plans under the water lexeme to form a separate semantic field in the language. In all of the above words, it is observed that the emphasis is on the features of the lexeme that we see and know which is on its denotative basis. Objects and phenomena in objective existence are unstable and changeable which does not have most clear boundaries. The word water is called ice in the cold state and steam in the hot state.

The lexeme of ice is defined in the glossary as follows: the solid state of water as a result of zero-degree cooling[10. B. 629]. The definition of steam is as follows: gaseous state of liquids or solids [10. B. 293]. Also, other manifestations of its nature can be expressed in words such as rain, snow, flood, hail, sleet. So much color in words related to water depends on the real objective situation. The cooling of the snowy air is associated with winter; steam is associated with the heating of water.

The material base (denotate) in rain, snow, floods, hailstones gradually changes its shape. Each of them passes a completely new quality stage in terms of appearance, shape, chemical and physical properties. For example, snow is white, in a peculiarly elegant embossed form, hail is hard, crystalline. If specificity is to be seen on the basis of commonality, the name will also change immediately. For example, flash

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floods with rain are actually caused by a single event. Flash floods occur due to heavy rainfall and accumulation.

Conclusion

It can be concluded from above mentioned that the word water is one of the most actively used lexemes in the Uzbek language, historically formed and having its own stable place. Studying aspects of its meaning can give us valuable information about the history, customs, lifestyle, outlook, natural phenomena and other events of the nation. Knowing about this information and using it in its own place is the sacred duty of every p

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DISORDERS OF THE AUTISM SPECTRUM IN CHILDREN A NEW APPROACH TO THE PROBLEM

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Abstract
The problem of autism spectrum disorders is one of the most urgent in modern psychiatry, due to the steady increase in the number of children suffering from early childhood autism. Recently, there has been an increase in the number of patients diagnosed with autism, in part due to changed approaches to diagnosis.

Keywords: childhood autism, mental pathology, nosological forms.

Relevance

One of the main priorities of the national policy in the field of mental health of children and adolescents is to work to reduce disability due to mental illness by preventing the development of mental disorders and developmental disorders in children [2,3]. For this purpose, in Uzbekistan, as in many countries of the world, screening of young children is carried out. Early detection of the initial manifestations of mental pathology makes it possible to timely identify children from the risk group and develop optimal algorithms for preventive, therapeutic and corrective and psychosocial care [1,7,9]. Currently, the value of the real prevalence of autism spectrum disorder (ASD) is unknown, but it is not as great as some data from foreign researchers show [6,8]. There is a need for careful long-term studies that could reveal the real prevalence of ASD. The clinical and etiological diversity of ASD has been recognized, which can be traced both in different genetic predispositions and in various neurodysontogenetic and neurobiological abnormalities. In recent decades, there has been a tendency to expand the diagnostic boundaries of autistic disorders [4,5]. Psychiatrists, neurologists, and pediatricians often encounter such children who have problems with communication with people and self-control. These children really need the help of a psychologist, teacher, psychiatrist and relatives, who must beat competently and consistently. For this purpose, several programs have been developed and implemented in practice. The peculiarities of the clinical manifestations of autistic disorders remain unclear, what underlies this commonality from both psychopathological and pathogenetic positions. Methods for diagnosing early childhood autism and its therapy have not been sufficiently developed, taking into account the characteristics of the underlying disease in different periods of its course. Analysis of external and internal conditions preceding the manifestation of early childhood autism shows that the psychiatric aspect of the problem has not been sufficiently studied.

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Purpose of the study

To reveal the clinical features of early childhood autism within the framework of various nosological forms in children, as well as to evaluate the effectiveness of various options for psychopharmacotherapy.

Research objectives

Conducting clinical follow-up examination of children with procedural and organic early childhood autism. Comparative study of clinical and psychopathological variants of early childhood autism. To study the clinical features of early childhood autism and assess the effectiveness of rehabilitation of patients, taking into account changes in views on the problem of early childhood autism.

Materials and research methods

The following methods were used in the work: clinical-dynamic, clinical-psychopathological, follow-up, psychological testing. The first group consisted of children attending kindergartens and schools with a special approach. 45 children diagnosed with RDA were included. Those who have been diagnosed with forms of early childhood autism with a continuously sluggish and paroxysmal course (procedural autism - 11, Kanner's syndrome - 12, Asperger's syndrome - 8, schizoid disorder -5).

Results and Discussions

According to L. Wing (1981) and M. Rutter (1983), the central place in the structure of autism syndrome is occupied by specific pathological features of cognitive processes. All other abnormal manifestations are associated with the primary pathology of cognitive activity.

1-table Clinical and demographic characteristics of children diagnosed with early childhood autism

Autism types	Age of children	Number of children	%
Procedural Childhood Autism	6-7	16	44,4
Kanner's syndrome	5-7	12	35,5
Asperger's Syndrome	5-7	8	
Schizoid disorder	5-10	9	20,0
Total	5-10	45	100

An analysis of the age at the time of seeking psychiatric care showed that there were 19 children under the age of 5, i.e. 26.0% of all registered. A large percentage of the detection rate of patients according to the appealability of RDA is in boys and girls aged 5-10 years. Hereditary burden of mental disorders was revealed in 21 cases, which is 58.3% of the total number of autistic children. Attention is drawn to the fact that mental disorders prevail not in parents (13.2%), but in other relatives: grandmothers, grandfathers, uncles, aunts, etc. (57.9%).

In 71.1% of children with autism, the perception of the general picture of the world is impaired. They do not analyze the object as a whole, but divide it into details. About 78% of children choose attractive elements for themselves and follow them. In 82.2% of children, cognitive questions “why, why” are

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delayed in time. It's hard to get them interested in a toy. Many children love classical music, that at an early age they find the right record in a pile and install it in the player. However, the ability of such children to remember what they, looking from the outside, do not pay attention to, hear what they do not listen, amazes. see what they don't get accustomed to. When later it is possible to establish verbal contact with them, the children talk about many things that, it seemed, did not interest them.

As for memory, it can be said to be selective. They remember very well what is meaningful to them: the atmosphere in the apartment, habits in the family, etc. Therefore, any violation of the routine causes indignation in them. The peculiarities of the clinical manifestations of children with autism are presented in Table. 2.

2-table Features of the clinical manifestations of children with autism

Symptoms	Main group (n = 45)	
	Абс.	%
Avoid hugs and eye contact	38	84,4
Impaired ability to bond	36	80,0
Insist on monotony	37	82,2
Lack of adequate response	36	80,0
No sense of danger	39	86,6
Repetition of other people's words and phrases	34	75,5
Reduced sensitivity to pain	32	71,1
Prefer loneliness	31	68,8
Attachment to objects	29	64,4
Difficulty expressing needs, using tin	33	73,3
Difficulty communicating with others	36	80,0

The examination revealed the avoidance of hugs and eye contact of the child in 84.4% of cases. Violation of the ability to make friendships of children was observed by us in 80.0%. As a result of the analysis of children's behavior, the absence of an adequate reaction and a sense of danger was revealed in children, respectively, 80.0 and 86.6%. Repetition of other people's words and phrases and decreased sensitivity to pain were found in more than 70% of children. Difficulty in expressing needs and communicating with others using tin plate greatly reduces the quality of life of patients.

The primary appeal of parents to psychiatrists with autistic children under the age of 5 and up to 10 years is associated with a fairly high educational level of the parents.

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3-table Assessment of Autism Symptoms Before Treatment

Symptoms	The main group before treatment (n = 45)					
	1 score		2 score		3 score	
	Абс.	%	Абс.	%	Абс.	%
Poverty of facial expressions	3	6,7	24	53,3	18	40,0
Doesn't say a word, hums	4	8,9	28	62,2	23	51,1
Weak look, the child does not look in the eyes	5	11,1	21	46,7	19	42,2
Poverty of thinking and imagination	3	6,7	21	46,7	21	46,7
Tension	5	11,1	20	44,4	20	44,4
The presence of tantrums and bouts of aggression	6	13,3	21	46,7	18	40,0
Speaks about himself in the third (he) or in the second (you) person	4	8,89	19	42,2	22	48,9
Wrong pronunciation of words	7	15,5	18	40,0	20	44,4
Scared by sounds, shudders	6	13,3	20	44,4	19	42,2
Distortion of speech function	7	15,5	21	46,7	17	37,7
Shakes his head, hands, sways	6	13,3	19	42,2	20	44,4

Note: 1 point - mild severity, 2 point - medium severity, 3 points - strong symptom severity.

Children do not like touch and avoid looking into the eyes, they avoid communication with the outside world so much that they do not react to pain, cold, hunger. Practically 77.8% do not use speech, 84.4% of children are poor in expressing emotions. Representatives of this category are very mobile. They run a lot, somersault, examine the most secret places, can look out the window for a long time at passing clouds, traffic of cars, flickering of lights. These children rarely turn to adults in order to satisfy their needs: they ask them to circle or toss them, put their hand on the object of interest.

Poor mimicry is characteristic of children; sometimes she doesn't utter words, only hums. 86.7% of patients have difficulty mastering elementary skills. The child does not look into his eyes; he has a weak gaze; thinking and imagination is poor. In many situations, the child is frightened by sounds and flinches, often shakes his head, hands, sways. According to a survey of mothers under 5 years old, 82.2% of children had indistinct speech with a poor vocabulary with a distorted speech function; after 5 years, 62.2% of children showed obvious speech disorders. According to mothers, a delay in spontaneous speech was observed in 82.0% of children under the age of 5 years. Even at the age of 7, children's ideas about the world were insufficient. In 80.0% of children, intellectual development was delayed. In the main group before treatment, the severity of symptoms of the autism spectrum was the same when compared with the control group.

Children of the 1st group received standard psychopharmacotherapy, they were examined by psychologists, and speech therapists worked with them. Children of the 2nd group underwent complex rehabilitation, with additional drug therapy (nootropics + metabolics). Excessive spending on the

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rehabilitation of a child with autism, combined with the stressful mental state of abandoning hopelessness, often lead to the destruction of the family.

4-table Assessment of Autism Symptoms After Treatment

Symptoms	The main group before treatment (n = 45)					
	1 score		1 score		1 score	
	Абс.	%	Абс.	%	Абс.	%
Poverty of facial expressions	12	26,6	28	62,2	5	11,1
Doesn't say a word, hums	14	31,1	27	60,0	4	8,9
Weak look, the child does not look in the eyes	15	33,3	26	57,8	4	8,9
Poverty of thinking and imagination	12	26,6	26	57,8	7	15,5
Tension	13	28,8	27	60,0	5	11,1
The presence of hysteria, bouts of aggression	17	37,7	21	46,7	7	15,5
Speaks about himself in the third (he) or in the second (you) person	16	35,6	23	51,1	6	13,3
Wrong pronunciation of words	17	37,7	19	42,2	9	20,0
Scared by sounds, shudders	14	31,1	23	51,1	8	17,8
Distortion of speech function	18	40,0	21	46,7	6	13,3
Shakes his head, hands, sways	15	33,3	22	48,9	8	17,8

Note: 1 point - mild severity, 2 point - moderate severity, 3 points - strong severity of the symptom.

Comparative analysis of patients in the main group with clinically significant symptoms before and after treatment showed a significant decrease in the percentage of patients with clinically significant symptoms of the autism spectrum after therapy.

Repetitive, stereotypical speech with immediate and delayed echolalia, autonomy of speech significantly complicate the adaptation of children in children's groups, since they are perceived by others inadequately. Modern data on the efficacy and safety of treatment of autism spectrum disorders of varying severity make it possible to develop recommendations for the management of these patients. Therapy for autism spectrum disorders in patients should begin with the use of non-drug therapies and methods aimed at improving adaptation. In cases of tension, the presence of hysteria and attacks of aggression, if necessary, carry out their drug correction, including nootropics + metabolism.

Output. Analyzing the clinical manifestations and behavioral disorders in autism in different age categories, an individual approach is required. Violation of communication with others, manifested by the impossibility of establishing a dialogue and difficulties in the formation of role-playing games, occurs in children of all age groups. A low level of social adaptation was associated with the severity of clinical manifestations. A combined approach to behavior correction and early differentiated medical-psychological-pedagogical work gives a great chance to improve the quality of life of patients with autism. Studying the clinical features of early childhood autism will provide an opportunity to correctly navigate in treatment and assessment of the effectiveness of rehabilitation measures.

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THE FLIPPED CLASSROOM

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Abstract

Educators now believe that traditional teaching methods, in which students remain passive and the teacher has complete authority, are ineffective. Changes in information and technology have an impact on education as well. In our modern world, the concept of learning, curriculum, teachers, learners are constantly altering, and as a result, learners' expectations from the learning process are changing as well. As a result, various teaching modes are required to adapt to the needs of learners with differing expectations. One of such models is the "flipped classroom" which has recently gained popularity. The relatively efficient use of extra-curricular time is implemented in this classroom. Flipped classroom is described as doing homework and assignments that are supposed to be taught outside of class inside the classroom, and the learning and teaching is conducted out-of-class, so everything is flipped. This article aims to provide information about the mentioned model, its emergence, development, pros and cons, as well as the ways of implementing it, supported by the relevant literature.

Keywords: flipped classroom, traditional classroom, university, podcast

Introduction

In 2007, two chemistry teachers from Colorado, US, Dr. Jon (Jonathan) Bergmann and Dr. Aaron Sams, devised a method of reteaching lessons to missing members of the class. They purchased special tools and software to film the classroom teaching material and then uploaded the recordings to the Internet. Those absent students were able to watch the skipped class and keep up with the curriculum (T.Bill, 2012). On the other hand, those participated in the class used the posted video to recap and validate what they had learned during the seminars. The well met result caused the professors to understand that they needed to fundamentally develop innovative teaching methods, and a novel "the flipped classroom" appeared. The flipped classroom is a "pedagogical model where the typical lecture and homework elements of a course are reversed" (Shi-Chun Du, 2014). It "flips" the traditional teaching approaches by providing lectures outside of the classroom through the internet and bringing homework into the school. Students watch online videos at home, while class time is spent on debates, assignments, and summaries. The video lesson is often regarded as a key component of the flipped classroom model, with such lectures produced by the tutor and uploaded to the web or chosen from an online archive. A podcast can be a video as well as other audio medium and may be easily accessed and viewed today, which has made it so popular nowadays.

Different Views on the Flipped Classroom

The flipped classroom has been one of the most debated topics in academia since the launch of such format classrooms as in Khan Academy, Coursera or so forth. However, it is assumed that online

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learning and such academic innovations are beneficial in general, although, despite all of the buzz about the flipped classroom, there are benefits and drawbacks of this method.

The Advantages of the Flipped Classroom

Productive and interactive learning, problem-based and project-based study are some of the methods used in the flipped classroom (M. Prince, 2004). It has many advantages for both teachers and students (S. Zappe, 2009), refer to Table 1.

Table 1. Advantages of the flipped classroom

Advantages	
For tutors	*For students*
More time can be spent closely with students about the original research	Students define their own learning speed
Improve the attitudes of students	Discuss ideas with classmates
Teachers can group students together	Access to course 24/7
Students' abilities to tackle open-ended questions are improved	Time in the classroom is used more effectively, hence, students get higher results from the tests when compared to traditional method results (several studies suggest)
Students are more active during learning process	Homework is done in class and students can ask questions about the subjects they have difficulties in

In the standard way of teaching, students always attempt to memorize what is said by the teacher immediately. They are unable to pause and consider what is being explained, and as a result, they can miss important details when trying to transcribe the taught material. The use of video and other types of podcasts, on the other hand, gives students power over their courses: simply review, rewind, and fast-forward as needed. Lectures may be watched several times - that could be beneficial to those who do not speak English as a first language. Simultaneously, joint learning initiatives can promote social engagement, collaboration, networking and cross-cultural diversity among students, consequently, assist and support one another during the collaborative learning and enhance different levels of skills and qualifications. During class time, teachers can assign experiential tasks, group projects, problem sets and exercises that originally were given as individual home assignments in traditional learning. That helps students develop analytical and essential skills much stronger (A.H. Charles, 2013). Moreover, students in a traditional classroom take in-class seminars and then complete the following exercises at home. In the flipped classroom, on the contrary, students are encouraged to read papers and watch videos at home prior to working on assignments alongside their classmates during school hours. Such approach improves teamwork skills, boosts knowledge and confidence. Finally, the educator can use class time to interact individually with every student who needs additional assistance.

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The Disadvantages of the Flipped Classroom

Certainly, as with everything, the flipped classroom has several drawbacks as well (refer to Figure 1). One of the cons is that everyone has their own learning pace, although this is largely defined by the students' self-motivation. Some students are less inspired than others, and this mode of study can affect them to do less than required (J. Krueger, 2012).

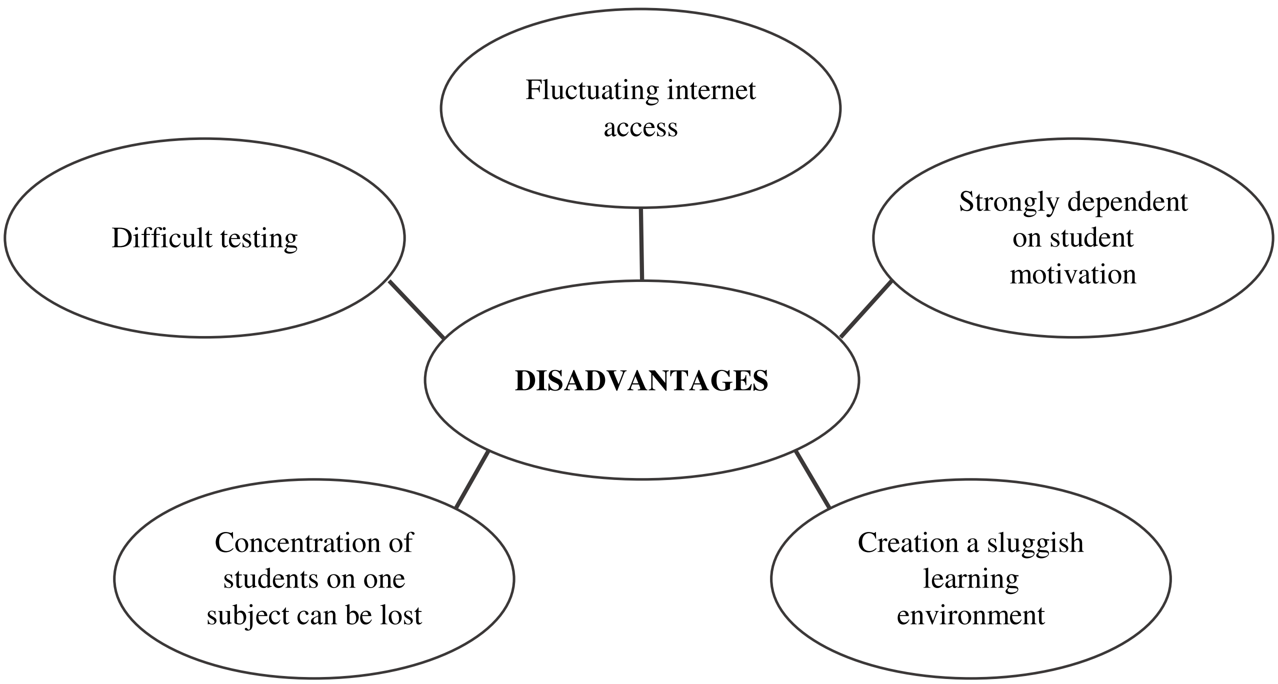

Figure 1. *Disadvantages of flipped classroom*

Any student is normally given a test occasionally to see how much they have improved over time and the test dates are set differently to every learner. When students are dreading the next exam, this may cause them to fall behind the studies. Additionally, those from low-income communities may not always have access to the personal computers and Internet required by the flipped classroom. They would be expected to use public computers or networks at libraries or other facilities, which in turn can cause other serious issues such as availability or extra noise (for instance, in internet cafés). Another disadvantage is that learners spend a significant amount of their "homework hours" in front of a computer screen, increasing their sedentary time and making it difficult for them to walk away from their laptops, televisions or other electronic devices.

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Implementing the flipped classroom

The flipped classroom, unlike the typical classroom, requires the use of external resources such as a videographer, operator, editor, business manager, IT expert, platform specialist, and so forth. Hence, it is necessary to ensure efficient cooperation between technical, social and teaching units (refer to Table 2).

Table 2. Cooperation between units

The Flipped Classroom		
Technical unit	*Social unit*	*Teaching unit*
Learning support Testing service	Universities Education authorities	Learners Educators
Cloud computing Big Data	Commercial organizations Employers	Teaching Research Learning Analytics

Science and technology play the crucial role in the development of the flipped classroom. There is a high need to create new tools and resources in order to ensure the out-of-class component of the program. Students would have access to a broader range of educational opportunities thanks to the rapid development of portable mobile devices. With the widespread use of the internet and information technologies, more audio and video learning opportunities are now available. A more developed social network provides a stronger forum for learners all over the world, lowering the barrier to online learning significantly. According to Professor Daphne Kohler, video costs are decreasing, making online teaching and learning publicly available and affordable (FT Chinese.com, n.d.). "The modern world shows that the Internet is a great killer of any conventional company that focuses on selling the content," Dr. Nathan Harden says (H. Nathan, 2013). In the flipped classroom model, it is easy to make a mistake. While the concept is simple, a successful and productive classroom requires careful planning. It is more efforts demanding from the faculty to make videos, and extracurricular and curricular components must be carefully combined for learners to comprehend. Thus, implementing a flipped classroom requires more energy and additional qualification on the part of the educator.

Conclusions

The flip introduces a new teaching and learning technique and modality, requiring teachers to relinquish their front status in favor of a more cooperative and relational approach to the teaching process. Similarly, students' positions also shift from passive observers to active participants. The flipped classroom places more pressure on students and provides them with more momentum to study. Although it is still indefinite how the new teaching method will develop in the future, current indications suggest that it will have a significant effect on typical colleges and universities. Combining conventional teaching approaches and online learning would undoubtedly contribute to get a high-quality education by the academic stakeholders.

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THE PLACE OF INFORMATION AND COMMUNICATION TECHNOLOGIES AND THE USE OF ITS MEANS IN FOREIGN LANGUAGE TEACHING

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Annotation

We know that if the means of informatics and information technology are introduced in any sphere of society, there will undoubtedly be high growth rates in this field. This, in turn, explains the usefulness of information and communication technologies, not only for the state, but also for education, for any sector of the economy.

Keywords: Information technology, foreign language teaching, interactive opportunities, etc.

Specific tasks were set for Uzbekistan to achieve a high level of computerization and production of information technologies, programs in schools and universities, the introduction of people in everyday life. The potential of information technology in the effective teaching of foreign languages is huge, and therefore its role in the training of teachers is special.

Information technologies used in the teaching of foreign languages, knowledge of technical and software tools, technologies for creating and processing multimedia resources in the teaching of foreign languages, the formation of personal e-learning resources, e-learning in foreign languages.

Skills such as designing course courses, student assessment systems, the use of Internet technologies in foreign language teaching, distance learning technologies and methods of its organization, video conferencing, the organization of public online open courses are important.

Significant work is being done in our country to form an information society, to introduce the most advanced information and communication technologies in all areas.

In particular, the capabilities of interactive services in this process are highly valued. The Uzbek dictionary defines the term "interactive" as "based on the reception or transmission of information over a computer network." Wikipedia, on the other hand, is defined as a concept that reveals the nature and extent of interactions between interactive objects and is used in information theory, computer science and programming, telecommunications systems, sociology, industrial design, and other fields.

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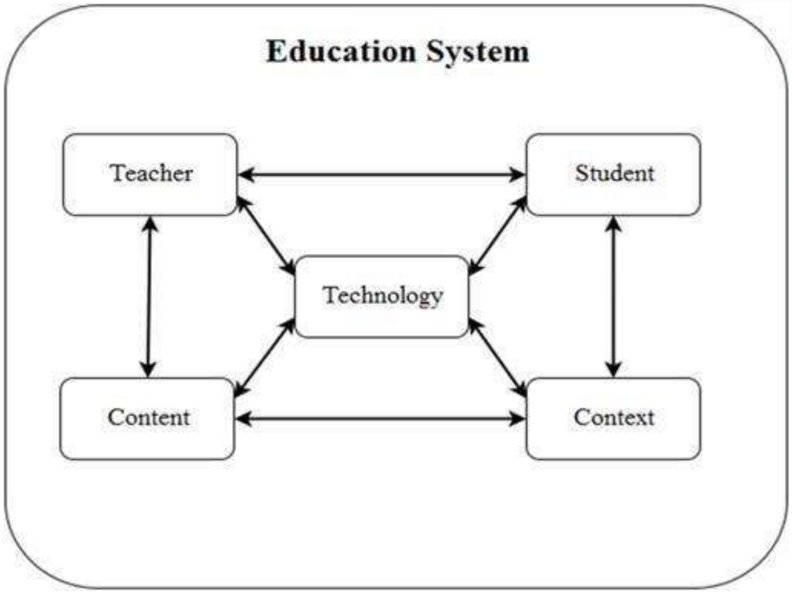

Fig 1.Educational system components and their relation

The interactive method serves to stimulate the acquisition of knowledge by students, the development of personal qualities by increasing the activity between students and the teacher in the educational process.
The main criteria for interactive education are: informal discussions, the ability to freely express and express the learning material, a small number of lectures, but a large number of seminars, opportunities for students to take the initiative, small group, large group, assignment to work as a class team, written work and other methods, which have a special role in increasing the effectiveness of educational work.
Education systems are complex and involve interactions between humans (teachers and students); media based technologies, lectures, classrooms, etc. to provide educational services. The education system performance is characterized by how well students learn, which is measured using student grades on exams and quizzes, achievements on standardized tests, among others.
Advances in portable communications technologies, such as mobile phones, tablets, and laptops, created a different type of classroom, where students seem to engage in more than just the intended learning activities.
The performance of more than one task in parallel or in rapid transition is commonly known as multitasking. Several operations in educational systems are performed simultaneously, resulting in a multitasking education environment.
This paper surveys existing research on multitasking in educational settings, summarizes literature findings, provides a synthesis of the impact of multitasking on performance, and identifies directions of future research.
Four processes are important for a language learner to remember new, basic, relevant information or words in order to master a new lesson: 1. Visual; 2. Hearing; 3. Writing;

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Demonstration through a specific action. Interactive tools are key to the effectiveness of the first and second processes. Interaction is the interaction of two people, that is, the learning process takes place in the form of a conversation, in the form of dialogue (computer communication) or on the basis of interaction between students and teachers.

The main purpose of interactive methods is to create the most favorable environment and situation for the learning process, to create an environment for active, free, creative thinking of the student, to use his needs, interests, inner potential.

Classes are held in such a way that in the process, no student is left out and has the opportunity to openly express what they have heard, read, learned, or learned. There will be an exchange of views.

The student develops interest in learning, develops friendly relations. Modern interactive methods in foreign language teaching methods have been developed by scientists and have proven to be more effective than traditional methods. An interactive whiteboard is a very effective communication tool for teachers.

These boards allow language teachers to organize lessons in a fun, non-traditional way and to easily explain topics of any complexity to students. Many of the videos and audio files help students develop their reading, writing, and counting skills, and develop their speech from simple to complex.

In particular, the website of the Ministry of Public Education www.uzedu.uz, the public education information portal ZiyoNet www.ziyonet.uz and the British Council's "Learn, share, succeed" ("Learn English"), "Fun with English" (Learn English Kids) and Teaching English sites are among them. In addition, in cooperation with the Uzbek State University of World Languages, measures have been developed to improve the skills of teachers of foreign languages, in particular, teachers of foreign languages in the 1st grade in the 2019-2020 academic year.

In short, the acquisition of perfect knowledge and potential of the younger generation depends, first of all, on the educational process organized in educational institutions.

Acceleration of equipping with modern information and communication technologies and teaching aids, as well as the preparation of programs on television, local TV channels for teaching children and adolescents in foreign languages, history and culture of other nations, world science and regular screening of popular science-fiction foreign and animated films dedicated to technical innovations with the help of Uzbek subtitles.

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FORMATION OF SOCIAL COMPETENCE IN STUDENTS

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Annotation
The proposed article analyzes the problem of the formation of social competence in children of primary school age. In the process of studying the theoretical material on this issue, we clarified the concept, social competence, identified the psychological and pedagogical conditions for the formation of social competence among younger schoolchildren, where the program for the implementation of conditions was followed.

Keywords: Technical development, social competence; conditions; psycho-pedagogical condition.

INTRODUCTION
Primary school, as the first compulsory stage of general education, is called upon to make a significant contribution to the implementation of this problem. This predetermined the emergence of a fundamentally new task of forming social competence in children of primary school age.
For the formation of social competence, the main social institution is the family, which provides all-round development to the child. In the family, children receive the first skills in the formation of social competence, and then deepen their knowledge in an educational organization.
It is the primary school teacher who contributes to the improvement of knowledge of competence in the classroom and after school hours. Therefore, we can consider pedagogical activity as an upbringing and teaching influence of a teacher on students, aimed at his personal, intellectual and activity development, at the same time serving as the basis for his self-development and self-improvement.
The teacher-psychologist on the formation of social competence in children of primary school age observes the socialization and socio-psychological adaptation of the child in the educational organization, but to a greater extent pays significant attention to how the child interacts and socializes in the classroom.

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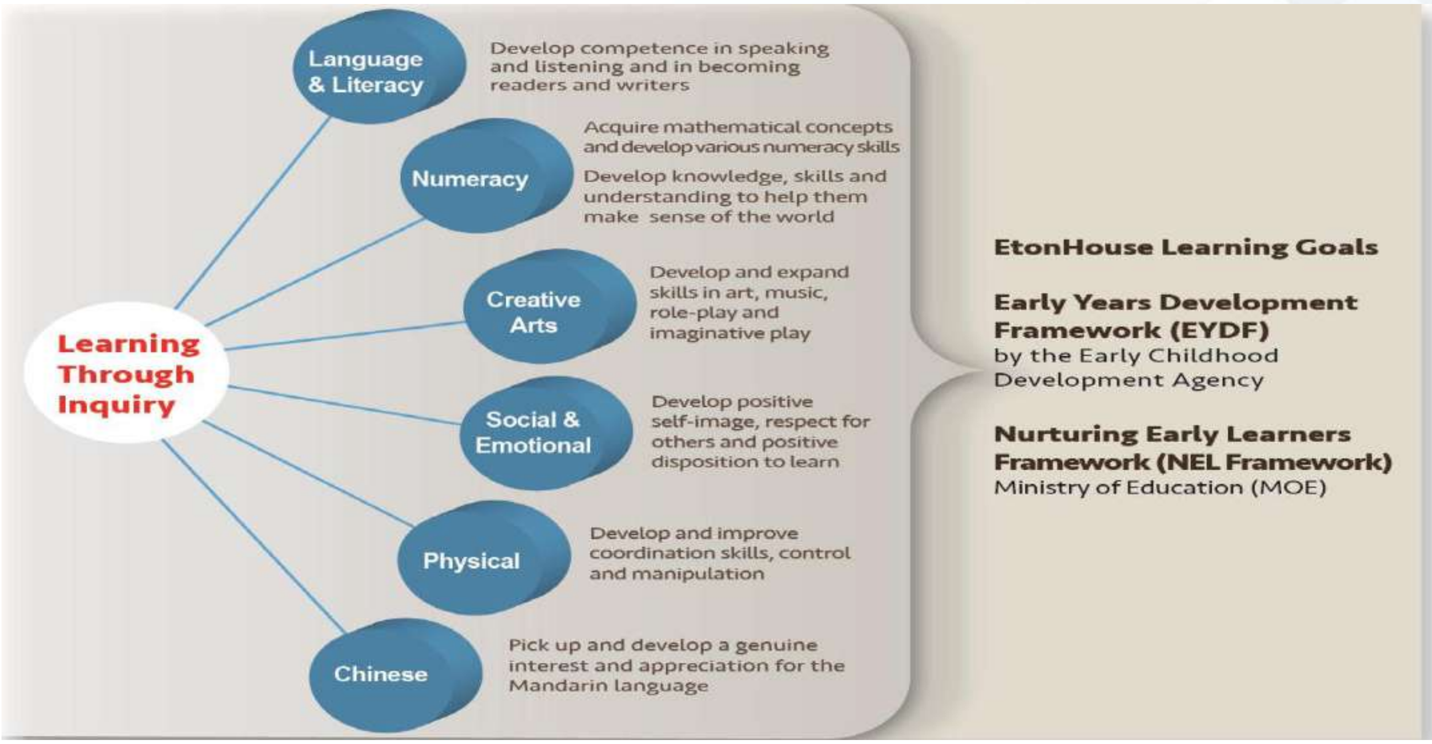

Fig 1.Integrated Learning Through Inquiry Curriculum

The process of socialization and socio-psychological adaptation are directly interconnected, as they reflect a single process of interaction between the individual and society. During socio-psychological adaptation, the development of the social qualities of the individual takes place, for example: communication, behavior and objective activity, as a result of which the individual will fulfill his own desire, needs, range of interests and contains the likelihood of self-determination.

Our holistic approach ensures that children have a smooth transition from pre-school to primary one through opportunities such as:

- Writing, phonological awareness, reading and computer experiences
- Representation of ideas, thoughts and feelings through symbolic languages e.g. drawing, painting, dancing and drama
- Mathematical experiences e.g. counting, using number symbols, measuring, sorting, comparing, classifying and problem-solving
- Scientific investigations, observing, predicting, forming hypotheses, exploring and discovering
- Outdoor play e.g. climbing and balancing, aiming and catching, experiencing nature
- Exploration through the use of their senses
- Social engagement e.g. listening, sharing and representing ideas with others

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Our curriculum is informed and guided by:

- Early Years Development Framework (EYDF) by the Early Childhood Development Agency (ECDA)
- Nurturing Early Learners: A Curriculum Framework in Singapore (NEL Framework) – (A Curriculum Framework for Kindergartens by the Ministry of Education [MOE]) and EtonHouse Early Years Learning Goals.

Because of what the person enters into a new social environment, becomes its full-fledged member, asserts itself and develops its own individuality, its distinctive feature. Socio-psychological adaptation is a fundamental mechanism of socialization and is determined by the interaction of the individual and the social environment.

Therefore, to track the adaptation of children, the psychologist involves them in various types of activities outside school hours, instills diligence and diligence, orients and directs the child to the path of self-education, conducts various training sessions to improve the formation of social competence.

Social competence must be formed from childhood. The introduction of the child to society, his assimilation of traditions, norms, values and requirements of this society. Educational organizations are ready to take on the functions of positive socialization of children, transforming full-fledged spiritual development, cognition of oneself and the world around them, and acceptance of social norms of behavior.

Based on the analysis of psychological and pedagogical literature, it was found that the formation of management of social competence in primary school age is based on such personal formations as achievement motivation, arbitrariness, positive attitude towards oneself, high self-esteem, and the ability to behave constructively in difficult situations.

The concept of “social competence of primary school age” has been clarified as an integrative personality quality characterized by a value attitude towards productive interaction with various groups and individuals in the process of an active creative foundation by a child of moral and ethical norms of communication and regulation based on reflection of interpersonal and within personal social positions.

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FORMATION OF WRITTEN COMMUNICATIVE COMPETENCES AT THE INITIAL STAGE OF TRAINING OF RFL

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Annotation
This article examines the teaching of writing activities for elementary / basic level university students in the lessons of Russian as a foreign language. The proposed types of tasks contribute to the acquisition of knowledge, abilities and skills that serve the gradual formation of communicative written competence among foreign students of the preparatory department (levels A1-B1), which is necessary for the implementation of speech activity in conditions of real social communication in accordance with personal and professional goals.

Key words: Russian as a foreign language, written speech, communicative competence.

Abstract
the present work studies some activities for teaching writing skills to elementary / basic students at the lessons of Russian as a foreign language. The proposed types of assignments help to develop knowledge and skills, that serve as a step-by-step formation of communicative written competence among foreign students of the preparatory department (levels A1-B1), and are necessary to conduct speech activity in conditions of real social and personal communications, according to personal and professional goals.

Keywords: russian as a foreign language, written language, communicative competence.

The purpose of teaching Russian as a foreign language is the formation of communicative competence: the ability to carry out speech activities by means of the target language in accordance with the goals and situation of communication within a particular field of activity [6]. However, communicative competence is a broad concept that contains linguistic, speech and socio-cultural components. One of the types of competence that foreign students must possess is written communicative competence, which includes "possession of written signs, content and form of written speech" [4]. Thus, in the formation of written communicative competence in students of the A1-B1 level, not only the development of automatism when writing letters / connections is needed, but also the skills and abilities of creating written works, the formulation of thoughts in accordance with the goal, the correct design of texts.

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According to VE Morozov, “written speech is the result of expressing thoughts using the writing system of a certain language” [3, p. fifteen]. However, there is also a broader understanding of the term writing (writing as an equivalent to the term written speech), which we will adhere to in the future.
When teaching writing, the formation of the following skills and abilities is singled out as goals: 1) graphic skills; 2) spelling skills; 3) the ability to create a text of a certain genre (by model); 4) the ability to create text (linear sequence); 5) the ability to use background knowledge and mentality to influence the reader (creativity).
The article presents various types of tasks that contribute to the gradual formation of written communicative competence among foreign students of preparatory departments of elementary / basic levels of language proficiency, which is necessary for the successful mastering of language material, for the implementation of an act of communication in conditions of real social communication in accordance with personal and professional goals.
In the process of getting acquainted with the specifics of Russian sounds, starting from the first day of study, the universals acquire the skills and abilities of the correct graphic representation of letters, and also learn their relationship with the symbols of the studied letters in printed form. It is not difficult to teach Russian writing to representatives of countries where Cyrillic and Latin alphabets exist (these are students from Europe, Africa, America, Australia, as well as some Asian countries).
Problems in writing letters, connections, difficulties in the field of calligraphy and graphics arise among foreigners who have come from countries with diametrically opposite writing systems (Japanese, Arabs, Indians, etc.)
In the process of studying the introductory phonetic (propaedeutic) course to optimize the process of mastering the Russian alphabet, to reduce the influence of interference, the methodologists suggest using special prescriptions. It is recommended both to refer to standard prescriptions for foreigners (especially effective if they correlate in content with the textbook), and to create "our own" (focused on the ethnic composition of the group, on the studied vocabulary, etc.). When accessing Internet resources online, you can develop various workbooks that contribute to the individualization of training and achieve the maximum result in the shortest possible time.
Since writing is directly related to listening and speaking, great attention must be paid to eliminating phonetic difficulties in order to prevent mistakes.
Let's recall the most common: vowel reduction: "expensive"; phonological and orthoepic problems of consonant hardness-softness: onion - l'uk , take - brother ;
Absent the result of the differentiation of consonants by voicedness-deafness: guest – bone ;
pronunciation difficulties of sonorants: fish - lyba ; replacing labial consonants with labiodental ones: I love - l'uvl'u ; pronunciation of sibilants and sibilants
to appreciate - sen´it´ ; non-observance of the norms of assimilation: behind - sad´ and z: , etc.
All these problems are reflected in writing, therefore, daily phonetic practice is one of the important types of work in the RFL lesson: the development and development of hearing and pronunciation skills, the skills of written perception and speech reproduction, the automation of the skills of establishing

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sound-letter correspondences. For this “it is useful to use contrasting exercises <...>”. Recommended by G.I. Dergacheva, O.S.
Kuzina, N.M. Malashenko types of exercises: 1) imitative: writing the elements of the letter according to the sample; cheating letters (s) / words (s) according to the pattern; 2) identification: uppercase / lowercase letters are written in the form of a dictation. The system of tasks of the authors contributes to the development of listening skills, practicing, and automating their written expression.

We present them with minor changes: 1) find the letters corresponding to the sounds in the inscriptions, write them; 2) write down only vowels / consonants / lowercase / ... letters; 3) write out letters with similar elements (for example, И-Ш-Щ), compare them; 4) arrange / write letters alphabetically; 5) write down syllables / words from the proposed letters; 6) find words containing this sound in the list, indicate its letter correspondence. Find words in which the sound is indicated in different ways; 7) identify the same root words; 8) add words containing these sounds from the cut alphabet, write them down, make up phrases.

A productive version of tasks that are transitional to writing dictations, presentations and essays is the cheating of words / text. This can be full or partial cheating (you need to fill in the gaps (insert signs / words / ...) in words / text, add missing words / word combinations in a logical row, etc.).

It is known that the differences between written speech and oral speech include its prevalence, integrity, clarity, completeness of the material presented, etc. At the initial stage of training, writing is, as a rule, a fixation of oral statements, and the distinctive features of oral / written speech are not so noticeable. However, students need to be prepared from the first steps to produce their own texts.

To remove the difficulties of Russian spelling and prepare for the transition to the produced types of written speech, one of the stages is dictations: visualized, auditive, dictations with various types of work (spelling, lexical, etc.). In addition, free and creative dictations are actively used. With free dictation in writing
the text is reproduced according to one's own perception (first with the help of keywords). Creative dictations, on the other hand, assume that only the beginning of the text is presented to the students. The sequel is self-created, which develops the imagination, making the process creative and fun.

Another step from dictation to presentation is the retelling of the text in the form of a letter.

Assignments are proposed that can be conventionally called letters to a friend. Based on the familiar text ("Winter in Belarus", "My Day", etc.), the students write to their friends.

Thematically, letters to a friend are based on real events of their student life in a new society, therefore, they arouse interest and increase motivation and at the same time prepare students for writing statements of unfamiliar texts, as well as creative works - essays and essays. Also, letters to a friend introduce foreigners to the etiquette norms of greeting, gratitude, farewell, which are actively reproduced in oral speech.

For successful communication, foreign students need to master such formulas of etiquette as congratulations on the holiday. The occasion for getting acquainted with the forms of congratulations can be a birthday, student's day, etc. Universities are offered a minimal sample of congratulations: Dear

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Idris! / Dear Anna Lvovna! / Beloved sister! I congratulate you / you on the holiday! ... I wish you / you health, happiness, love and good mood!

It is relevant for foreigners to draw up applications that are characterized by a certain form of writing (designation of the addressee, addressee, name of the document, expression of a request, complaint, proposal, explanation of the problem, date and signature), the layout of the application details, as well as the selection of language means. Therefore, at first it is advisable to present a written model - a sample application, then you should write a statement according to the sample, and then draw up your own version. For this, a problem is proposed that is as close as possible to those existing in everyday life / in educational life (a deferral of payment for studies is necessary, you need to pass the session ahead of schedule, I would like to change the room).

The goal of students is to solve the problem by writing an application addressed to the rector, dean, head of the hostel.

When writing a presentation, the following work algorithm is proposed: introduction and semantisation of new lexical material – read

the creation of an unfamiliar text with text-based tasks aimed at identifying the level of understanding - drawing up a presentation plan - oral retelling - drawing up a written statement.

The first compositions remind of letters to a friend - these are small texts, thematically corresponding to the studied material. As in writing essays, at first the content of the future essay is orally reproduced, then a plan is drawn up. Subsequently, narrative essays can be based on the read text (favorite book), films, which, "thanks to the reliance on the video sequence, facilitates the perception of information." Students are offered essays-descriptions (trips to the museum, trips), etc. Essays-reasoning are based on audio / visualization, topical problematic topics: women in modern society, civil marriage, etc.

The next stage - writing an essay, will allow you to express subjective impressions of what you saw, read, heard.

Written speech can also be used in reflection, by which we, following A. V. Khutorsky, understand as “the process and result of the awareness of the totality of activities occurring during the lesson”. For the initial stage, the following tasks can be offered as reflection: Most of all I liked ... I did not understand ... The most interesting word / phrase that I learned today is ... When entering information of a cultural nature (about holidays, traditions, behavior and etiquette) the proposed for reflection, tasks can become more difficult. It is very unusual that ... I liked that in this country ... I would like to tell my friends that here ... Tasks of this type not only update the educational material, help to create a positive attitude towards the country of residence, but also contribute to better mastering the rules of writing lexical / syntactic units, serve as a means of developing self-expression skills in writing.

Another way to actualize the above skills, as well as increase motivation, is the use of written speech in goal setting. It is no secret that a certain difficulty is the selection of material when getting acquainted with the topics "Shopping", "Traditions of the country (s)" and so on. Therefore, the tasks in which, before the lesson, students are asked to write answers to the questions: what would I like to know about ... how here ..., where can I ..., on the one hand, help to select information, on the other hand, they help

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to create motivation for expressing preferences, wishes, questions, and thoughts and feelings when writing.

So, we see that teaching written language "helps to better assimilate and consolidate language material. <...> In this case, all types of analyzers work: auditory, visual, kinesthetic, motor. Thanks to the reliance on numerous and versatile temporary connections, the assimilation of the material becomes faster, and the assimilation process itself becomes easier. "

143 . The communication formulas, speech patterns, and clichés acquired in the process of teaching writing are transformed into oral speech and become means of facilitating the implementation of the act of communication in conditions of real social communication.

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EXPLANATION OF SYNTAX WITH THE HELP OF SIMPLE EXAMPLES

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Annotation
This article explains the definition of syntax, content words and functional words, syntactical construction and its types.

Keywords: syntax, content words, function words, syntactical construction, immediate constituents, ultimate constituent, types of syntactical construction, endocentric construction, exocentric construction, sub-types of endocentric and exocentric construction

Syntax expresses to the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology and sometimes also phonology and semantics. It includes the syntax, but it's not limited to that. The syntax of a language is also defined as, the arrangement of words and phrases to create well-formed sentences in a language, the grammatical structure of words and phrases to create coherent sentences.

Syntax is roughly about word order. Grammar has two sections. One part of grammar is called Morphology. It has to do with the combination between word and affixes. So a word like requirements has three morphemes (require, -ment, -s) and it put together with morphology. The other section is called Syntax. It has to do with the construction of sentence, including word order, agreement; like the sentence for him to dance with my sister would be a bad idea and its syntactic transform It would be a bad idea for him to dance with my sister. That's syntax. English grammar is mostly syntax.

From the other point of view, the syntax is referred as the study of arrangements of words into phrases, clauses, and sentences or syntactical constructions. The smallest units of syntax are words. When two or more words are combined in a certain way, the result refers to syntactical construction. In other words, it can be said that a syntactical construction is a construction in which its immediate constituents (IC-a) are words (or free morphemes). An immediate constituent (IC) is explained as an element, that directly form the construction. As has been mentioned above, the indivisible units of syntax are words.

Based on one perspective, grammarians classify the words into eight types of parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. A word can be used in different circumstances by doing more functions in a speech. Understanding parts of speech is important for determining the correct definition of a word when using the dictionary.

However, structural linguists classify words into two great classes: content and function words. The first class is known as content words and the second one is known as function words. The first group include: (1) nouns, (2) verbs, (3) adjectives, and (4) adverbs. Whereas, the second group include words such as (1) auxiliary words (can, may, must, shall, and will), (2) determiner articles (a, the, this, that, many, some, etc), (3) prepositions (of, at, on, into, etc), (4) qualifiers (enough, too, quite, etc), interrogators (where, when, whom, etc), (5) negators (not, never), (6) subordinators (is, as, although, etc), and (7) coordinators (with, however, or, but, etc). Both content words and function words are used to form sysntactical constructions.

Content words differ from function words in some cases. These content words have some characteristics as follows. Content words have precise lexical meanings, namely: meanings of words as found in a dictionary or when they occur in isolation such as meanings of 'Kumushoy', 'drew', and 'pictures'. 'Kumushoy', for instance, refers to 'a certain human being called 'Kumushoy', 'drew' means 'drawing something which happened in the past time', and 'pictures' refers to 'more than one drawn picture'; whereas, function words do not have clear lexical meaning such a word 'with.' 'with' may mean 'to be together' (for instance, my sister with dad).

Content words have some differences than function words concerning their frequencies of occurrence. The former has a low frequency of occurrence, and the latter has a high frequency of occurrence. For instance, a certain kind of content words like 'table' (noun), 'run' (verb), 'pretty' (adjective), and 'beautifully' (adverb) are not always found or used in conversation or a writing activity. On the other hand, a certain kind of function word like 'of' (preposition) is often used in utterance or discourse, both when people speak and write.

The difference between content and function words concerns their numbers. The former is said to be high in number, and the latter is known as those which are limited in number. In this relation, we cannot imagine the number of nouns or verbs. There must be many words categorized as nouns or verbs (also, adjectives or adverbs). On the other hand, the number of 'auxiliary words' can be easily counted by hand.

The difference between content and function words concerns their formal markers. The former has formal markers. A noun, for instance, can be identified by using its formal markers such as inflectional suffixes (for example, -s in flowers), derivational suffixes (for example, -ment in requirement), and its position after noun determiners (for instance, this in this gate). Whereas, the latter do not have formal markers that can be used to identify them. In this relation, we do not have 'a marker' or 'a means' to determine a word 'in'; there is nothing in the word 'in' that tells that it is a preposition.

The last difference between content and function words in what we often call open and closed classes of words. This is to say that the former is said to be open classes of words, and the latter are known as closed classes of words. When words are open, they mean that they may change from time to time; the number of contents can increase in line with the development of culture and technology. When words are closed in nature, they mean that they hardly ever increase in their number.

Syntactical Constructions

Syntactical construction may be in the form of phrases, clauses, or sentences. A phrase or sentence can be analyzed based on its immediate constituents(IC-s). This term was introduced by Bloomfield, who illustrated how it was possible to a sentence (Happy girl ran away) and split it up into two IC-s (Happy girl and ran away) and each IC can be further analyzed into its IC-s. So Happy girl consists of Happy

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and girl; and ran away consists of ran and away. When the constituent(s) can be further analyzed into its(their) IC-s, the constituent(s) are identified as ultimate constituent(s). In this relation, it can be said that Happy, girl, ran, and away are the ultimate constituents of the sentence Happy girl ran away.

Types of Syntactical Constructions

There are two types of syntactical constructions. They are (1) endocentric construction and (2) exocentric construction. An endocentric construction is a construction in which at least one of the IC-s belong to the same form class as the whole construction. For instance, a construction 'red apple'. To identify whether this construction is endocentric or not, we can test by using the following sentence. Red apple is on the tree. When we delete 'apple,' the sentence will be: Red is on the tree * Of course, and the sentence is not accepted because there is a sentence with an adjective as its subject. When we delete 'red,' the sentence will be: Apple is on the tree. This sentence is acceptable. This shows us that one of the IC-s of the construction 'red apple' e.g. 'apple' belongs to the same form class as the construction 'red apple'. In other words, an IC 'apple' can replace the position of 'red apple'. Therefore, the construction is called '<u>endocentric construction</u>.'

An exocentric construction is a construction in which none of the IC- s belongs to the same form class the whole construction. For instance, we have a construction '…in the sofa'. We can test in the same way as we did before. We use 'in the sofa' in a sentence: Cats rested in the sofa. Let us pay attention to 'in the sofa.' When we delete 'in', the sentence will be: Cats rested the sofa (*) This is not a complete sentence, and therefore, it is not accepted. When we delete 'the sofa', the sentence will be: Cats rested in (*) The sentence is also not complete and therefore, it is not accepted. Because none of the IC-s belongs to the same form class as the construction 'in the sofa', it is called '<u>exocentric construction</u>'. In this case, we can say that either 'in' or 'the sofa' can replace the position of the construction 'in the sofa'.

Sub-types of Endocentric Construction

There are three sub-types of endocentric construction: (1) attributive construction, (2) appositive construction, and (3) coordinative construction.

An attributive construction is a construction that consists of two IC-s. The first IC is called 'a modifier (M)' and the second one is called 'a head (H)' such as in the construction 'light room'. An IC 'light' is a modifier and an IC 'room' is a head. Some words that can be functioned as 'modifiers' are adjectives, verbs in past participle and verbs in present participle, and nouns such as 'pretty' in 'the pretty girl', 'finished' in 'You should show your finished homework', and 'swimming' in 'he is swimming in the swimming pool', and 'stone' in 'a stone house' respectively. English has four possible ways of making attributive construction:

1) M – H such as 'yellow flower', 'his sister', 'swimming pool', etc,
2) H – M such as 'number five', 'the cat playing there', etc.,
3) M – H – M such as 'as soon as possible', 'the worst habit of his', etc.,
4) H – M – H such as 'do not work', 'will never come', etc.

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An appositive construction is a construction that consists of two IC-s. The first IC is a noun or noun phrase, and the second one is a noun or noun phrase. The function of the second one is to clarify the first one. In a written form, the first noun or noun phrase and the second one are separated by a comma (,) such as a construction 'Munira, the student of UrSU, is always on time'.

A coordinative construction is a construction that consists of two IC-s. The first one is combined with the second one by using coordinators such as 'and, or, but, both…and, either…or and neither…. nor'. The example of the construction is 'Jane and Anne will attend the meeting.'

Sub-types of Exocentric Construction

There are three sub-types of exocentric construction (1) directive construction, (2) complementation construction, and (3) predicative construction.

A directive construction is a construction that consists of two IC-s. The first IC is a director and the second one is its object. The director may be in the form of verbal element such as 'spend' that is followed by its object 'time' to form a construction 'spend time'; it may be in the form of preposition such as 'on' that is followed by its object 'the table' to form a construction 'on the table'; or it may be in the form of conjunction 'until' that is followed by its object 'she comes back' to form a construction 'until she comes back'.

A complementation construction is a construction that consists of two IC-s. The first IC is a copula or copulative verb 'be,' and the second one is its complement. The following is some examples of this type of construction:

(She) is a nurse. be (is) + a noun as a complement

(You) are selfish. be (are) + an adjective as a complement

(I) am in the garden. be (am) + an adverb of place as a complement

Some verbs are similar in their function to a copulative verb 'be. They are 'become (become famous), get (get dressed), go (go mad), grow (grow old), turn (turn grey). In one case, the verbs have almost the same meaning as 'be.' That is to say that a sentence 'She is famous' is similar in meaning to a sentence 'She become famous'. In other cases, they are different from 'be.' In this relation, when the sentence is changed into a negative or an interrogative sentence, it is altered differently. For instance, a negative form of the sentence 'She is famous' is 'She is not famous'; whereas, a negative form of the sentence 'She become famous' is 'She does not become famous'.

A predicative construction is a construction that consists of two IC-s. The first IC is a subject and the second one is a predicate. This construction refers to what we have known as a sentence. The two essential things in the sentence are the uses of a subject and a predicate or a noun/noun phrase plus a noun/noun phrase. The following examples show the kind of construction:

1. She is happy. She (subject) + is happy (predicate)
2. I completed the task fully. I (subject) + completed the task fully (predicate)
3. Executives elected her as a supervisor. Executives (subject) + elected her as a supervisor (predicate).

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OBSERVATIONS, CLINICAL FEATURES OF ALBUMINURIA WITH RENAL CHANGES IN CHRONIC HEART FAILURE

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Annotation
The article analyzes the causes of complications of age, FC, comorbidities, based on the number of cases of albuminuria among patients with chronic heart failure living in Uzbekistan.

Keywords: chronic heart failure, renal disease, albuminuria, creatinine, comorbidities.

Introduction

Despite the positive advances in the treatment of cardiovascular disease, the number of patients with complications associated with that diseases, including chronic heart failure (CHF), is increasing. Around the worldwide 23 million people are diagnosed with CHF, and 1.0-2.6% of the population in European countries are diagnosed with this serious complication. In the U.S.A, 5.7 million people over of 20 years oldare diagnosed with CHF, with a share of 2.2%. In the Russian Federation, the disease occurs 7% of the population, and about 70% of those over of 90 years old. Also, the share of this serious complication is growing due to the increase in life expectancyin the Republic of Uzbekistan. CHF is not only a major cause of re-hospitalization, but also it is a main cause of death from cardiovascular disease. Mortality from that disease is 4.0-10.3 times higher in the general population as age-appropriate, and in a number of oncological diseases it reaches the level of this unfortunate condition, and even increases. The 5-year survival rate of patients after the diagnosis of CHFwas recorded in 60-70% of cases in the 90s, while in recent years this figure has decreased by 50% with the introduction of modern treatments. A number of researchers have noted that progressive renal dysfunction is a severe complication that is common in many cases. A number of observations have shown that exacerbated renal dysfunction is a common complication in SUE.

According to the results of numerous prospective studies in a large group of patients with functional class II-IV (FS) on CHF NYHA, and a number of other scientists, clinically pronounced renal dysfunction is a very serious adverse factor, leading to rapidly developing cardiovascular damage and general including a sharply increases in mortality from cardiovascular disease.

Purpose of the Study

The research analyzes the causes of complications according to age, FC, comorbidities of the disease, based on the number of occurrences of albuminuria among patients with chronic heart failure. Of the 320 patients with CHF, 148 were men (46.25%) and 172 were women (53.75%)in our exploration.

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Results

It is known that the relationship between microalbuminuria or overnight-daytime proteinuria and what underlies the correlation between the course of cardiovascular disease and the increase in mortality in them has not been fully explored.In addition, there are number of facts that the observation of albuminuria in patients with CHF is one of the leading risk factors for death, with a sharp negative impact on the course of the disease. Some scientific observations confirm that microalbuminuria (proteinuria) is an early and sensitive marker of CHF than blood creatinine levels in damaging of kidney. Therefore, we analyzed the age, FC, comorbidities of the disease, the causes of complications, based on the number of cases of albuminuria among 320 patients with CHF in our observation. Of these, 148 were men (46.25%) and 172 were women (53.75%).

In that, albuminuria was detected in 24.8% of patients under 60 years of age, and in 35.1% of older than 60 patients it was reported ($P<0.01$). When microalbuminuria tests are performed in cases where albuminuria is not detected, the number of protein detected in the urine is significantly higher among patients with CHF. So, it confirms that renal dysfunction is increasing among patients with CHF as they age.

Analysis of results

The number of albuminuria-detected patients was studieddue toCHF FC in 320 patients in the follow-up. The age of I-FC patients was 54.8 ± 9.3, II-FC 54.4 ± 10.3 and III-FC 64.5 ± 9.9. The examination plan included:

1)Patient complaints, anamnesis, objective examination;

2)Accepted clinical-laboratory, instrumental and special biochemical examinations, electrocardiography (ECG), ExoKG;

3)Microalbuminuria and overnight-daytime proteinuria in urine;

4)Determining endurance to physical exertion is a six-minute walking test.

Analyzes confirmed the being of albuminuria in 15.1% (29) cases of I-FC, 35.6% (68) of II-FC, and 49.3% (94) of III-FC patients (Picture 1).

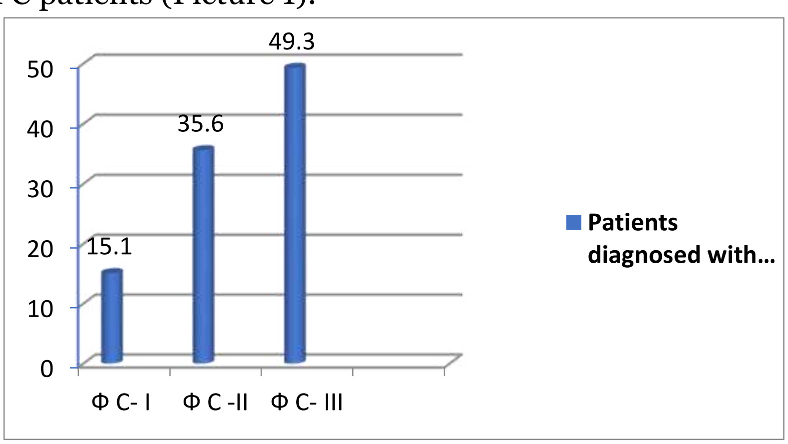

Figure 1 Indicators for albuminuria in different functional classes of chronic heart failure.

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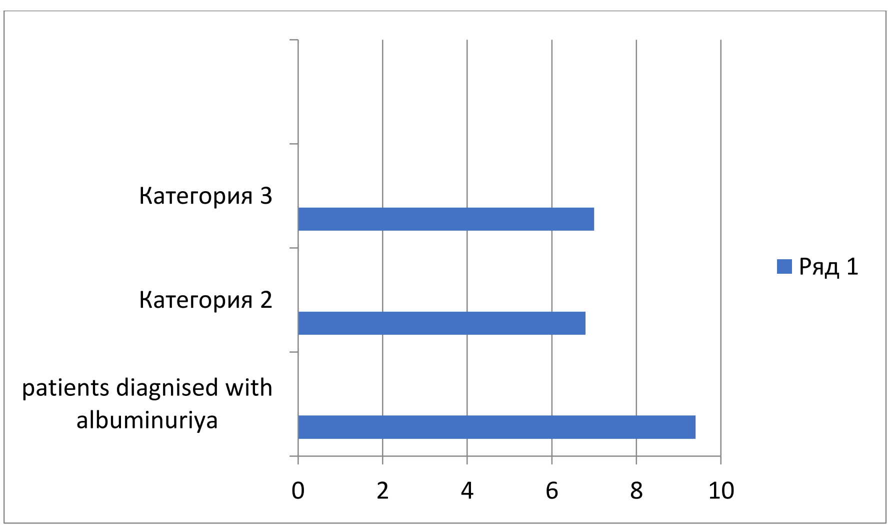
CHF showed that in existing patients, the number of albuminuria increases in parallel as FC worsens.

Patients with CHFwere also divided into two groups with anemia and those with normal hemoglobin, and the number of those diagnosed with albuminuria was studied. Their mean ages were 65.64 ± 10.13 and 57.9 ± 9.1, respectively. Hemoglobin levels in the blood were 112.4 ± 10.2 and 134.9 ± 8.9 g / l (P> 0.01). In that, proteinuria was detected in 35.6% of the anemic group and 24.3% of the normal hemoglobin level group. Analyzes confirm that the number of patients diagnosed with albuminuria increases respectively with age, the presence of comorbidities, the severity of the disease FC, the number of patients with CHF. This case requires the study of the level of albuminuria in combination with other pathogenetic mechanisms that aggravate the course of CHF. The study of the effect of albuminuria levels on patients' quality of life and clinical condition is also of some practical importance. There are informations in the available literatures on an increase in deaths from cardiovascular disease as albuminuria increases. With this in mind, we studied the extent to which the quality of life and clinical status scores of the patients in the follow-up were consistent with albuminuria. Information on them is given in Table 1 and Figure 1.

Table 1 Determining the incidence of albuminuria in chronic heart failure using the Minnesota questionnaire .The level of quality of life score (n = 191).

№	Patients diagnosed with albuminuria	Determined points	Intergroup differences
1	I ФС –(n=29)	30,2 ± 1,6	P 1-2 <0,01 P 1-3< 0,001
2	II ФС – (n=68)	49,3 ± 2,9	P 2-1 <0,01 P 2-3 < 0,001
3	III ФС – (n=94)	79 ± 17,8	P 3-1 < 0,001 P 3-2 < 0,001

Score index of clinical status in patients with albuminuria in chronic heart failure (n = 191).



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The indicators in Table 1 and Figure 1 show that the level of albuminuria has a very negative impact on the quality of life and clinical condition of patients. At the same time, the quality of life in group 3 albuminuria was almost 2.5 times higher than in group 3, that was 12.3%.(P <0.001) Similar changes were observed in the assessment of the clinical condition (7.0 ± 0.5 and 9.4 ± 3.4 points, respectively.(P<0.05). As noted in a number of literatures, renal dysfunction is one of the major life-threatening factors in patients with CHF.

Conclusions

Based on the number of cases of albuminuria among patients with chronic heart failure, age, FC of the disease, comorbid conditions were analyzed for the causes of complications. The analysis confirms that the number of patients diagnosed with albuminuria increases in proportion to the age of the patients with CHF, the presence of comorbidities, the severity of the disease FC. This case requires the study of the level of albuminuria in combination with other pathogenetic mechanisms that aggravate the course of CHF.

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DEVELOPMENT OF COMMUNICATIVE COMPETENCIES IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

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Annotation
The article is devoted to the development of communicative competencies in the process of learning foreign languages. This is expressed in the replacement of methods of presenting educational information with forms of communication between teachers and students and students among themselves, in increasing the level of students' independence in their educational activities, the process of communicative competencies life-practical situations, social and psychological trainings.

Keywords: scientific, patriotism, sphere, property, knowledge, skill, activity

The concepts of competence and competency-based approach to education have appeared in the terminology of Pedagogy and they are gaining popularity. We can say that competence has become a central issue in the main directions of modern research. According to scientific, pedagogical and psychological sources, competence is a very complex, but common to all disciplines. Therefore, its interpretations vary in content, meaning and logic. The meaning of the term is "efficiency", "flexibility", "achievement", "success", "comprehensibility", "efficiency", "readability", "property", "feature", "quality", "quantity", and "measurement." In general, competence is the ability to acquire the knowledge, skills, and they are necessary to perform a particular professional activity.

In the third article of the Law on Education has stated that the humanization of education is one of the main principles of state policy in the field of education. In addition to imparting professional knowledge, skills and competencies to future professionals, diligence, patriotism, kindness to the people, compassion, kindness, generosity to nature and man, folk crafts, national and professional traditions, religious beliefs, and respect for people's personal opinions and feelings. After all, educating the future staff on such as a combination of professional competencies and personal qualities has a social significance in the correct and conscious orientation of the student to the profession. In this case, choosing a profession with a sense of social and professional duty is a crucial social motive. In the new century, the process of rapid and globalization, which is rapidly embracing all spheres of society, has imposed new tasks on the entire pedagogical community. As a result, there are more and more social demands on the teacher's personality and career. As we know, pedagogical activity is a type of social activity that is specially organized and based on the interaction between teacher and student, and aimed at achieving educational goals. One of the conditions for the effectiveness of pedagogical activity is the professional and pedagogical competence of the staff. Based on the study of the problem of professional training of teachers in the system of continuing education in the framework of modern requirements, a number of requirements for the professional, personal training of modern teachers have been formed.

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Based on the above, the scientific and pedagogical improvement of the mechanisms of training students'professional competence is an urgent issue, and the mechanisms of training students' professional competence is one of the unexplored issues. This issue is one of the most important, strategic tasks, which requires the preparation of professionally competent students for internships, their education at the level of modern requirements are making extensive use of the achievements of science, culture and technology. To do this, the educator must be competent and have the critical literacy competence necessary to nurture the learner competently. The formation of professional competence of students, the level of mental development and a scientific approach to professional education requires a critical literacy from the teacher, and this is not only a theoretical but also a practical issue. Critical literacy competence is important for the modern educators. After all, this competence is necessary not only for the development of independent, creative, critical thinking skills of students, but also for the development of professional competence of the teacher. Critical thinking, a critical approach to literacy should become part of the educator's daily life competence. This competence is not for criticism, but for active work, student engagement, and other works.

Critical competence is primarily intended to determine the effectiveness of a teacher's professional activities and to ensure the integrity of the individual. The data collected during the study has particular importance in this regard, which means that there is a need for teachers to work on themselves in accordance with the requirements of professional competence.

In our country, the main purpose of teaching a foreign language in all fields of education is to form communicative competence in a foreign language so that learners can work in everyday, scientific and professional fields in a multicultural world.

Communicative competence in a foreign language is the ability to apply the knowledge, skills and competencies acquired in a foreign language in the process of communication.

These competencies are divided into the following groups:

- Linguistic competence;
- Sociolinguistic competence;
- Pragmatic competence.

In view of the above, in the process of testing the State Education Standards based on a competency-based approach, natural science experts, together with native language experts, hold methodological meetings to agree on the correct spelling, pronunciation of science terms and together they will have to form interdisciplinary competencies. Therefore, the main task of instructors is to implement on a competency-based approach and to carry out explanatory work among the general pedagogical community effectively.

In this regard, teachers should explain the differences and similarities between the languages in the course of the lesson especially the use of modern information technology tools. Because electronic resources help to make the lesson easier for students to master and study lexical and grammatical phenomena of language that provides a great opportunity to perform various exercises. In addition, the growing number of language learning sites in recent years facilitate the process of mastering complex and tedious language learning as lexical units, and using entertaining game exercises. It is necessary to

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pay attention to the fact that in a sense it provides spiritual nourishment, as well as the opportunity to relax.

In conclusion, nowadays there is a high need for learning a foreign language, the effective use of modern information technologies, innovative educational technologies in the educational process that make teaching and learning more effective. The effectiveness of innovative educational technologies is their correct and effective usage in the educational process.

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INTEGRATION PROCESSES IN CENTRAL ASIA AND PROSPECTS OF THE IDEA OF "TURKISTAN – OUR COMMON HOME " IN THIS REGION

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The slogan " Turkistan is our common home" is aimed at continuing the traditions existing in the region, enriching them in New historical conditions and thus finding a solution to the strong fraternal relations between our peoples."
(First President of the Republic of Uzbekistan I.A.Karimov)

ABSTRACT

Central Asia is a region with its glorious history, ancient, great traditions and religious and secular culture. Studying the existing historical traditions in this region, continuing and enriching them in New historical conditions, inheriting a society that is comprehensively mature, perfect and sustainable for the future generation is today's urgent task. There are different views on cooperation between the countries of Central Asia and its prospects. But today, the countries of the region are solving the problems that will exist now and in the near future, establishing mutually beneficial and multilateral cooperation.

"Comprehensive interaction with the countries of Central Asia is one of the main conditions of national security. The history of our people, the traditions of culture, the unity of religion are an important foundation of practical cooperation and solidarity between our countries. Our goal is one, our destiny is one. There is no tension in national relations, there are no unsolvable events either . We must live together. Frankly speaking, I am ready to support Tajikistan, Kyrgyzstan, Turkmenistan or Kazakhstan if it comes out on the initiative". [1]

Therefore, monitoring the integration processes taking place in the region on the basis of a systematic approach and comprehensive analysis is one of the pressing issues. Proceeding from this, based on such analysis and the results obtained, it will be possible to consider Uzbekistan's participation in the integration processes taking place in the region and relevant practical proposals to protect the national interests of our state.

"The idea of "Turkistan is our common home" is the unity between the peoples of Central Asia, cooperation opportunities to serve the economic, financial, natural, intellectual, cultural and educational potential of the countries of our region for the benefit of peoples." [2]

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Today, the main goal of the national security of the countries of the region is the implementation of deeply thought – out political and economic reforms, through which it is possible to prevent the emergence of complex situations in various spheres of society and prevent the crisis of the state and society. This is due to the geopolitical location for the countries of the region, and it is important to create their own reliable and equal cooperation with the United States, Russia, China, the European Union and other countries. This situation once again confirms the importance of regional integration in the ongoing geopolitical processes for the countries of the region. Five countries in Central Asia are equal parts of international relations. They have their own system of national interests as an independent state. In this respect, as in the world experience, there is competition in political and economic relations between the countries of the region.

"Today, the role of geopolitical relations of states on the basis of political and economic relations in the region is great. The fact that Central Asian countries are not able to access the world communication networks directly also promotes the development of bilateral and multilateral relations between the countries of the region". [3]

The development of the present time is such that nations, regions, continents, countries and peoples can not develop without a comprehensive rapprochement, entering into different relations. Such rapprochement and mastering of the best achievements of other countries and peoples is a necessary condition for the prosperity of every nation. All states and nations are on the same path. The countries of Central Asia are also cultural on the basis of cooperation, it is necessary to go on the road towards unification only under the slogan "Turkistan is our common home". In general, ensuring security and stability in the region,

actual and complex problems facing the countries of the region, such as the creation of favorable conditions for the economic development of states, can be solved only together, in a jipsy way.

"K.Yakobayt wrote,"...at present, there are a lot of cases of external negative influence on the countries of this region. In most cases, losses of part of sovereignty, which is directly related to this process, giving a huge tempo to the integration process, also do not come. Also, the presence of several unsolved territorial problems, political instability and the lack of confidence in the countries involved in the integration processes create additional obstacles". [4]

The First President Of The Republic Of Uzbekistan A.Karimov implementation of the idea of "Turkistan is our common home", which put forward, is one of the most urgent tasks of the present. It is natural for the Independent States, which came into being on the basis of Turkestan after the spread of the former Union, to feel the vital necessity of rapprochement in terms of their historical origins from the point of view of the rich past, spiritual and spiritual needs of the Peoples. The countries of Central Asia, unlike other countries of the world's Allied and regional cooperation, are more based on spiritual and cultural cooperation. The spirituality of the peoples of Turkestan has been closely intertwined with each other for centuries and their spiritual, religious and moral relations have been harmonized, their way of life and Customs have become common.

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METHODS OF FEEDING OSTRICHES

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Abstract
This article describes the history of ostriches, feeding methods and specifics in the ostrich's care.

Keywords: ostrich history, intensive care, extensive care, semi-intensive care

The history of ostriches**.** Ostriches are the largest birds of the terrestrial fauna. Since man became interested in agriculture, ostriches have also attracted their attention.

Ostriches appeared on earth during the dinosaur era, so they are mentioned in various folk legends and epics. Ancient Egyptian parchment and African legends, epics, short stories, and texts all mention giant flying birds.

People have always paid special attention to ostrich feathers. In Egypt, ostrich feathers were considered a sign of justice (truthfulness, righteousness) due to their symmetrical structure. Not only Egyptian traders, but also Babylonians and Assyrians traded intensively with ostrich feathers. In time, ostrich feathers became very popular all over the world due to their elegant ornaments. They are widely used in the manufacture of clothes, hats, hairstyle (combed, shaped hair), handkerchiefs and other small parts, details, ornaments. Women's scarves made of ostrich feathers are still an important element of fashion.

Other ostrich products have not gone unnoticed. In ancient times, it was popular to hunt ostriches for their delicious taste. In addition, the skins obtained from them were used in the manufacture of clothing. Ostrich eggs were also used as containers to store liquids. Humans began to organize captive feeding of ostriches after realizing how much they would benefit humanity by keeping ostriches under their control. Feeding these birds in captivity began in ancient Egypt before our era. Ostriches were also used by Egyptian nobles as a riding animal in ceremonies and demonstrations.

Ostriches arrived in Europe in the XIII century, when modern, self-respecting knights of that time believed that their helmets should be decorated with fluttering ostrich feathers. But in the middle of the XVIII century, wearing ostrich feathers on hats became a tradition everywhere.

In the XIX century, from the 1930s onwards, the African ostrich industry began to develop rapidly. The feathers of these exotic birds, along with diamonds, gold, and wool, began to be exported, rapidly enriching farm owners and ensuring a prosperous life. African farmers did not pluck the feathers, but cut them. This method allowed cutting the feathers twice a year. At the same time, other ostrich products - meat, hides and eggs - were not in demand in the world at that time, they were used only for domestic consumption. Over time, ostrich farms spread from South Africa to the North as a lucrative business. It first spread to North Africa - Kenya, Algeria and Egypt, then to Europe - Italy, America - Argentina and the USA and New Zealand. The trade in ostrich feathers flourished around the world in the early XX century, before the hostilities outbreak involving many nations. During this time many farms disappeared due to lack of demand for ostrich products. Ostrich meat and eggs began to be eaten

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as delicacies, and the demand for them increased again as they realized that their skin quality was not inferior to that of crocodile and snake skins.

Breeding ostriches is still a popular activity in agriculture. Some large farms, which used to be domesticated by locals, are now turning to ostriches. Due to the products diversity in this industry, it is known that it is purchased by companies for various purposes and is a very lucrative industry. In addition to the food industry, there are also companies interested in the production of ostrich skins, leather, models and various souvenirs.

There are now more than 500 well-developed ostrich farms in Europe alone. Ostrich feeding has become popular, especially among farmers in Belgium and France. The ostrich business is also well developed in Latin American countries. But the largest ostrich farm (250,000) is located in Israel.

Ostriches feeding methods. There are intensive, semi-intensive and extensive methods of ostrich development. Let's look at the features, advantages and disadvantages of these methods.

Intensive care is the complete control of ostriches by the farmer. In cattle breeding, this method is called feeding (stall) in each separate room (cage) in the barn or barn.

Extensive care is, on the contrary, to create conditions for ostriches as close to natural conditions as possible.

The semi-intensive care method combines the above two methods.

It is difficult to say for sure that this will be the best result in ostrich breeding, but it is necessary to clarify the pre-care method. Some farmers only take care of ostriches in an extensive style and they are satisfied with the results. This will require large pastures to feed the birds in small groups. Free feeding of ostriches is most effective when ten males are fed at the rate of 25 females. It is important to pay attention to the men compatibility. When cared for extensively, male ostriches defend a specific area they control from an opponent with no less aggression than in nature. But their aggression is directed at other male ostriches, behaving impartially and correctly towards humans. The females move freely throughout the pasture. They will be able to mate with more than one male ostrich, which will increase the number of fertilized eggs.

However, most farmers around the world prefer intensive or semi-intensive ostrich farming. The intensive style is explained by the fact that one male ostrich has two females. But in the middle of the season, the male ostrich will have to be replaced. If you have no experience in ostrich breeding and are just starting to practice, semi-intensive care is recommended. Ostriches have to be bought in pairs, at the expense of one female for one male. This ratio provides the best results. In a small area, if one male ostrich has two or more female ostriches, productivity will be significantly reduced.

Features of the ostriches care. As much as possible, strangers should not be caught in the bird sight being kept in captivity. This is especially true for service personnel, who must be on a regular basis. It is also necessary to introduce permanent work clothes, so that even if there is a slight change in the service worker appearance, the ostriches may not recognize the eflock and accept it as a stranger. Such situations put them in a stress state and encourage aggression. Stress has a negative effect on the

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condition of ostriches, especially in the pre-breeding season. Ostriches stop moving about a month ago to avoid discomfort. It is absolutely impossible to make any changes to the feeding conditions during direct mating and laying. Otherwise, the female may stop laying eggs.
The poultry service worker should do his job calmly, quietly and peacefully, without any haste. You need to move slowly so as not to scare the birds. It is important to remember that the male ostrich, which guards the egg during the breeding season, is always vigilant and vigilant, otherwise the farmer may misunderstand any action and attack. Not only during the breeding season, but at any time during the breeding season, care should be taken not to stress the ostriches. This is a bird that lives as a flock, and if one of the birds in the flock gets scared and starts to run away, the rest of the flock will start to run. If ostriches get confused in a room or on a small playground, the birds can be seriously injured as a result. If the confusion is not public, the bewildered bird can be soothed by wearing a hood.
To avoid collisions within the flock, each bird must be able to find drinking water source in its area. Cleanliness should always be observed in walking areas. In particular, foreign objects, such as birds' nails, should be removed in a timely manner to prevent them from being swallowed by food. Ostriches should not be exposed to foreign objects in the pastures to prevent them from being injured by swallowing wires, ropes and other similar hazards.

Feeding ostriches in intensive care. If an ostrich farm is to be grazed without pasture, they will need to be provided with the required amount of crushed green fodder and hay and concentrated feed concentrate. Special mixed feed concentrate is mixed with green fodder at the 1.5 kg rate per head of poultry. Green food is better if it contains the herbs variety. It contains a variety of grasses, including rapeseed, alfalfa, spinach, and other succulents. The amount of green fodder is determined by the amount consumed by the birds.
During the period of reduced egg production, it is possible to reduce the amount of mixed feed concentrate in the feed or use a cheap feed mixture. But before the ovulation period begins, the nutrient content is increased and must be maintained throughout the ovulation period. It is very important to continue to provide highly nutritious food during the ovulation period and until the end of this period, even a short-term reduction in nutrition can stop ovulation. It takes about a month to raise an egg to that level.
In the intensive care method, ostriches should not forget to give coarse sand and stones for the digestive organs to work well. Some of the ingredients added to the diet: vegetable oil, fish meal, barium, vitamin-mineral complex, dicalcium phosphate, zinc, bicitrate, methionine.
The final feeding ration for ostriches has not been developed. Depending on their age, ostriches should be given a balanced supply of vitamins, minerals and the right amount of raw fiber.

Feeding ostriches in a semi-intensive care method. Feeding ostriches in a semi-intensive care method does not pose major problems. Birds get all the nutrients they need easily by grazing freely and consuming nutritious mixed feed concentrates. But for ostriches, the pasture must be of good quality

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to feed in this style. It is beneficial to eat natural foods in an environment that is as close to natural conditions as possible.

It is important to remember that breeding birds need strong, nutritious food during the breeding season. Special supplementary rations should be provided for breeding ostriches. In the first 2 months of the winter season, it is recommended to give each ostrich 1 kg of granulated concentrate. In the following weeks of the growing season, the amount of food concentrate is increased to 3 kg. At the same time it is necessary to add grated green food to the concentrate. If at the beginning of the breeding season there are no signs that the ostrich is ready to mate, the food quality will improve and the quantity will increase.

Feeding ostriches in the extensive care method. If ostriches are being raised extensively on a farm, the key is to provide a large amount of quality pasture. This requires a large area of uncultivated land.

If there are other animals on the farm, they can be raised with ostriches. Even in the wild, ostriches, along with zebras, giraffes, and other herbivores, are known to graze in vast pastures. Therefore, in captivity, along with other herbivores, grazing conditions are closer to the natural environment.

If the extensive system is used on a farm, the feed cost will be small, as most food will be found and consumed by the birds themselves in the pasture. But the way ostriches are cared for depends more on the local natural and climatic conditions.

If the climate worsens and rain or drought begins, it is unlikely that the birds will be fully self-sufficient in pasture. In such unfavorable climatic conditions, the birds on the farm need additional feeding.

Influence of climatic conditions on ostrich feeding. On ostrich breeding farms in different regions, the drought is very dangerous for the birds. Ostriches are usually resistant to extreme cold, but only in areas with low humidity. But in the southern latitudes, shelter from the rain is needed when grazing in the open, because in the tropics, the rains are heavy and long. Considering the conditions in which ostriches live in nature, it is not surprising that they are not adapted to rainfall. The sudden change of heat and cold in one day does not affect the ostrich.

For example: Ostriches do not need warm rooms, but they do need shelter from the rain. When the temperature drops sharply, the room needs to be heated so that the ostriches do not stop laying eggs.

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PROSPECTS FOR THE DEVELOPMENT OF OSTRAW IN VETERINARY

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Abstract
Feeding ostriches on many farms creates problems because they have not been previously studied in the country. Therefore, this article discusses the skills of keeping and feeding ostriches in order to increase their productivity and achieve high economic efficiency.

Keywords: African ostrich, Australian emus, American nundus, ostrich care, ostrich feeding.

In 2018, the President of Uzbekistan Shavkat Mirziyoyev signed a decree "On additional measures for further development of poultry." According to it, the priorities for the poultry farming development have been identified. In particular, using the experience of foreign countries, poultry clusters will be established throughout the region, covering poultry farming, processing and preparation of the final product and its delivery to the consumer. At the same time, innovative technologies are widely used.

Poultry are fed not only for meat and eggs but also for feathers. Today it is recognized that poultry farming is promising and a major direction in animal husbandry. One of the reasons for this is the simplicity of the facilities for keeping birds. According to analysts, today in the leading countries of the world a lot of attention is paid to poultry. Because poultry plays a key role in providing the population with food and contributes to employment in rural areas.

Raising chickens, ducks, and geese in homes has been a tradition in Asia and Europe for thousands of years. We read in our press that ostriches are grazed in some areas. Ostrich breeding has been established in our country for the last 6-7 years. Despite being native to Africa, ostriches have become accustomed to Uzbek climate and have attracted many fans. Currently, there is a growing interest in ostrich eggs. Black African ostriches are bred in our country.

The most common species of ostrich:

1) **African ostrich.** A tall, black-and-white bird. This species originated as a crossbreeding result of South and North African ostriches. Representatives of this species are distinguished by their strength and resistance to weather whims. African ostriches can live comfortably from -22 degrees to +40-60 degrees. Only if it does not pass rain and snow, they are very resistant to both cold and heat. If a person learns to handle, he becomes more gentle and obedient.

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2) **Australian emus**. It ranks 2nd among ostriches in height. The feathers are gray or light brown. Because the bird skeleton is not well developed, this bird type does not have fluttering wings. Birds are not capricious in their choice of food and are friendly to humans.

3) **American nundus**. It looks like an African ostrich. This species height does not exceed 130 cm, and the average weight is 30 kg.

Adaptation to the climatic conditions of Uzbekistan, as well as the lack of knowledge on obtaining and feeding products from them, poses a number of challenges. One of the most pressing issues is to find measures for the care of African ostriches in order to adapt them to the territory of the Republic.

Samarkand veterinary medicine institute is one of the first to study the clinical and physiological indicators of African ostriches imported to Uzbekistan and various cases of their storage under the leadership of the dean of the Veterinary prevention and treatment faculty Niyazov Khakim Bakoevich, his assistant Babaeva Shakhlo Alievna studies the clinical and physiological indicators of African ostriches imported to Uzbekistan and various cases of their storage.

Feeding ostriches on many farms and limited liability farms poses problems because they have not been studied in the country before. Therefore, in order to increase the ostriches productivity and achieve high economic efficiency, they were tested by giving them a variety of feeds, nutritional supplements, vitamin premixes.

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Care should also be taken when choosing food for ostriches. The ration should be designed taking into account the climatic conditions, the characteristics of the local crops composition. It is also impossible to change their diet frequently.

The African ostrich is the most optimal choice for feeding and breeding. Its average performance is as follows: at 10 months of age, the male ostrich is 220-250 cm tall and weighs 100-110 kg. The female height is 200-220 cm, and the live weight is around 90-100 kg. At 14 months of old, ostriches reach a live weight of about 120-150 kg and 250-270 cm height. From it is obtained 20–25 kg of lean meat, 1.2–1.8 square meters of skin. In modern medicine, its stem is widely used in transplantation into human organs. According to experts, the ostrich reaches reproductive age in 4 years, and in poultry such birds are called "Brider". Their average egg-laying age is 10-15 years, and pedigree ostriches lay eggs for 40 years. The average number of chickens hatched from an egg laid by an ostrich for 10-12 years can reach 72 tons. Ostriches can live up to 70 years, according to experts. The adult ostrich is 2.7 meters tall and weighs more than 150 kilograms. An ostrich family can breed 80-100 chickens in 1 season -10 months. It should be noted that 40-45% of meat is obtained from 1 head of ostrich. This is more than the meat of large and small horned cattle and even other poultry. The average price of ostrich meat in the world market is 12-15 euros, unprocessed raw hides - 60 euros. The quality of ostrich feathers grown in cold and temperate climates is underestimated compared to those in hot climates.

Methods of care for ostriches. The nutritional value of ostriches is determined by their age, mobility and nutrient content. Young birds eat 3-4% of their weight in food every day. Adults breastfeed at 2.5% of their body weight. Caring for ostriches differs from feeding other birds in its own way. The ostrich likes to look for grass in the pasture itself. Therefore, it is advisable to feed them in a wide field.

Conditions of domestic storage of ostriches: First of all, it is necessary to allocate a large area for storing ostriches. Because the ostrich is a large and active bird, it requires a large open space. It is advisable to choose a flat lawn for the farm. The city noise and the sound of highways should be far from the bird farm. Ostriches like to walk a lot, so the minimum length of the field should be 40 meters. Again the area where the birds are kept should be surrounded by a 2 meter wire or concrete fence. When choosing a grid wire fence should be taken from the small cage. This protects the curious birds from getting injured by sticking their heads into the lattice barrier cages.

The height of the ostrich storage room should be at least 3 meters. For an adult ostrich, the size of the room should be around 60-100 square meters. Room doors are also required to be large and high construction If the room is made of concrete, the room will need to be covered with thick straw. Otherwise the birds kept inside the concrete room will freeze. It is advisable to keep ostrich families separate from each other. To do this, partition walls are installed inside the room.

The area adjacent to the poultry house will be covered with fine sand. Ostriches love to treat themselves to a sand bath. Houses built by male ostriches are covered with small river stones and covered with clean soil. Feed troughs and watering cans should be placed in front of the entrance door. The

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dimensions of the feed trough are up to 1.2 m in length and 15 cm in depth. It is not recommended to give birds cold ice water.

Recommendations for feeding ostriches. Those who say that ostriches consume more food than their bodies and that it is necessary to prepare separate meals are mistaken. This animal does not choose food. It usually consists of a variety of greens up to 70 percent of the sucker. The main suckers of ostriches include plant roots and seeds. As a dessert, ostriches catch and eat insects. Because the birds of this species have well-developed eyesight, they can detect insects from a distance. The long neck is very convenient for finding and catching worms on the ground.

The nutritional value of ostriches is determined by their age, mobility and nutrient content. Young birds eat 3-4% of their weight in food every day. Adults breastfeed at 2.5% of their body weight.

Types of food for ostriches:

1) Green fodder: alfalfa, cabbage, nettle, pumpkin leaves, brine, carrot stalks, etc.;
2) Solid fodder: hay, straw;
3) Aqueous roots: Carrot roots, turnip roots, onion roots, cucumber roots, apple roots, etc.;
4) Cereal seeds: pumpkin seeds, wheat seeds, corn seeds, sunflower seeds, oat seeds and barley seeds.
5) Items from animals: fish meal, gravel, limestone, eggshell, shellfish.

The amount of water supplied is determined by climatic conditions, nutrient properties and quantity. For example, during high temperatures, as well as when given a small amount of aqueous feed, an adult ostrich consumes up to 10-12 liters of water per day.

Ways of breeding ostriches. Female ostriches begin to lay eggs from the age of 4 under natural conditions. Ostriches bred on private farms lay eggs from the age of 2. The maturation period of female ostriches is between 2 and 3 years of age, while male ostriches are 1 year behind them. Females lay eggs 2 times a year: in autumn and winter. Usually the eggs laying process takes up to 2 months. In the first period, the female ostrich lays 10 to 30 eggs. Over time, this result will increase. Only male ostriches can cause disturbances in the ostrich breeding season.

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In order to further develop and support poultry farming in the country, the introduction of advanced technologies and innovative developments in the industry, deepening the processing of poultry products, expanding their range and export, priorities have been identified for the development of poultry, it is advisable to deal with the opinion of experts in each field without simply ignoring it.

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APPLICATION OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN EDUCATION

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Annotation
The article scientifically and methodologically considers the development of innovative pedagogical tools of teaching and the use of computer training programs, in particular, the use of multimedia tools and elements of distance learning.

Keywords: information technology, innovative technologies, multimedia technologies, e-learning tools, distance learning.

Future specialists need to have the skills to constantly improve their knowledge, both in the field of modern information technologies and in their professional field. The super-rapid development of these areas requires continuous self-learning. The tasks of updating the content of the university are actualized and, at the same time, the intensification of the educational process in the preparation of a modern specialist involves the use of computer training programs, in particular, the use of multimedia tools and elements of distance learning. Their role in the training of a specialist increases significantly based on the types of his professional activities and generalized professional tasks.

Considering the technology of multimedia, one can speak not only about expanding the scope of the computer in the educational process, but also about the wide possibilities of using text, graphics, video and animation in dialogue mode.

The main features of innovative pedagogical technologies are:

- ✓ Formation of a multicomponent information environment;
- ✓ Ensuring reliable and durable storage of large volumes of information;
- ✓ Ease of processing and use of information;
- ✓ Interactivity, i.e. The possibility of arbitrary or controlled information management in the dialogue mode.

Innovative pedagogical technologies are used in order to ensure a complete and deep perception by students of the information conveyed to them and to effectively manage their educational and cognitive activities by including various sensory components of the student in the process of perceiving educational information, transforming educational visualization from static to dynamic. In this regard, it is necessary to pay attention to the advantages of using innovative pedagogical technologies in comparison with traditional technologies and methods:

- The ability to use color graphics, animation, soundtrack, hypertext;
- The possibility of constant updating;
- The ability to place interactive web elements;
- The possibility of non-linearity of the passage of the material due to the many hyperlinks;
- Hyperlinking to additional literature in electronic libraries or educational sites.

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Having analyzed the approaches discussed above, we can highlight the main features of the concept of innovative pedagogical technologies:

- Educational information is stored and processed electronically;
- Presentation of educational information acts as an integrated content of text, numerical, sound, graphic, in the form of a three-dimensional model, video, animation;
- Clarity is presented in the demonstration of the dynamics of the studied processes;
- Web technology is used for working with data, which establishes links between individual terms, fragments of text, articles, pictures of one or different documents;
- Educational materials are interactive;
- The learning effect is also based on the multisensory nature of man.

When considering the impact of innovative pedagogical technologies on students, it can be noted that interaction, firstly, has the character of using pedagogical tools as a tool for gaining knowledge in the studied disciplines (as a means of self-education).

Secondly, the interaction has the character of designing and developing one's own (author's) pedagogical tools, using the capabilities of various applied software and programming environments.

The emergence of powerful computer systems and interactive computer programs has become the basis for the intensive development of the content and principles of creating electronic textbooks, training programs, their use on the basis of mobile devices, tablets for self-education of students, as well as their use in mixed and distance learning.

In the blended learning model, lecture-oriented handouts are used, developed on the basis of an electronic synopsis [1].

An important place is occupied by copyright multimedia software. Various authors have experimentally proved the effectiveness of the use of multimedia software for the development of algorithmic thinking of students, for the use of robotic virtual environments in teaching programming to future programmers.

The use of distance learning technologies involves the use of educational electronic publications, computer training systems, audio-video educational materials along with traditional teaching aids.

When developing electronic teaching aids, the following requirements were determined for electronic teaching aids placed in the Moodle distance learning system according to a modular training system [2]:

- ✓ Developed hypertext structure in the conceptual part of the course (definitions, theorems), as well as in the logical structure of presentation (sequence, interconnection of parts);
- ✓ User-friendly navigation system that allows you to easily navigate the course, send emails to the teacher, go to the discussion section;
- ✓ Using the multimedia capabilities of modern computers and the internet;
- ✓ Availability of a knowledge control subsystem built into the textbook;
- ✓ Breakdown of the course into small modules;
- ✓ Availability of a glossary (stand-alone reference materials) and links to the glossary;
- ✓ Availability of links to literary sources, electronic libraries and sources of information on the internet;

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✓ Availability and openness of training courses.

Despite the large number of advantages, the use of innovative tools in the educational process has a number of disadvantages, which are pointed out by the authors [3]:

- There is no general methodology for the use of innovative tools. Each university has its own developments in the creation and use of multimedia, but there is no single approach for everyone. It is necessary to systematize this work in order to determine how best to organize the educational process using innovative pedagogical tools;
- The laboriousness of creating pedagogical teaching aids is obvious. Not every teacher can create an electronic teaching tool with a beautiful and understandable design, correct psychological perception of the educational material. These tools are time consuming to create;
- The use of ready-made designs and templates is not always competent. Some students, as well as teachers, especially in adulthood, do not have the skills to work with electronic teaching aids;
- Colorful teaching aids scatter the attention of students due to the abundance of material. Some learners do not have the ability to concentrate their attention on the main thing;
- For engineering sciences, a complex representation of "feedback" from the user. Accordingly, the distance form cannot become the only teaching method due to its limitations for studying these disciplines.
- The university does not always have the necessary hardware and software resources. Distance learning makes ever higher demands on the quality of information and communication technologies used;
- With insufficient transmission speed on the internet, technical failures occur.

Innovative pedagogical technologies have transformed educational visualization from static to dynamic, that is, it became possible to track the processes under study in time. The use of e-learning tools provides new unique opportunities for the development of skills and abilities, improving the quality of education.

In conclusion, we note that in the scientific and methodological terms, the issue of developing innovative pedagogical teaching aids is developing in the world. But the creation of these funds is time consuming and can be carried out by sufficiently trained specialists.

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THE EFFECT OF CORONAVIRUS ON TOURISM IN UZBEKISTAN

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Annotation
The article describes the coronavirus pandemic, one of the global problems of our time, and its negative impact on tourism in our country, the process of analysis and reform based on scientific data and conclusions. The reconstruction work carried out in the tourism sector of the country in the post-pandemic period is described on the basis of statistical data.

Keywords: Pandemic, coronavirus, tourism.

In today's globalization process, the tourism sector plays a special role in the economic activity of countries as a source of high income. The impact of tourism on the economic and social life of the country is reflected in receipts in foreign currency, job creation, development of small business and private entrepreneurship, preservation of culture and values. Tourism is one of the fastest growing industries. According to experts, tourism will become the most profitable industry of the 21st century. Now this sphere is on the third place after automobile manufacturer and refinery in the world. Tourism also leads to the development of transport, food, hotels, trade, crafts, construction and other services. In addition, it serves to modernize the country's appearance, develop the hotel and restaurant industry, and forge links between industries such as transport and communications.

The global development of tourism is the most reliable and effective system that brings the countries of the world closer together and intensifies their interaction. The outgrowth of tourism has a positive effect on almost all industries, which leads to a dynamic growth of the country's economy.

But the sudden spreading of the coronavirus pandemic has dealt a global blow to the industry. Including our country.

During a pandemic, the dynamics of the development of the industry and the maintenance of growth indicators, which means the achievement of goals and the analysis of indicators in the context of these global problems (yoki issues) are among the topical aspects of the topic

In order to talk about this essential factor affecting tourism in our country and the world community, as well as determine the consequences and plans for the future, we must first of all organize the following work:Separate analysis of the characteristics of tourism development, in particular outbound and investment, by region Determine the characteristics of inbound tourism in developed regions Review of the experience of developed countries in the field of tourism at a high level and the achievements and problems yoki issues of the pandemic period, development trends.Analysis of specific protection and counteraction to trends and its development of the modern tourism market under the influence of new challenges Analyze reforms in the tourism sector in Uzbekistan based on world experience and justify a set of measures for systemic development.To analyze the problem and develop recommendations for its solution, the following methods were used: System analysis and an

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integrated approach In Uzbekistan, in the process of a pandemic, special attention is paid to the development of tourism, its role in the economy, a number of reforms are being carried out. These reforms are one of the most vital steps in the development of Uzbek tourism . First of all, let's look at the reforms in the days of independence and the last 3-4 years: President of the Republic of Uzbekistan Shavkat Mirziyoyev in his Address to the Oliy Majlis Today, tourism is one of the most promising sectors of the national economy, economy. Uzbekistan is a country with great potential in the field of tourism. There are more than 7,300 cultural heritage sites in the country, most of which are included in the UNESCO list.

According to the State Committee for Tourism Development, 5.34 million tourists visited Uzbekistan in 2018. In 2017, their number was 2.69 million, which means that the number of tourists has doubled, showing an increase of 97% for the year. In 2016, their number reached 2.07 million. Last year, a visa-free regime was announced for nine countries, and the number of countries applying a simplified visa regime for their citizens increased from 12 to 50. On July 15, 2018, the system of registration and issuance of electronic entry visas was launched. Even though in the face of the pandemic, efforts to develop the sector and reform within the framework of the law have not diminished. In particular, the decision of the Cabinet of Ministers of the Republic of Uzbekistan to support tourism and the development of tourism infrastructure in the economic situation caused by the coronavirus pandemic is an example of the above.

Strict compliance with the Decree of the President of the Republic of Uzbekistan No. PF-6002 dated May 28, 2020" On urgent measures to support the tourism industry to reduce the negative impact of the coronavirus pandemic and the requirements of the enhanced sanitary and epidemiological service. " the regime of tourism in order to ensure the implementation of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated June 19, 2020 No. PQ-4755 on additional measures for the development. Compensation for interest expenses of tourism entities provided for in this paragraph is distributed regardless of the number and volume of their loans, as well as the number of previously issued and / or issued compensations. If we look at the content of the decision, we will see that in our country, despite the attention to tourism and the pandemic, the volume of work in this area has not decreased. This can be analyzed using the example of our president's meetings, which took place even in a situation where the virus poses a direct threat. On December 9, a video conference was held under the chairmanship of President Shavkat Mirziyoyev, at which the work carried out in the field of tourism and sports, as well as the tasks for the coming year, was discussed. In Uzbekistan, tourism is developing as one of the strategic sectors of the economy. Conditions in this area are expanding on the basis of a number of decrees and regulations. In particular, the number of countries whose citizens do not require a visa to our country has increased from 9 to 86, and the "electronic visa" system has been introduced for 53 countries. This difficult year for tourism has received a lot of support from the industry, including subsidies and loans.

At the meeting, which was held in a critical spirit, it was decided to review the approaches in the context of the coronavirus pandemic, as well as to restore the tourism potential of our country.There is also ample opportunity in Uzbekistan to focus on the rapidly developing tourism sector

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Given that one in four new jobs will be created in the tourism sector in the next decade, tourism can make a significant contribution to employment reduction by creating additional jobs in Uzbekistan This, in turn, is a great source of income for the population. In particular, the development of short-term travel, urban tourism, gastronomic tourism and pilgrimage tourism can be considered the basis of Uzbek tourism. Of course, no matter how difficult it may be, humanity still faces a difficult test, but with this in mind, we can achieve the desired result if we act in concert, following the policy pursued by our esteemed head of state. Uzbekistan occupies a high position in the Islamic world with little history. Muslim tourists tend to visit the shrines of Imam Bukhari at-Termizi and Moturudi. The Muslim tourism market is also expanding from year to year, and demand is also growing. A large tourist flow can be established by attracting tourists from Muslim countries and the development of honest tourism. In a pandemic, it is necessary to apply the experience of developed countries in the local context and, if possible, create a number of benefits for tourists in the form of various taxes and fees, passports and visas. For this, on the one hand, it is necessary to form the infrastructure of pilgrim tourism, on the other, to create a database of places of pilgrimage and create favorable conditions for pilgrims.

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BRIEF DESCRIPTION ON SOME DESIGN TERMS

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Abstract
This article discusses some of the design terms related to information technology. Not only a brief overview of these terms, but also synonymous words and examples of these terms are given in detail.

Keywords: synonym, an affinity map, synthesis, co-designing, prototyping, design, human-centered.
Non-designers may see design words as jargon, which can lead to misunderstandings. Through definitions and examples, this work clarifies the meanings of popular design words. In the article, the followings are covered:

- Definitions of the terms and their significance;
- Examples to contextualize the phrases;
- Synonyms and related words for each term.

The glossary was created by working with a variety of global practitioners and designers who offered feedback on the meanings of words as well as examples that assist clarify each of them.

AN AFFINITY MAP

An affinity map integrates a huge quantity of data (for example, text on sticky notes) into groupings, themes, or concepts. Designers frequently apply such a map to reveal trends, produce insights, and uncover possibilities while making sense of research data. Affinity mapping is a typical method used by designers to make sense of complicated information during the synthesis process. Affinity maps are especially valuable for identifying cross-cutting requirements and possibilities across complicated health-care systems.

SYNONYMS:

- Affinity diagram
- Synthesis
- Sense making
- Brainstorming

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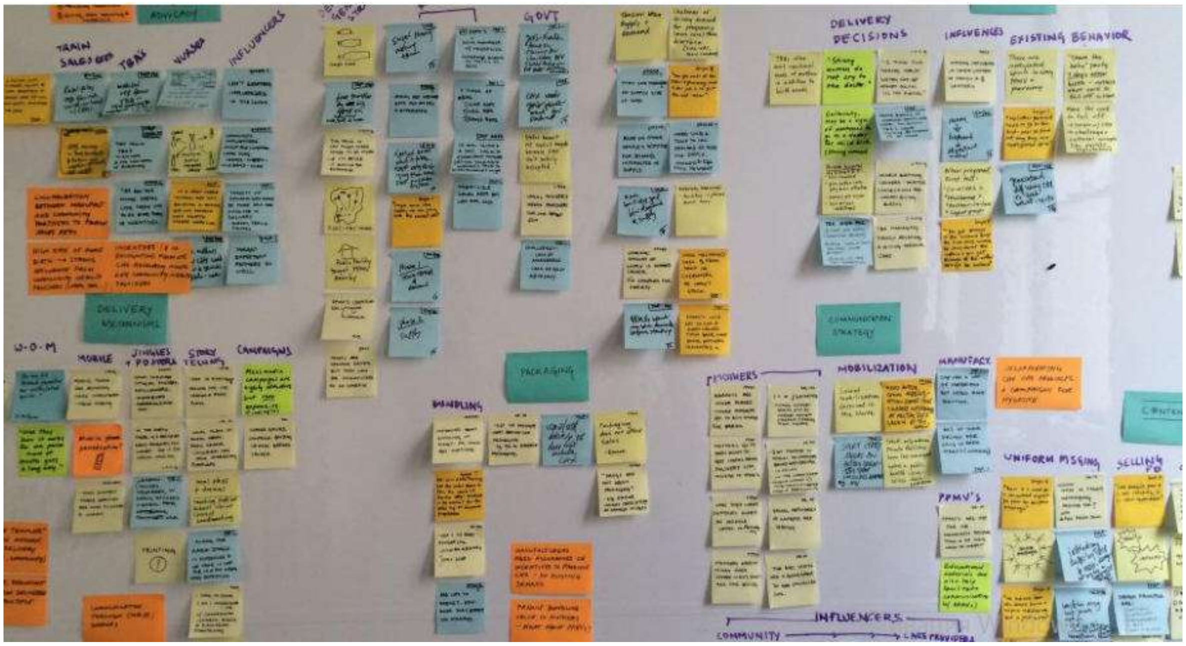
EXAMPLE:



CO-DESIGNING

Co-designing is the process of developing solutions in collaboration with the users you want to influence. This comprises activities that allow for varied degree of user interaction, such as drawing, card sorting, roleplaying, and so on. Co-designing can be used to define a whole solution or just to get input and comment on minor aspects of products or services. It is one of the most frequent ways for designers to collaborate with the users with whom they are working. Please keep in mind that co-creation generally refers to a broader set of ways for collaborating with people and might include approaches like crowdsourcing, co-authoring, and co-designing.

Designers frequently use the terms co-designing and co-creating interchangeably. Co-designing can be especially beneficial for global health consumers who struggle to imagine better answers to their requirements but outbalance at improving on an idea once it is brought to them through basic prototypes.

SYNONYMS

- ❖ Card Sorting
- ❖ Co-creation
- ❖ Participatory Design
- ❖ Prototyping

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EXAMPLE

These co-creation and prototyping workshops were created with teenagers' beliefs and lifestyles in mind, with the goal of generating ideas and understanding methods to enhance fertility awareness and enhance access to contraceptives and contraceptive service delivery methods.

DESIGN THINKING

Design thinking is an approach to innovation that draws on the designer's toolset to merge people's wants, technological possibilities, and corporate success criteria. Design thinking, skills, and practices should be considered applicable to many disciplines, including design. Design is a discipline that requires highly specific abilities such as graphic design, interface or user experience design, user research, and so on.

Each of these design professions requires knowledge and skill in its own specific skill, as well as knowledge and skill in design thinking. Design thinking may aid global health practitioners by improving the possibility that solutions will appeal to consumers and be practical in resource-constrained situations, in addition to producing demonstrable clinical effects.

SYNONYMS:

- ❖ Design
- ❖ Human-centered
- ❖ Design
- ❖ Experience Design
- ❖ Service Design

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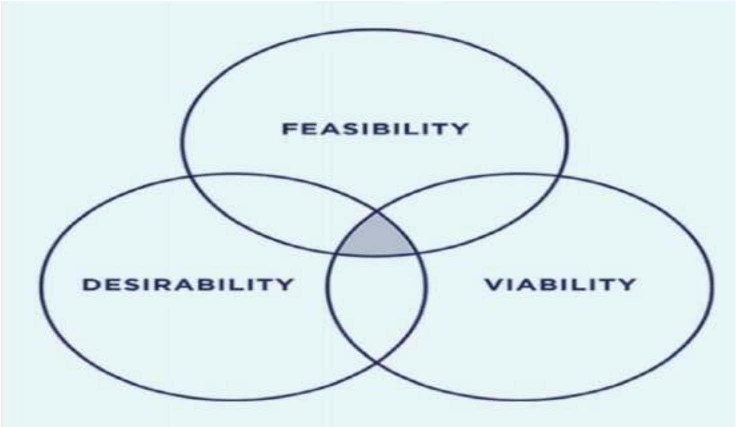
EXAMPLE:



This figure illustrates how design thinking integrates what is desired from a human standpoint with what is technologically feasible and economically viable. Design thinking also enables those who have not been educated as designers to employ creative methods to solve a wide range of problems.

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THE CONCEPT OF "WAR" IN THE LINGUISTIC LANDSCAPE OF THE WORLD

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Annotation

This article is devoted to the linguistic study and analysis of the concept of war in the linguistic landscape of the world using the example of the Russian and English languages

Keywords: Cultural linguistics, concept, linguistics, landscape of the world, war. language, language of the world

Cultural linguistics owes its origin to the intensively developing anthropologically oriented linguistics since the second half of the 90s of the XX century, which constitutes an independent linguo-humanitarian paradigm.

Cultural linguistics is one of the most actively developing areas of modern linguistics. At the same time, the problem of types of cultural concepts is one of the most controversial issues in this area of linguistics. The categorical composition of this science has not been fully developed, the list of concepts to be studied is under discussion.

The social and political phenomenon "war" plays an extremely important role in the Russian-speaking culture and an essential role in the English-speaking one. Separate studies in the field of philosophy, sociology, psychology, history, political science are devoted to this phenomenon, however, this issue has not yet been considered in linguistic literature, although war as a phenomenon receives multiple and variable linguistic designations in Russian and English.

Language is a form of reflection of the reality surrounding a person and himself, a means of obtaining knowledge about this reality. The study of a person and his interaction with the world around him, fixed in consciousness in the form of concepts, images and behavioral acts, is engaged in cultural linguistics, which meets the modern requirements of linguistics and cultural studies

Cultural linguistics studies two sign systems - language and culture, which are social phenomena that are tightly connected with each other, which makes it possible to study the cultural and linguistic competence of members of a particular ethnic group, to study their mentality as a reflection of the consciousness of the carriers of a certain linguocultural collective. This circumstance explains the priority and theoretical and applied significance of research on the cultural semantics of language in Russian and foreign linguistics. Due to the fact that at the current stage of the development of linguistics, the dominant of thinking is not so much cognition as mutual understanding, an attempt was made in this article to analyze some aspects of the interaction of language, culture and personality. the application of the linguoculturological approach to the study of the concept of "war" in the linguistic picture of the world and traditional research methods, such as comparative, interpretive and contextual analysis, the method of conceptual and metaphorical modeling, fully meets the achievement of the goals and objectives set in the study based on generally valid theoretical provisions and using linguoculturological analysis, we determined the following: the concept of "war" is an ethnically, culturally conditioned, complex, structural-semantic, verbalized education based on a discursive basis

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and including an image and an assessment in its architectonics. the discursive component is formed by factual information about war as a real phenomenon, which serves as the foundation for the formation of a concept. The figurative component of the cultural concept "war" is associated with the way of cognizing reality, and it includes all those ingenuous ideas that exist in the minds of multilingual individuals in connection with this concept. The results of the study indicate the legitimacy of the allocation of the linguocultural concept "war" in the English and Russian-language pictures of the world. A comparative linguoculturological analysis of the concept under consideration in the linguistic picture of the world was carried out on the basis of a study of the semantic structure of both linguistic systems. His data indicate that the concept of "war" is gaining multiple and variable manifestations in the Russian and English languages, expressed in the semantics of units of different levels (lexical, phraseological, paremiological) in the form of a universal sign of war. the individuality of this feature lies in the originality of the models of its combinatorics. Investigating the methods of linguistic expression of the concept of "war" in the lexical, phraseological and paremiological systems, we were able to analyze the main similarities and differences in the implementation of the concept under study in the compared pictures of the world. We have found that the existence of universal signs of the concept of "war" in the compared linguistic pictures of the world is due to an identically negative attitude towards war as a social and socio-political phenomenon. In the Russian linguistic consciousness, the concept of "war" is of greater importance than in English, which is confirmed by the denser semantic structure of the "war" frame. The study showed that the war in the Russian linguistic consciousness is associated with the need to defend their homeland on their land from the encroachments of enemies, while in the English-language picture of the world, war is associated with armed actions on the territory of other states in order to protect their interests, sometimes thousands of kilometers from their country. In linguoculturological terms, metaphorical word usage is especially valuable, the interpretation of which made it possible to discover the similarities and differences in the reflection of war as a fragment of the surrounding world in the minds of people speaking different languages. We managed to show that the linguistic personality forms its own, personal attitude to the war, focusing on nationally specific cultural values. Studies have shown that self-praise and bragging are negatively assessed in the Russian-language picture of the world, being replaced by courage and daring, which is reflected in particular in one of the proverbs: “Do not boast, going to the army, but boast, walking from the army”. The data obtained allowed us to conclude that representatives of Russian culture condemn people for whom war is a means of enrichment: "To whom is war - and to whom is a mother." We have not identified equivalent proverbs in the English-language picture of the world. Based on the data obtained, we were able to establish that the main property of the concept of "war" is its connection with other concepts of culture, which determines the specifics of the sign of war in the English-language and Russian-language pictures of the world. The concept studied in our work is closely intertwined with the concept of "feat", the content minimum of which is expressed as an extraordinary, exceptional, noble deed associated with moral choice, great effort and risk. The attitude to heroism in both English and Russian linguistic consciousness is modeled as a characteristic of a person who either performs such an act or is incapable of a heroic deed. The ethnocultural specificity

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of the attitude to feat in relation to the English and Russian languages is found in the sign of the way this act is carried out. Feat in the eyes of the British is associated with nobility, grace, wisdom, skill, flaunting action and glory. The feat in Russian is not an art, but the defense of one's native land at the cost of one's life. In the study, the method of metaphorical modeling was implemented within the framework of the cognitive approach, which made it possible to consider the semantic connections of the concept of "war" from the point of view of the course of the cognitive process and to study interconnected processes of knowledge, cognition and the results of cognition in the form of corresponding representations. A comparative analysis of metaphorical word use in the linguistic picture of the world allowed us to find dominant models of a universal nature. We have established that the composition of the universal metaphorical models functioning in the English-language and Russian worldviews is rather homogeneous. As the analysis of the data obtained has shown, the similarity between them is observed in the fundamental values of both moral and utilitarian order. The use of the method of metaphorical modeling made it possible to identify models that most clearly reflect the cultural traditions and national mentality of native speakers of English and Russian: “war is the work of a complex mechanism / train movement”, “war is theater / cinema”, “war is a game of chess / gambling ". Differences in universal metaphorical models are associated with the historical and cultural features of the mentality of multilingual people. They relate to the plan of expression, distribution and combinatorics of norms, as well as the degree of their relevance for the linguistic personality. Our research gives grounds to assert that only at the level of the frame structure are the greatest differences due to the specifics of national languages and national consciousness revealed. For example, for Russian culture, the intellectual abilities of a person, his moral health, strong roots and other fundamental values are more significant. The work emphasizes that in English culture the contrast between friend and foe is sharper than in Russian. We have reasonably proved that the characteristic norms of English society are non-interference in other people's life, tolerance towards others, censure of imposing their will on other people. This study does not exhaust the entire content of the problem under consideration. It seems that the results obtained open up prospects for further research of the cultural concept “war” in the concept sphere of the English and Russian linguocultures. We believe that a more detailed study of the connection between the concept of "war" and other concepts of culture will provide data that will serve as the basis for a more detailed description of the conceptual spheres of the English and Russian languages. In our opinion, in the future, it is necessary to comprehensively study the semantic characteristics of the concept of "war" in the diachronic sense in order to identify changes in the behavioral norms of people during the war, i.e. changes in the value system of one or another ethnic group, undoubtedly, lead to the corresponding reactions of the language.

Conclusion: Further work can go along the path of expanding the list of cultural concepts in the English and Russian pictures of the world, a deeper understanding of the actual problems of the relationship between language and culture in linguistics.

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THE CONCEPT OF LOVE: THE PECULIARITIES OF ITS USAGE IN THE ENGLISH PAREMIOLOGY

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ABSTRACT: The aim of this research article is to compare concept "love" in English as exemplified by paremiology and lexicography of studied language.

KEYWORDS: love, concept, linguistic culture, representation.

The thesis about the direct influence of the culture of the people on their language finds multiple confirmation in the vocabulary, semantics, and grammar of the language. The difference in languages is explained by the difference in cultures, the difference in conceptual codes and mental styles of different peoples. Differences in the national specifics of cultural concepts are especially striking among the peoples of the West and the East. In fact, "East and West are two mental planets (Asia and Europe) on the globe, with their own codes of cultural concepts that determine "; hemispheric"; the mental styles of the peoples inhabiting them"

The interaction of civilizations appears before us not only as a clash of different types of economic organization of traditional, industrial and post-industrial societies, but, first of all, as a clash of different mental, linguistic and value pictures of the world, cultural attitudes, methods of cognition and self-knowledge. The increase in the intensity of intercultural communication in the context of total informatization is not always accompanied by conflict-free discovery of another culture. Much more often one has to observe an exacerbation of the problematic component of communication, which manifests itself in misunderstanding and rejection.

Forecasting possible conflict situations and identifying the most favorable conditions for intercultural communication are the priority tasks of modern humanities. Their solution is possible, in our opinion, only if an effective research strategy is developed, aimed at an adequate understanding and description of the ongoing cultural changes. This strategy cannot be limited by the framework of one science; a stereoscopic view of the subject is provided through the joint efforts of a number of disciplines focused on the study of a person. Among them stand out: philosophy of knowledge, cognitive neurophysiology and psychology, cognitive linguistics, cognitive anthropology and a number of other areas.

Thus, the determining factor in the relevance of the problem of the relationship between language and culture is the active development of the problems of interaction of cultures of different peoples, especially in the modern era, characterized by the processes of internationalization of various aspects of life, social, including spiritual, the existence of entire peoples, an individual, under the powerful influence scientific and technological progress. Therefore, the emerging formation of a new direction - linguoculturology, for which the problem of "language and culture" is key, seems to be important for modern linguistics.

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The concept of "Love", considered in our study, is present in any ethnic culture and is universal. Conceptual representation of love is based on local, national, cultural and historical traditions, religious beliefs of ethnic groups. Like most of these concepts ("will-freedom", "truth-truth", "bliss-happiness", etc.), in its verbal representation, love is characterized by "diversity" and "semantic doublet" (love - affection -passion -infatuation -devotion). As a universal concept, the concept of "love" is evidently present in all ethnic linguistic cultures.

Dictionaries offer the following definitions of the word "Love":

1) Something that you like very much, or that you enjoy very much; someone who you have romantic feeling about;
2) The object of attraction or liking; a person who is loved; a friendly word of address;
3) A delightful or superb example, instance, or occurrence;
4) No score for a player or side in tennis and certain other games;
5) An amorous episode;
6) Tender attachment, fondness;
7) Love affair –heritage;
8) An instance of affection, an act of kindness;
9) To have strong affection or deep tender feelings;
10) To love to hate;
11) The feeling of liking and caring for someone such as a member of your family or a close friend;

The associative array of the concept "love" in English Generalized presentation of the concept "love" in English paremiology allows us to draw the following conclusions:

-Love is omnipotent, unreasonable, no one and nothing can resist it. Love encourages to forgive, believe, worry about the fate of a loved one, and also transforms him. -Love cannot be ordered, at will, love cannot be hidden either; love is inexpressible in words, distorts the perception of reality, drives you crazy. -New love expels the old one, separation from someone kills all the beautiful feelings, from someone, on the contrary, intensifies. -Love is a blessing, it is associated with hatred, it can be real and not real; -Love cannot be bought, but it depends on material wealth and age. Status and position play a role. -The choice of an object of love occurs unmotivated, but at the same time the internal, intuitive background of the choice is positively assessed. To achieve the favor of the object of love, there are appropriate techniques. Love can be achieved in all ways. Marriage is fatal to love;

-Love is present in family relationships, motherly love is especially strong. Love takes a definite position in adolescence. Particularly noteworthy is the abundance of units that refer to the material -activity side of love -marriage and courtship. In addition, a certain part of the paremiological corpus is represented by units common to almost all European languages, which formally and semantically copy each other. For example, Amor caecus est, Love is blind, Omnia vincit amor, Love conquers all each other.

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THE ESSENTIAL ROLE OF GAME-BASED AND SIMULATION –BASED APPROACH TO IMPROVE SPEAKING SKILLS

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Abstract

In this article, it is highlighted that the division of games focused on a particular language skill is, naturally, based on the actual activities implemented. However, it is also natural that such games can also be categorized in some other way since they are based on some particular tools and rules for learners to follow.

Keys: drama, simulation, game based, cooperation and competition games

As it is clearly known that there are several approaches and methods in teaching English or foreign languages. Most experienced teachers use different approach to appeal their students attention and motivate them to speak the foreign language naturally. The main responsibility of foreign teachers is teaching the students how to speak naturally and fluently. The best result of hardworking teachers' efforts can be seen by students' speech or their knowledge and score in the final test.

Learners are exposed to auditory input so their task might be to order the likes of a song, provide missing words to a song lyrics or provide entire lines (or even blocks of text) to stories. Productive or speaking games, in turn, can be used as a way of reinforcing vocabulary covered previously. Such games are focused on oral production so learners can be engaged in games such as taboo or 'find someone who'. In the former learners need to describe a given word or an idea in order for another learner to guess it. In the latter game learners may walk around the classroom asking one another a number of questions in order to find a person who shows some specific features (a someone who has a pet, who does not like orange juice etc.). The specific type of game and the level to which learners come up with oral input depend on learners' age, proficiency level and speaking skills they have (Sugar 1998: 63-65).

The teacher does not have to be in the role of supervisor of the game. He is just responsible for the running and function of the activity and he helps children when they are in troubles, he monitors their performance and provides help on the language side. One of the most important aims of games is to make children talk to each other.

Games help the children organized into different patterns of interaction to dispose of such habits and inhibitions as e.g. when children are shy or do not like to talk to their classmates or to other people. Children, as they are in the thick of the game, forget about their formal class behaviour and start to react directly to what their fellows are doing and saying (1981: 4, 5).

When children are playing a game, they need to use language to some purpose. The repetitiveness of patterns used in a game is a very important aspect, which leads to development and improvement of the skills and moreover the players want to improve the skills necessary for a game they enjoy.

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Players need not necessarily communicate with one another during the game – at least not with words. They can mime, perform with hands, gestures, and use body movements and so on, which provides a lot of fun and unpredictability. The ideal combination is a game in which learners have to react, by using language, to some challenge which may be decided by the luck of drawing a card or throwing a die, for example. (Rixon, 1981: 3, 4)

As Julia Khan mentions in Brumfit's book, "games are activities that children naturally and universally engage in. There is a certain timelessness in the pleasure children find in games and in how the nature of the games they play changes as they develop, ranging through fantasy, ritual, competition and luck". (Brumfit; Moon; Tongue, 1991: 143)

Children naturally want to play games. The activity needs to be creative and exciting so that the pupils learn effectively. They must be actively involved in the game and feel the pleasure and need in order to succeed in learning.

When playing a game children have to interact with somebody. Either with a partner or with the whole team. The learner needs to use language in a social context in order to interact effectively, which leads to successful learning. "Using the language is the best way of learning to use it" (Brumfit; Moon; Tongue, 1991: 145).

In many types of games, the rules demand that children must produce a structure correctly, pronounce or spell the words correctly so that the players recognize the difference between the sounds. Simulation is a kind of presenting dialogue when children are pretending to be someone else, e.g. a doctor and a patient, parent and a child, or shop assistant and customer.

Sesnan concerns simulation and demonstrations as "simple examples of a more general educational principle which can be called *learning by doing"* (1997: 172). By this term the author does not mean only learning about something but that it is important to develop the practical skill of doing something. In general children learn the language best by using it and this can be achieved spontaneously by doing or performing some action and at the same time practicing the new subject matter.

One of the best ways to remember things is to use physical movements when learning new words or phrases (as said in the chapter on TPR, p22). That is why it is essential for the teacher to use instructions only in the target language and consequently perform them to children.

Simulation is a good way to combine guided practice with a kind of free activity. Pupils enjoy such activities much more than being forced into learning by heart or memorizing. Dialogues and role-plays that require physical movements or action work best with young children. With low primary learners it is good to use puppets or teddies that would ask children questions, so that they were encouraged to answer more freely.

Such simulated situations provide children a deeper understanding of their livers. By acting children practice their speaking abilities and develop self-confidence. Drama activities contribute to developing other skills as well as cooperation, making agreements or expressing themselves.

Myers further distinguishes between different roles of teacher. He/she can choose to take either high-status role, as for example the king that enables him/her to direct children and take control of the whole activity. On the other hand, the teacher can choose a low-status role, for example one of the seven

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dwarfs of the Snow-white. In this case children feel equal and independent, as the teacher is one of them, which gives them confidence to speak out and take responsibility within the situation. Drama activities are one of the best ways to practice fluent speech and help children use language in a natural context.

Not only playing a story or acting in a drama is motivation and funny for children. They always need somebody to watch their performance. Usually the audience is the other part of the class who is not performing at the moment or other schoolmates.

Furthermore, children like watching drama. According to Sesnan "young audiences enjoy watching people fighting, shouting, and pushing each other around in a play, but this should only be a small part of drama. Good drama involves all the emotions. A good actor rarely shouts and is able to make the audience laugh and weep, feel angry, feel happy, or feel sad by good acting"(1997: 220).

There are plenty of topics that can be performed as a drama. I like performing stories with my primary children that we have read. Or I read a story slowly, so that children could understand and after reading they were supposed to perform the plot. They were allowed to use mother tongue while acting as long as the purpose by young children was to prove their listening comprehension, anyway older pupils had to speak only in the target language.

Other interesting topics are either the ones from real world (children v. parents; at the shop; at the doctor) or some historical events, stories involving animals or just convincing somebody to do something.

Sesnan (1997: 221) points out important rules in drama:

- An actor should never stand backside to the audience, because they might not hear him/her properly
- Two actors should not speak at one time
- There should not be more than 5 people at the stage at one time
- An actor may speak to the audience so that the other actors appear not to hear – this is called an aside

In the globalization age today, English assumes as a more and more important part as a means of international communication than ever. Therefore, in some recent years, the focus of teaching has been promoting oral skills in order to respond to the students' needs for effective communication.

In language teaching, language games have proved themselves not merely as "time filler activities" but as an important factor which can create more chances and interest to motivate students to speak. Nevertheless, language games have not successfully applied to speaking classes in many educational institutions.

Speaking is one of the basic language skills that have to do be mastered by English foreign learners due to its significant and its use for communication. There are many characteristics of a successful speaking activity which are introduced by Penny Ur as follows:

- Learners talk a lot: As much as possible of the period time allotted to the activity is in fact occupied by learner talk.
- Participation is even: Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly evenly distributed.

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- Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- Nowadays I am a student but I've already begun my teaching process to young learners. While teaching them I've across to some problems on developing their speaking even I've used some games during my classes. According to Penny Ur, there still exist some problems with speaking activities as follows:
- Inhibition: Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- Low or uneven participation: Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little time talking.
- Mother-tongue use: In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less "exposed" if they are speaking their mother tongue.
- For being a good teacher I'll try to find solutions, sometimes I need to some advices from my experienced teachers.

The use of games in teaching English is not, however, appropriate at all times. Using various games can help students memorize vocabulary or grammar; it can eliminate the anxiety aroused from using a foreign language or uncertainty about the correctness of the output. As Demes da Cruz also states „While playing language games, students can be exposed to the target structures. However, this is done in a context of a game, they relax and forget that they are being watched. They often become so involved in the game that they stop feeling anxious about their mistakes. At the same time overuse of games may take away the time the students can use to be working individually, having the matter explained properly or simply working with the language seriously. It can also create the overall class atmosphere in such a way that it is not a real learning, making it more difficult to concentrate on studying for serious purposes, like exams. The last consequence of overuse of games in language teaching to be mentioned here is the fact that the students might get bored with all the play. The reason is that students, especially students of higher secondary schools or adults, usually do not like to be treated like little children. The teacher must place challenge before them too, they need to have the feeling of having accomplished something more difficult than a good game result. Having said the above, experience, however, confirms that abandoning games in the classes of the older group age would deprive the teaching-learning process of enjoyment, which enriches and motivates the students. To be complete, it is also necessary to mention the teachers need to enjoy their work, enjoy the classes and activities realized. "The moment we enter the classroom; we must act as people who are looking forward to whatever is coming. To fulfil that, games are of great help to keep the teaching work still enjoyable. Simply put the teacher must carefully consider how much and when it is appropriate to use games in the language teaching in order to be beneficial to the students and the whole teaching process.

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According to Kayi [1] when utilizing game-like activities in the teaching process, it is necessary to realize that, despite many shared features, between the games and studying there is also a certain variance, as whereas play does not pursue strictly defined objectives, tuition is essentially target-orientated. While overcoming this tension, the didactic play must avoid two extremes: pursuance of the teaching aims must not superimpose the essence of play itself to such an extent that the pupil does not perceive the activity as a game; on the other hand, inexpedience and latitude of the game must not reach a degree when the actual aim of the teaching slips out. Further suppport comes from Zdybiewska (as cited in Uberman,2002), she believes that games can be a good way in practicing the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Related to that statement, Kim presents six advantages of using the language games in the classroom, which are: games are motivating and challenging. games are as a welcome break from the usual routine of the language class. games help the students to make and sustain the effort of learning. games provide language practice in the various and integrated language skills. games encourage students to interact and communicate to each other. games create a meaningful context for language that is being learned by the students. In line with Kim, Mei and Yu jing also [2] believe that through playinggames, students can learn English as the way the children learn and say their mother language without being aware they are studying; thus without stress, the students can learn a lot in learning the target language. While Wright [3] write that games can help the teacher to create contexts in which the language is useful and meaningful. The learners who want to take part in the activities, must understand what others are saying or have written, and in order to do so, the students then must speak or write in expressing their own point of views or give information. Thus games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication which is in line with the objectives of the teaching skill.

There are some studies conducted on the use of games in language learning. By using games, the students became more interested, actively involved and motivated in the learning activities. Games also helps the students in building a good relationship with their friends as well as increasing their achievement in learning English. While Nurisnaini found out that games and songs are effective strategies in improvi ng the students' participation in the classroom activities. Furthermore, Huyen and Nga [4] stated that games have been shown to have more advantages and effectiveness in learning vocabulary in various ways. First, games bring relaxation and fun for the students, thus help them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested in the activities. These create the motivation for learners of English to get involved and participated actively in the learning activities. Third, vocabulary games bring real world context into the classroom and enhance students in using English language in a flexible and communiative way. There are many types of games the teacher may make use of and they are aimed to train different kinds of skills desired for students to be acquired.

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Because in some my learners I noticed some difficulties which were faced by the students in speaking English such as fear of making mistakes, fear of being laughed by their friend as they have no idea about pronunciation and grammar that they use. Besides, they are also bored in learning English because the teaching —learning activities provided in a conventional way, for instance, the teacher asked the students to perform the text they memorized. Furthermore, they also cannot speak based on their willingness because what they want to speak is structured by the teacher, in other words they just repeat the word that has been produced. Afterward, those problems make students get lazy or less ability to speak. Therefore, for creating new atmosphere I began to use communicative games. Communicative games can be an alternative way to overcome students` difficulties in learning how to speak English. In fact, they can improve their speaking skills by playing some communicative games. Therefore, it can give positive impact towards students` motivation.

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AESTHETIC VALUE IN ENGLISH, UZBEK AND TAJIK NATIONAL CULTURES

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ABSTRACT
Language plays indispensable role in understanding world picture of every nation. However, the problem of analyzing the expression of the concept of "beauty" in the language (in the English, Uzbek and Tajik national cultures) has not been studied from the point of view of cognitive linguistics and linguistic Culturology. Consequently, the aesthetic picture of the world in English, Uzbek and Tajik languages, the possibility of expressing and reflecting the concept of "beauty" on the phraseological and lexical tiers of the language, the interpretation of values in different cultures, comparative analysis of linguistic and cultural features, and the study in direct connection with cognitive linguistics, linguoculturology, general linguistics determine the relevance of the topic of the article.

Key words: Picture of the world, stereotype, gestalt, concept, value, value of objectness, aesthetic picture of the world, estimation, scheme, inner beauty.

Introduction

One of the important tasks of modern linguistics is a comparative analysis of the national-cultural characteristics of each language to identify and analyze the harmony between the universal and spiritual-cultural values of peoples, the analysis of the linguistic features of units adopted in some languages at the level of an aesthetic category. In world linguistics, special attention is paid to the national, aesthetic, linguistic picture of the world, the correct interpretation of aesthetic values in it, the study of universal and differential aspects of different cultures, the study of the features of the expression of aesthetic thinking of different nations in a language. Research on the basis of the language-speech dichotomy of the concept “beauty”, which received the status of an aesthetic category in the framework of some languages is one of them.

In contemporary linguistics the language is studied in conjunction with the culture, values and thinking of the individual, it becomes necessary to study the concept of “beauty” in the framework of axiological theories and anthropocentric paradigms. In this regard, the question of a complete study of the expression of the concept of “beauty” in English, Uzbek and Tajik national cultures from the point of view of linguistic culturology and cognitive linguistics has not been an object of study to this day. Consequently, the aesthetic picture of the world in English, Uzbek and Tajik, the definition of values in various cultures, the expression of the concept of “beauty” in the phraseological and lexical planes of the language, the possibility of its manifestation, a comparative analysis of linguocultural features and study within the framework of linguoculturology demonstrate the importance of the research.

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In English, Uzbek, and Tajik national cultures, values are the main components of concepts. Such an approach has created in our country, as well as in world linguistics, a school for the analysis of national languages from the point of view of anthropocentricity. Taking into account modern concepts, the concept of Beauty is based on a triple of the main components - values, thinking, language. Being a rational being, a person animates “beauty” in his own consciousness, that is, evaluates, values and expresses it through signs with the help of mental units, which has material value, creates frames - a knowledge system in the process of transmission from generation to generation, or forms another conscious stone frame slot. For this slot frame can not be found in other national cultures.

Questions such as What is beauty? What is beautiful? Who is beautiful? are as ancient as the world itself. The answers to these questions interest everyone, from Plato to the current generation. These questions, first of all, require an understanding of the philosophical and aesthetic nature of "beauty." For “Beauty,” writes B.E. Khusanov, “surpasses the concepts of pretty, charming, elegant, attractive, charming” [Khusanov, 2004, p.12]. The concept exists initially as a holistic in the form of gestalt as an important element in the perception of beauty, not through the rejection of parts, but through the conscious perception of an object in a holistic way, through the comprehension of parts: “beauty is the first beauty, and it is integral, it is integral everywhere” in Plotinus "On mental beauty." The scientist considers integrity an important element of beauty, which implies the correspondence of content with form. The consideration of integrity (gestalt) as an important element in the perception of beauty is not the rejection of parts, but the perception of consciousness of integrity under the influence of parts.

Taking into account the above, we rely on the three foundations of cognition of the world (thinking, language and values) to analyze the concept “beauty”. For this, the content related to values, figuratively expressed and based on facts was chosen as a research analysis. If we consider beauty from an objective point of view as part of nature, we will find where exactly we can see it, or how nature expresses it. And only a rational being can understand it, and not only understand, but also feel it. An unconscious and inanimate being is not capable of this. For example, a stone cannot realize the beauty of a stone. And a person can distinguish one stone from another. Evaluation of one stone above the second indicates the value of the first for a person. Although pearls and ruby in nature have their function and value, they are reborn in the human mind as an aesthetic value in society. Linguistic derived words of thinking such as eyes diamond (eyes like diamond), ruby lips (scarlet lips) in English, tishlarning sadfdek (teeth like pearls), lablarning yout (lips like rubies) in Uzbek, gavarnishon, guarnamoy, duri yatim, lalmonand, sadafoso in Tajik are the result of national stereotypes of aesthetic axiological assessment. Having aesthetic value, the stone creates a panorama of the national picture of the Uzbek and Tajik peoples - having formed as knowledge, it is expressed in the language through mental devices. Because the value factor plays an important role in the concept of culture. First of all, the individual himself evaluates a social phenomenon and forms a national consciousness.

Thus, a person in his thinking animates beauty, that is, evaluates and expresses it with the help of symbols through mental units. This gains value and creates a system of knowledge - frames in the process of transmission from generation to generation, or forms another aesthetic slot in the Uzbek consciousness. This frame slot may not be found in other national cultures.

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Literature Review

Most studies in the direction of anthropocentrics define the picture of the world: A.E. Mamatov writes: "The picture of the world is of paramount importance for human communication, ... in the linguistic picture of the world, a person is the main figure. The whole diverse picture of the world, the whole human life is reflected in the language and remains the meaning of communication" [Mamatov, 2012, p. 43]. According to the Russian linguist V.I. Karasik, the linguistic and cultural direction is appropriate in understanding the concept and picture of the world, since the concept is the main unit of culture [Karasik, 1996, p.3-16]. According to the German philosopher G. Rickert, if science wants to distinguish culture from natural signs, and first of all, it should be based on the principle of values [Rickert, 1994, p. 154]. The knowledge of a person accumulated over his entire life is reflected in consciousness, and the idea has repeatedly been expressed that mental representation reflects national cultural activity. In particular, V. Humboldt believed that "The internal structure and originality of one language is a phenomenon directly related to the ability of the spirit of a nation to see originality" [Humboldt, 1984, p.133], N.F. Alefirenko says that "Language is fixed important for the bearers of this culture objects that are reflected for world consciousness, linguistic consciousness captures what seems to be especially significant for a given linguistic culture "[Alefirenko, 2010, p. 54]. He also emphasizes that the national-cultural, value picture can be presented as a field. And he comes to the conclusion that its core is the national cognitive base "[Alefirenko, 2010, p.186]. S. Safarov notes: "A concept that occupies the central shell of the semantic structure of a word, in relation to content and scale, as well as the meaning itself, has a national tendency" [Safarov, 2013, p. 91]. As evidence, he points to existing differences in the linguistic names of individual objects and events in different languages. We believe that the indicated positions seem quite justified and the proposed author's interpretation of the semantic field of national values is a key basis for the lexical-semantic space, as well as a motive for creating this space.

Materials and methods

Method of conceptual analysis, method of component analysis, comparative and cross-cultural methods are the main methods to shed light to the investigation of Language and culture.

Various objects, concepts and phenomena have a certain value in accordance with the general essence and level of need for a human being. Sometimes in one subject both value and flaw can be embodied. As Y. Meshcheryakova correctly notes: "Value is an object related to a person. Value is not the thing itself, but its peculiar social existence "[Meshcheryakova, 2004, p.23]. That is, the social relation that arose in an object or event, existing in a natural way, consists in the fact that the objectively assessed functional state of the subject ensures that the subject becomes a value. The situation is objective, but subjective reflection. For example, black color –1) in the Uzbek national culture, this color has a negative connotation: black day, black face, black soul, black thoughts, black coming ... 2) as a definition of some parts of the human body, this color expresses a positive aesthetic value: black hair, black eyes, black eyebrows. 3) this color can simultaneously express negative and positive values: Ў zbekoyim қ ora kiydi. (A. Қodiriy) (Uzbekoyim dressed in black.); Қora costume-shim Elchinni ҳam salobatli, ҳam pўrim kўrsatar edi. (T. Malik) (In a black suit, Elchin looked both handsomely and dandyly);

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The explication of the theory of the semantic field of national values consists in the fact that the lack of words in the lexical-semantic field of the concept of beauty was illustrated in the work to explain the content of the concept of beauty. The values of Beauty in one national culture can cause hedonistic (like / dislike), normative (right / wrong), ethical (moral / immoral), psychological (interesting / uninteresting, pleasant / unpleasant) or xenological (acquaintance, friend / stranger, stranger) feelings in another national culture [Khusanov, 2004, p.12]. For example, the Uzbek folk proverb *Yerga Rosh, қizga қosh* (the Earth - berm, the girl - eyebrows) may not provide anything for understanding for the English people or may even create a dissonance. There is a core and periphery of this field. The core is created on the basis of the cognitive base, and the periphery as a result of the formation of prototypes of national values, signs and symbols and newly formed values.

Discussion

The analysis of lexical units related to the concept of "beauty" in English, Uzbek and Tajik is very important[Rakhmatova, 2018,p40]. Including nouns in English: beauty, beau, and others, adjectives: Beautiful, pretty, handsome and others, verbs: to beautify, to adorn, to ornament and others; in Uzbek dictionaries: nouns: gўzallik, ҳusn, chira, and others, adjectives: gўzal, chiroili and others, verbs: chiray ochmoқ, kўrkamlashmoқ and others; In Tajik dictionaries: nouns: zeboy, ҳusn, others, adjectives: zebo, zўҳrahad, others, verbs: oroish kardan, orostan, oso kardan and others.

The words in the core of the semantic field of beauty in languages in the etymological aspect were analyzed. For example, the word Beauty entered the English language (bealte) from the French language, comes from the word bellus, that is, bonum - meaning good. In the etymological dictionary of the Uzbek language, the word "beautiful" means with a beautiful face, pretty, and in essence, in the ancient Turkic language it means "look." In the Tajik language, the word "Zeboi" is etymologically related to the Tajik language and expresses the meaning of Oroish (preen). Stylistic synonyms *(Bashara, Jamol)* of the words *yuz, pў (th) (face)* in the Uzbek and Tajik languages expanded their derivational possibilities. Analysis of dictionary entries confirmed the process of enriching the lexical layer of the Uzbek and Tajik languages through word formation using synonyms of the word *yuz (face),* which is not typical for the English language.

It is noted that when adding the affixes *"gul-, moҳ-, oh-"* before the words *yuz, oraz, rukhsor, zhamol* (face) in Uzbek and *rў, oraz, chehra, zhamol, rukh, rukhsor, tinat* in Tajik language, words are formed with a figurative meaning expressing the concept of "beauty", a positive aesthetic assessment is expressed (mohcehra, gulchehra, gulzhamol, oyruhsor). The synonyms of the word in the lexical-semantic field of the words *yuz, pў* create an antonymic feature in the semantic field of national values, that is, the word *Bashara*, which is a synonym for the word *Chekhra,* is the antonym of the same word from an aesthetic point of view. In addition, the abundance of complex words in the Uzbek and Tajik languages is verbalization through symbols in the semantic field of national values. In English, the number of compound words in the lexical-semantic field of the concept of Beauty is small: *Good looking; Barbie-doll, cheese-cake, apple-cheeked, light-footed* [LDLC]. In the lexical units of the English language, unlike the Uzbek and Tajik languages, gender and age are clearly defined *handsome,*

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pretty [WNWCD]. And in the Uzbek and Tajik languages, artistic colors, methodological and poetic features more clearly express the gender characteristics of the lexical units of *moҳzjamol, latofat* [FTZT].

Objects that are natural values are now beginning to revive and gain aesthetic and ethical value. For example, the natural phenomenon of a flower and the process of its disclosure are enlivened as images of beauty in the Uzbek and Tajik languages and verbalized through a conceptual metaphor **Beauty – dynamics.** Beauty is a dynamic in nature. (*Guldek, guldek ochilmoқ, ochilib sochilmoқ, / gul shukuftan*) (Like a flower, bloom like a flower, open). In the same way, we analyzed the values in the semantic field of national values "beauty" in all three languages and divided them into thematic groups: 1. Possession of beauty, 2. Attracting power, good phenomenon, desired by heart and soul, 3. Pure and without flaws, 4. Unprecedented, amazing, 5. Animals, birds, insects and others.

The language uses characteristic images to verbalize the categories of all three languages. For example, if in the Uzbek and Tajik languages the category of plants and nature is verbalized using images of gul (flower), rano (rosehip with pink flowers), sarv (cypress), lola (tulip), nargis (daffodil), guncha (bud), bahor (spring), then in English the same category is verbalized using images of daisy, lily, damask rose.

"The peculiarity of the expression of the conceptual field of beauty in English, Uzbek, Tajik cultures" analyzes the features of the expression of the concept of beauty in literary texts, in the texts of the Koran, the reflection of the concept of Beauty in the Bible based on the theory of conceptual metaphor. Beauty can be verbalized in the following 5 cases in a lexical and grammatical identity: 1) Assessment of the appearance of a person and other objects; 2) A value judging through hearing; 3) A value that aesthetically evaluates human movements; 4) Expresses pleasant personal experiences through the sense of smell, taste and tactile sensations (prototype characteristic of the English language); 5) A value that aesthetically positively evaluates the moral aspects of man.

Each situation above has its own frame, because grammatical and lexical forms and categories exist as frame pointers. So the above 4-case, being a characteristic feature of the English language, is reflected in the speech with the help of the phrases taste beautiful, find attractive, feels beautiful and forms frames that are distinctive from the Uzbek and Tajik languages. For example:

1. Beautiful, guzal, zebo 1. Expresses the beauty of which the object possesses. Its frame: Subject - to see (symbolic and traditionally semantic signals) - object - sensation. 1a. This object is nice, nice; 1b. I like its structure and it has good signals and signs; 1c. And so I feel good (I admire, smile).

The above emotional processes are pronounced in conceptual metaphors. The idea of J. Lakoff and M. Johnson also confirms the formation of the conceptual figurative content of the metaphorical concept. In the conceptually metaphorical theory of J. Lakoff, M. Johnson, Gerard Steen, Raymond Gibbs, N.D. Arutyunova, V. Telia, A. Vezhbitskaya, D.U. Ashurova, M.R. Gallieva metaphor is a cognitive process and is reflected in the language. The metaphor is the key to the foundations of thinking, as well as the creator of the national identity of the universe and the universal image. In the process of scientific research, 22 different types of metaphors were revealed to express the concept of beauty. These are: light, color, paint; love, magic power, kindness; magnet, temperature, fire; flower and others.

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Although the same, that is, similar criteria in English, Uzbek, and Tajik thinking suggest interethnic universality, allomorphs are traditionally semantic images reflecting these criteria. In other words, the conceptual metaphor of temperature-fire verbalizes in all three languages differently: in images of flame, blaze in English; tandirdan yangi uzilgan kulchadek yongan yonoқlar (cheeks burn like freshly baked cakes) in the Uzbek language, the values of an expensive, beautiful, beautiful beauty object are reviving. The phrase Istarasi Issiқ (pretty) is also an image that takes place in the semantic field of Uzbek and Tajik national values and has a special meaning in the expression of external beauty. Similarly, although the conceptual metaphor gopazallik-mexҳr, muxҳbbat (beauty-love) is a universal metaphor, for different languages it chooses different ways of expressing linguistic content. If the English language verbalizes the criterion of love and beauty directly with the words love, adore (lovely, adorable), then in the Uzbek and Tajik languages these criteria are verbalized using the words dil (kўngil, yurak) (soul, heart).

W. Shakespeare presents beauty as a conceptual metaphor for light and a bright ray. From the point of view of the XVI-XVII centuries, it appears in the form of fiery lanterns and an imaginary mixture (blend) is formed, that is, an imaginary square point with lit lanterns. Romeo's courtesy of Juliet is also created on this point of view “Thou dost teach the torch to burn bright”. Blends, that is, imaginary mixtures that shaped Romeo's speech: luminous beauty - a teacher; a lantern is a student. And secondary mixtures prepare the basis for creating an individual metaphor characteristic of the author, through the conceptual metaphor of beauty, ray. Such a conceptual picture of the author’s world as thy shadow ... like a jewel hung in ghastly night (27); I tell the day, to please him thou art bright; when sparkling stars twire not thou gildst the heaven (28) in his sonnets paves the way for the formation of new metaphors and the strengthening of the beauty metaphor light, ray as a conceptual metaphor (twinkling blue eyes). As a result of this orientation metaphor, beauty –up will be expressed in phrases: pin up girl; doll up; make up.

Findings

In fiction when describing beauty, not only words are used that are included in the lexical-semantic field of beauty. When describing parts of the body, the concept of beauty was formed, effectively using images of the semantic field of national-semantic values of beauty. For example: when describing a person, the Uzbek national culture values its whiteness, purity and roundness: oidek tўla yuz, oh yuzlik (round as a month); in English national culture, a healthy complexion is a semantic prototype and it is verbalized using the following concepts: fair complexion, fine complexion; In Tajik national culture, the complexion is important (red as an apple, white as milk): ruhsoraҳoi surkhi seba monand; Cherai Chun Shir Safed;

British national culture evaluates positive light eyes and their expression: Twinkling blue eyes; In the Uzbek national culture, large and dark are considered beautiful eyes: sha шlo kўzlar, қora oҳu kўzlar (large eyes, black manhole like a gazelle); In Tajik national culture, eyes are described as: chalmoni kalon kaloni zebo; no segiranges.

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Unlike the English national culture, in the Uzbek and Tajik national cultures, the eyebrows and eyelashes of women are of particular importance and therefore their different characteristics are reflected in the language: қора қiyiyғ қshlar, Kamon Koshlar (black arched eyebrows), in Tajik Abruvoni tobdori; abruvoni dumi mor barin borik (thick dark eyebrows, arched eyebrows); mizhgononi zich; mijgoni shooting range (black eyelashes, long eyelashes, curled eyelashes).
In Uzbek and Tajik national cultures, long and black hair are valued: in the Uzbek language, timқora Uzun Op (black long hair); in Tajik, Zanчir Barin Pechona Daroz; In the English national culture: Golden hair; hair shone glossily; crisp gold hair; In the Uzbek national culture, the beauty of the mouth and lips is assessed as positive in quality: goulning ғunchasiday oғiz (mouth like a bud); in Tajik, ғuncha daҳon, dandonoi hushator; and in the English national culture Small cherry mouth.
In fiction, male beauty is mainly characterized by strength and health. The beauty of a man is described through special functional capabilities, and special attention is paid to their strength and high growth (marda khushqadu qomat; mardi shofmulabi pahlavonsurat; Bronze, muscular men). In the formation of male gender stereotypes, courage, courage plays the role of strong and strong seme [Nasrullaeva, 2018, p14].
In addition, in the Uzbek and Tajik national cultures, there are such semes nafosat (tenderness), malat (charm), latofat (grace), which describe the symbol of a girl, bride, woman in the oriental concept. In other words, bokiralik (innocence), charm ҳaye (shyness), kelin approve (well-mannered bride), and in the Tajik language also the closeness of beautiful parts of the body imply a special conceptual beauty. Western standards are characterized by other norms, such as aristocratic upbringing, intelligent behavior, the ability to communicate, the ability to sing and dance, where implicit and conceptual features of the concept of beauty are hidden [Arutyunova, 1990. P.5]. The historical, areal, ethno-psychological characteristics of peoples provide a national-cultural picture of the world. The picture of the world is reflected in the value system. This creates a criterion for actions and priorities as an important component in a system that serves to comprehend reality. The most important characteristic of aesthetic assessment is that it manifests itself depending on the parameters of the characteristics of the world, which has a subjective value, and not depending on the objective nature of reality. The process of realization in speech is the result of the classification of religious and national values of the people. Signs of objects can be verbalized using images of nature, space, social imaginations and create a semantic field of national values. In this way:
a) The words in the core of the English lexical-semantic field are borrowed from French and Latin, the words on the periphery of the Uzbek lexico-semantic field are borrowed from Tajik and Arabic, the words of the Tajik field are borrowed from the Arabic language.
b) Linguistic features of the Uzbek and Tajik languages, that is, stylistic, and word-forming characteristics contribute to simplifying the verbalization of the concept of “beauty”.
c) In all three national cultures, beauty is an intense emotional positive assessment and has a universal purpose to arouse feelings of joy.
d) receiving the pleasures of all three national cultures from different values and their choice of different images in the process of verbalization in the language are the hallmarks of national cultures.

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e) According to the etymological analysis, the presence of “good, positive sem” in lexical units is a universal feature of the English, Uzbek, and Tajik national cultures. In the Uzbek language, one can notice a transition from a concrete meaning to an abstract, while in the English language there is a formation of an aesthetic assessment from a general positive assessment.
f) Most English lexical units are ambiguous and have a homonymous feature. The English "beauty", in contrast to the Uzbek and Tajik languages, in the production of phrases can combine other words related to nouns (creatures + creatures)

In the Uzbek and Tajik languages, adjectives actively engage in syntagmatic (“neighborly”) relations with nouns: Adjective + Noun (Creatures + Existing beauty salon (gўzallik saloni) could be borrowed from English using beauty salon / parlor tracing). The word zebo in the Tajik language can produce more complex words compared to the adjective gzal and this is an allomorphic language feature of the Tajik language. Adjective + Verb; Adjective + Noun. The words Beautiful and Gўzal (beautiful) are different in that they do not have such features.

In English, when connected to the adjective Beautiful, The answers the question “Who?” And means “The Beautiful” by beautiful people. The peculiarity of the article “the” to turn an adjective into a noun (transposition) is allomorphic in English. In the Uzbek language, this feature is formed by attaching the ending of the -lar plurality to the adjective: gўzallar (beautiful). The phrase beautiful people means rich, modern and famous representatives of show business.

In all three languages, gender signs that define the object of assessment are embodied. For the formation of the concept of “beauty”, the attractiveness of a man is determined by the functionality of this beauty and the beauty of a woman by its aesthetic character, comparing them with images in the animal and plant world. If in Uzbek and Tajik languages expression is expressed by a certain part of integrity, then in English beauty is better reflected in integrity (Sarvқomat (slim as cypress), urine (moon-faced), its filling, bonny, pretty). In the Uzbek and Tajik languages, the synonyms “yuz (face), pўy (face)” are ideographic in nature, but the stylistic features are clearly expressed. Synonyms in English are ideographic in nature. As a result, the Uzbek and Tajik languages combine stylistic coloring and poetic character in complex words, and if the lexical-semantic field “user (person)” has a synonymous feature, in the semantic field of national values they form an anonymity feature.

The semantic field of national values of the concept of “beauty” differs in three languages of national cultures. In English, the values of taste, elegance, panache; physical (sexual) attractiveness, visions of beauty in love, admiration for unearthly beauty, intelligence and mind; luxury presented mentally. The Uzbek language appreciates the evidence of “beauty”; kindness and attractiveness, nature, light, objects of space, charm, decoration and human beauty are of great importance.

Conclusion

The analysis of lexical and phraseological units in three languages allows us to draw the following conclusions. In all three national cultures, beauty is an intense emotional positive assessment and has a universal purpose to arouse feelings of joy. Linguistic features of the Uzbek and Tajik languages, that

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is, stylistic, and word-forming characteristics contribute to the simplification of the verbalization of the concept of beauty.

In English, when connected to the adjective Beautiful, The answers the question “Who?” And “The Beautiful” means beautiful people. The peculiarity of the article “the” to turn an adjective into a noun (transposition) is allomorphic in English. In the Uzbek language, this feature is formed by attaching the ending of the -lar plurality to the adjective: gўzallar (beautiful). The phrase beautiful people means rich, modern and famous representatives of show business. The historical, areal, ethno-psychological characteristics of peoples provide a national-cultural picture of the world. The picture of the world is reflected in the value system. This creates a criterion for actions and priorities as an important component in a system that serves to comprehend reality.In English, Uzbek and Tajik national cultures, values are the main components of concepts. This approach has created in world linguistics, a school of analysis of national languages from the point of view of anthropocentricity. Taking into account modern tendencies, the concept of “beauty” is based on three main components-thinking, language, values. Various objects, concepts and phenomena have a certain value in accordance with the General essence and level of need for a human being.

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1. List of Accepted Abbreviations
2. LDLC - Longman Dictionary of Language and Culture
3. WNWCD - Webster's New World College Dictionary
4. ЎTIL – o`zbek tiling isoҳli lugati
5. FTZT - Farhangi tafsirii zaboni toҷикӣ

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THE IMPORTANCE OF TEACHING FOREIGN LANGUAGES AT TECHNICAL INSTITUTIONS

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Annotation
One of the actual problem of nowadays is language skills. The number of professional information in foreign languages are great and developing. The most dynamic in terms of international integration and in exchanging data are the branches of economy, law, industry, provision and supply of market economy and others, their rapid development requires specialists to know foreign languages according to branches.

Keywords: Teaching, foreign languages, development, non-philological institutions, education, specialists, effectiveness, competitive, training, competency.

Modern society makes high demands on a specialist of any profile, among which composting literacy and knowledge of a foreign language are necessary for a modern specialist. Moreover, not only reproductive skills are important, but also productive ones. It turns out that encyclopedic knowledge fades into the background, and the ability to apply knowledge, skills and abilities to solve the tasks become primary. In addition, information technology and the Internet network allows students of technical universities to receive professionally significant information in a foreign language. [5, p. 100]. Thus, the requirements for a university graduate are high, but justified, because it allows them to be competitive in the labor market. Studying a foreign language at non-linguistic faculties of universities is an integral part of the professional training of a future specialist. A foreign language has enormous educational and upbringing potentials and successful knowledge of it contributes to the development of competent, mobile, competitive professionals capable of working at the level of world standards.

Today, the development of the modern IT industry makes the latest interactive resources available for studying English: the latest generation computers, the Internet, TV programs, newspapers, magazines. It is very important to put into practice all of the above [5, p. 98]. This helps to awaken students' interest in the history, culture, traditions of the country of the language being studied and helps to form skills that will be necessary in the future.

Education is an active interaction between teacher and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be.

Obviously, each teacher is guided in accordance with his personal experience in choosing methods and techniques of work. But, based on the results of the experimental work, it can be argued that the use of

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a variety of techniques in the framework of communicative, inductive, deductive methods give a positive result and, undoubtedly, helps to increase the effectiveness of grammar training.
Currently, the problem of linguistic knowledge is highly relevant. The amount of professional information in foreign languages is huge and continues to grow. The most dynamic in terms of international integration and information exchange are sectors of the economy, law, industries, supply and trade and market relations, and others, the rapid development of which leads to the need to know foreign languages by each specialist in the industry. The classical approaches to teaching a foreign language, previously used as independent methods, somewhat lose their effectiveness in modern times. In view of the increase in the information load, the learning of material is complicated by students, the culture of education is also changing, and methods for delivering language knowledge and monitoring individual progress are improving. The methods of studying ESP are very popular - methods of studying a professionally oriented language or a language for special purposes, the development of teaching methods for ESP, ongoing research. The experience of scientists proves the effectiveness of structuring a training program by industry and offers the improvement of curricula and plans for teaching the language [2, p. 72].
The importance of teaching English technical at a university:
- Proficiency in a foreign language is an integral part of the professional training of all specialists at a university.
- The English language course is multi-level and is being developed in the context of continuing education.
- Learning English is built on an interdisciplinary integrated basis.
-English language training is aimed at the comprehensive development of communicative, cognitive, informational, sociocultural, professional and general cultural competencies of students.
In modern times, a variety of interactive, automated methods are widely used:
- Multimedia manuals;
- Online communication with the teacher;
- Thematic communication in the language being studied in various social networks, on forums;
- Video tutorials, listening;
- Electronic communicative modes of communication: e-mail, conference calling, etc.
The use of interactive / electronic aids in language learning can be described as a combination of natural, cognitive and content-oriented methods using audio linguistics. This combination significantly increases the effectiveness of language learning [5, p. 98]. The approaches to the organization of the educational process in the study of English in a technical university considered in this article have shown their applicability and effectiveness, which is confirmed by an increase in students' interest in language learning and improved academic performance based on surveys and statistical analysis. When modifying ESP - methods, one should take into account the industry focuses and relevant didactic materials. The resource and didactic base of the department should regularly undergo modernization, due to the rapid development of technical and material industry resources and the expansion of the semantic composition of the language base. When preparing students, it is very important to evaluate

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the initial level of a student's linguistic understanding and his individual characteristics. This approach is applicable in the study of any foreign language in any industry, but it shows the greatest efficiency when used in technical specialties.

One of the means of ICT in a technical university can be presentations. The main purpose of presentations is to visualize training material. Multimedia presentation is a qualitatively new approach in the study of a foreign language. To prepare such a presentation, the student must conduct research work, use a large number of information sources, which avoids templates and turns each work into a product of individual creativity [1, p. 38]. The presentation can be classified as follows: 1) illustrative (usually comes down to a demonstration of new educational material); 2) interactive (this type of presentation allows students to actively participate in the discussion of educational material: express their point of view on a given topic, conduct group discussions, etc.; consolidate knowledge and skills on topics already covered (for example, performing lexical and grammar tasks , both in a group and individually).

Thus, the presentation allows students to form communicative competencies among students of a technical university, which is the basis for teaching a foreign language. To date, the most versatile technical training tool is the electronic interactive whiteboard SMART Board. Electronic interactive whiteboards are an effective way of introducing electronic content of educational material and multimedia materials into the learning process. The lesson material clearly emerges on the screen of the interactive whiteboard and aims each student at active fruitful activity. Pre-prepared thematic texts in English, educational and verification exercises, colorful pictures of various nature, material of English multimedia discs, audio, video materials serve to introduce or activate the lesson material, repeat or reinforce the lexical units and the grammatical structure of the language, control and self-control of knowledge. The interactive whiteboard allows you to work without using a keyboard, mouse, and computer monitor. All necessary actions can be done directly on the screen using a special marker [1, p.51]. Teachers are not distracted from the lesson to carry out the necessary manipulations at the computer. This has a positive effect on the quality of the teaching material.

Teachers instructing students in learning English as another language often face with a variety of common and student-specific problems. Instructing students in the English language involves building a student's reading and speaking vocabulary and understanding of written and spoken English language. To facilitate a positive learning atmosphere for students and encourage them to practice and continue to learn the language, teachers should find ways to correct these common problems and reinforce the core information students need to effectively communicate in English.

Teachers of foreign languages may first notice that their lesson plans change over the course of the class. Classes may progress slowly despite your efforts. Students learning a second language often learn at different paces and generally learn material differently. Encouraging students to practice the skills learned in class and incorporating listening exercises, such as learning poems or parts of a favorite story in the new language out of class, students may be able to stay on track with your plan of instruction at a slightly slower rate. Tutoring or other supplemental activities can allow you to assist those students who need extra instruction on some material and maintain a close pace to the schedule you have set.

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Another noticeable issue for English language teachers is having students fall back on their native language for conversation. It is often easier for students to communicate in their native language instead of English. It is usually frustrating for students to rethink and reword their thoughts into the new language clearly. Diversifying your student groups so that not all of the students in one group speak the same native language will discourage students from reverting to their native language to communicate and encourage them to use the one they have in common.

The process of teaching foreign languages in non-linguistic universities (i.e. a higher education institution where a foreign (English) language is not specialized) primarily reflects the history and process of changing approaches and priorities to teaching a foreign (English) language in search of the most effective and acceptable scientific and methodological activities. However, this process of teaching a foreign (English) language in higher education institutions must be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, since the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society. The opinion and assertion that the knowledge of a foreign (English) language is an essential condition for the success and competitiveness of a modern specialist in the labor market has long been accepted by world society.

The use of a foreign (English) language for professional purposes has become a necessity for engineering specialists, whose activities are directly related to the global market. In turn, the situation on the world market and the desire of our country to fully integrate into the world community as an equal participant compel us to move from simply accepting this statement to its full acceptance and implementation. In practice, we can state that the level and quality of training specialists in engineering areas does not always meet the requirements. In the current conditions, a foreign (English) language should not be considered as a secondary discipline, but as a necessary tool for professional activity, since academic and labor mobility, common international educational standards, joint international research and production activities are impossible without a high level of knowledge of foreign (English language. Also, the lack of motivation of students to master a foreign language plays a significant role. Motivation, as you know, is directly related to the effectiveness of training. Any cognitive process is based on the desire to know a foreign language culture. The low motivation to learn a foreign language is largely based on the negative experience of teaching it at the secondary level. Students entering a university often do not see the scope of a foreign language in their future profession, as they simply do not yet imagine their professional future [7, p. 45]. Low motivation to learn a foreign language is also due to the limited use of it in educational, industrial, as well as in real life conditions.

Another effective (from the point of view of increasing student motivation) method is projects, festivals, theaters, scientific and practical conferences, which are organized on the basis of the institute by the departments of foreign languages. This type of event not only increases the motivation of students to learn a foreign language, but also contributes to the development of communication and presentation skills, teamwork skills and other competencies necessary for a future engineer. It should be borne in mind that all activities outside of training require a lot of time for preparation. But even participation in contests with a minimum language component gives the student a sense of achievement, which is

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multiplied in the event of a prize. Success and attention-grabbing are associated with the English language, which contributes to the growth of motivation. Such growth is especially noticeable in the case of group work of students in the preparation of presentations. Joint creativity unites and gives additional importance to the unifying principle, which, in particular, in the conditions of the competition, is the need to master certain linguistic phenomena, no matter how insignificant they are. Of course, solving this problem requires an integrated, systematic approach. The experience of teaching a foreign (English) language and a professional foreign language at universities shows the need to increase the number of class hours, introduce intensive teaching methods and technologies that are as close as possible to real communicative situations of a professional and academic orientation, ensure continuity of language training between junior and senior undergraduate courses, and also magistracy. Close cooperation with specialized departments is an important condition for the quality training of students of technical universities in a professional foreign language.

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THE ROLE AND IMPORTANCE OF CREATIVITY IN TEACHING AND LEARNING ENGLISH AS A SECOND LANGUAGE

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Annotation
The article is intended to center creative skills in teaching and learning English as a second language. In the article, the author integrated an essential case study with comparison of creative methods and learning strategies of English.

Keywords: language, creativity components, methods, techniques, strategies, skills, Grammar Translation Method (GTM), Communicative Language Learning method (CLL)
Language learning and teaching should not only be about grammar, vocabulary, communication, but also about personal characteristics especially creativity. The purpose of writing this work is to center creativeness in the process of learning and teaching any languages (in essential case it is English) and show its role and importance in SLA. Much language education occurring at the time requires variety for high standards and innovations. As for some linguists, indeed, many personality theories include a prominent creativity component (Kaufman& Sternberg, 2006) , essentially this article touches upon demonstrating that if teachers conduct lessons with high creativity , learners also be very interested and eager to learn any new language for them and instructors could observe high creativeness in their acts and responses. Appropriately, creativity could be seen and play weighty role in many sides while conducting the lesson. For example, in choosing the topic, methods, techniques, the speech of teacher, personality of teachers and learners, interaction between them, process of assessing, students responses etc. Taking into consideration all thoughts, ideas, questions relating to creativity this case study will help to open new ideas for both language teachers and learners in order to be in relationship with the language creatively and effectively.
Creativity being one of the most important types of learners' characteristics is relevant not only for language learners but also language teachers. By centering the discussion around this type of characteristic there emerged different kinds of ideas about the particular concept. Academics such as E. Paul Torrance, dedicated an entire lifetime to the advancement of creativity in education. According to his points creativity was considered to be an immeasurable, natural ability. Torrance called for explicit teaching of creativity. He advocated that it was skill-specific, requiring intentional instruction. His life’s work ultimately led to the development of the Torrance tests and gifted programs throughout the world. Many linguists' thoughts prove that creativity has long been associated with intelligence. As Sternberg's (2002) theory of successful intelligence posits creative intelligence as one of three core factors and he explains that creativity include aspects of knowledge, thinking styles, personality, motivation and the environmental context in which the individual operates. There was done much research according to this point. Interesting and valuable ideas were brought by Feldhausen and

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Westby (2003): Creativity is the production of ideas, problem solutions, plans, works of art, musical compositions, sculptures, dance routines, poems, novels, essays, designs, theories or devices that at the lowest level are new and of value to the creator and at the highest level are recognized embraced, honored, or valued by all or large segments of society. Between the lowest and highest levels is a continuum of more or less recognized and useful creative productions, but always the production is new, novel, or unique relative to some definable context (p95). So, here creativity can be seen wider and we can denote two key prerequisites as originality and adaptiveness, (Simonton, 2000) which are concerned the throughput to provide the solution to some problems. All these can happen in the classroom and accomplish some purposes which have relevant and crucial value. In our case it is teaching English in high standards and learning it effectively realizing the role of creativity. The concept of creativity is also related to the ability to find original solutions to problems and to come up with new way to achieve goals, (Chamorro-Premuzis, 2006).

By means of providing and developing creativity in teaching process tasks can be scared for originality, flexibility and fluency of the responses (Pluckerd Makel, 2010). Also here is relevant to note Torrance's idea that the classroom environment must be a place where students feel safe to share novel ideas. Allow for flexibility and create norms that foster creative approaches. So here is also important the process of assessing, as Simonton (2000) points out, the assessment of creativity has tended to be very domain specific and teachers should try to engage the curriculum in new ways (Torrance,1979). Creativeness of teachers and learners cannot be reached immediately, it is a question of time, practice and a huge number of mistakes as Sir Ken Robinson described it best when he said, “If you’re not prepared to be wrong, you’ll never come up with anything original.”

In order to analyze and integrate the case study there was two English teachers Gulzoda Mamadaminovna (Teacher A) and Natalia Vinidiktovna. Teacher (B) and their students for checking results at school number 23 in Jambay, Samarkand. Teacher A has been teaching at school more than 20 years. Her lessons are mostly teacher-centered and she prefers using Grammar Translation Method(GTM). She is 47, her first language is Uzbek. Teacher B has been teaching at school for 4years. Her lessons are mostly student-centered and she prefers using Communicative Language Learning method (CLL). In order to research the role and importance of creativity we hold our experiment with two groups of 4th grade students. Total number of students in group A is 22, 15 males and 7 females (Teacher A is teaching this group) and total number of students in group B is 18, 10 males and 8 females (Teacher B is teaching this group). All of them are elementary level students and monolingual. Their first language is Uzbek. So, for defining and realizing the role and importance of creativity in these groups Teacher A chose using Grammar Translation Method (GTM) for group A and Teacher B Communicative Language Learning method (CLL) for group B as a basic pointer of creative teaching.

This case study includes following sections:

- Pre-interview with both teachers and their students.
- Observation of two lessons
- Post-interview with the students.

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First of all, both participant teachers and students were interviewed in order to gain some information about their knowledge, challenges, learning styles, strategies, wants and expectations. At the beginning of interview teachers were asked some questions related to their teaching methods, styles and personality. Then several students were asked some questions which were relevant to their English lessons in order to know about their behavior, wants and expectation during lessons and for defining the role and importance of creativity The interview was recorded for about 5 minutes for each teacher and 2-3 minutes for each student, in order to define and analyze some characteristics of creative teachers and language learners (see Appendix I,II). Besides the interview the participants were asked to do one psychological test-Torrance test in order to check their creativity. Each of them were given one list where was drawn only one askew line then they were asked to complete a picture of their mars during their English lessons and write their group in the corner of the paper.

In the second section of the research the author decided to use observation research method which involves only watching, recording teachers' and students roles and behavior during the lesson and taking notes for defining the role of creativity. But here we used a trick in order to check students' reaction for creative lesson. So we changed teachers' groups, Teacher A is for group B and Teacher B is for group A. There was chosen a topic "Shopping" according to the schedule of the teachers. I decided to analyze points in parallel and tried to define the role and importance of creativity in both group. For Group A Teacher B preferred using CLL method which is a classic example of an affectively based method (Carl Rodgers, 1970). The principles of this method, student-centered participation, and development of student autonomy (independence), where students' creativity can be developed. As is the case with virtually any method, the theoretical underpinnings of CLL may be creatively adapted to our situation. For Group B Teacher B preferred using GTM which is focusing on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, doing written exercises. Finally, last step post- interview with chosen students was carried out so as to gain data about their impressions and experience regarding the process, testing and the methods which were used for checking and improving their creativity .

The process of data collection is considered to be complicated, but systematic, it should be outlined that it was quite absorbing to observe and interview chosen participants and help them to improve their creativity. So I started gaining information about teachers and students, their knowledge, character, teaching methods and learning styles with curiosity, because I wanted to know the role of creativity in the process of conducting lessons and it effects in learning and teaching the English language. For the purpose of collecting all needed data, initially I had to interview teachers and chosen students, hold Torrance test with students, then observe two lessons where used two exactly different methods. Finally, i had post-interview with all findings. By the end of the research it was understandable that a lot of learners preferred integrated lessons, they liked all innovations during the lesson.

So applied sections are follows:

After interviewing both teachers I have come into consideration that younger teachers are more creative than older ones. Even though older teachers are more practiced and know a lot of information about teaching, about language learners, they prefer to use methods which are relevant only for them, maybe

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because of tire. So Teacher A seemed one of those teachers, after interviewing it was understandable that she is very tired from her job, and I couldn't see any her desire for teaching with creativity. She uses only GTM, because thinks that this method is efficient for her and she doesn't think about her students. But Teacher B is exactly opposed side. After interviewing Teacher B, I thought that she is a good and effective teacher, who provides her lessons with creative tasks, activities, tools, equipment and so on. She likes her job and her students as well. After interview students of both groups did a very easy but enjoyable test, they were shared with little paper cards and asked to complete the picture with their marks from English lessons. So here we could see high creativeness of students from group B. Because they were taught in a creative way.

When the interview and testing was finished, I began to serve as observer of two lessons. So, in Group B the lesson began ordinary with greetings, Teacher A wrote the date and the topic on the blackboard, then began explanation of a new theme. Central material for studying was a text 'At the supermarket'. Subsequently, Teacher A wrote new words with translations on the board , they practiced pronunciation of words reading and repeating together. Then students read the text one by one and translated the text by using a new vocabulary. After finishing this activity Teacher A assessed active students with ordinary marks like 5 or 4. Home task was to write such kind of text at home. So there I couldn't see any elements of creativity and the lesson was boring not only for students but also for observer. In such kind of lessons language learners can learn words, expressions and phrases as poems and rhymes, which can forget quickly. Because Teacher A couldn't attract them, active students worked during the lesson but passive ones just listened to others and wrote something. It is obligatory to mention that Teacher B was not interested at her lesson at all and used mostly her Uzbek language. Atmosphere in the classroom was very sluggish and there was low reaction to the lesson.

The lesson in Group A was very interesting and effective. After greeting Teacher B used brain storming activity not telling the name of the topic. Students guess the topic of the lesson. Then they read the text about shopping , the same topic which was used in group B. And they tried to find the meaning of words through pictures. So, it was creative organization of learning words from the text. It is also effective for visual learners, they can remember immediately all new learnt words. The next in order Teacher A used a creative activity. First of all, she told her students to read the text one more time quickly and close the text. Then she shared cards with one word for each from the text and students should have said one information according to the text.(see Appendix VI) This creative task helped students to check their memories and to improve their oral speeches. All of them were highly concentrated because of new creative ideas and colorful cards. Then there was given a home task, it was also creative. Teacher told students to go to do shopping and write the text about it. This task seemed similar with the task of Teacher B, but if we take into consideration that children like to tell about themselves very much and a lot of them are talkative, this task would have been very interesting for them. It can be considered also like creativity. With help of such kind of tasks and activities learner's creativity also can be improved. The process of assessing was creative too. Teacher B didn't use ordinary marks like 5 or 4 etc. She used special cards with notes. Students were very pleased of these creative technique. The lesson of Teacher A was creatively conducted, it is obligatory to remember that she used only target language and all

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students understood her even though they were taught in another way. Also it is necessary to mention about her great talent in teaching and conducting lessons absorbingly and functionally. All the students were rather contented from the classes.

Finally, I interviewed students of both group (see Appendix) and nearly all of them told that the lesson of Teacher B was much more interesting and creative. Students of Group A said that every stage of the lesson was very enjoyable and they considered that English would not be difficult for them if lessons were taught in such kind of ways. By comparing students of two groups I can say that the students of Group A improved their:

- Level of attention;
- Participation;
- Better comprehension of target language;
- Creativity;

Generally, all things considered were done for defining the role and importance of creativity in teaching and learning processes. Students of Group B mentioned that new method of teaching with creative activities were very effective and they liked it very much. From which we can understand that creativity plays an important role in teaching and learning a second language. As our students were beginners and their age was small, here the role of teacher should be higher, and creative teacher can grow up creative students.

Conclusion

This case study mainly based on comparison methods, personality characteristics , learning styles and strategies. In order to define the role and importance of creativity in teaching and learning a second language. I wanted to work on a topic relating to creativity because I always try to be unique so improving this kind of personality characteristics could help me to be an effective teacher. But knowing how to use creative skills also very useful for language learners to study a language easier and get high levels.

This case study helped to define teacher's role in improving beginner learners' creativity. So, teachers themselves should conduct lessons creatively and in an extraordinary way to reach such kind of results. In order to make lessons more effective and creative teachers should prepare interesting lessons plans and teaching materials by the help of various pedagogical methods for the new lesson, as Teacher B did in the experiment.

It can be comprehensible from the case study, that for every new lesson teacher should use different techniques, creative tools and equipment, prepare various activities or games appropriating to students' interests and levels. For these stages, the role of creativity is very high and a teacher should always take into consideration this fact. Teachers should dedicate an entire time to the advancement of creativity in education because they are working with future generation. Even though a lot of linguists and psychologists considered that creativity is an immeasurable natural ability, from the case study it is understandable that the students of a creative teacher (Teacher B) are more creative than the students of a passive teacher (Teacher A). So, teachers always create opportunities for students to think

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creatively. As we did comparisons in this case study, both: teachers and students, can do such kind of activities in order to highlight their creativity.
After writing this case study, it is possible to say that creativity plays one of the most important roles in teaching and learning a second language. Obviously, creativity is an ability which always continue, hence, it is systematic and dynamic.

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OPPORTUNITIES FOR THE DEVELOPMENT OF AGROTURISM ON THE BASIS OF ATTRACTING FOREIGN INVESTMENT

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Annotation
The article describes in detail the opportunities and stages of development of agritourism in Uzbekistan and its components. The analysis is based on the possibility of introducing an agricultural and tourism cluster. At the same time, proposals and recommendations have been developed on the need to attract investment in the development of agritourism and the priorities for its further improvement.

Keywords: tourist cluster, agrotourism, tourist hotels, ecotourism, pilgrimage tourism, educational tourism, medical tourism, ethnotourism.

Introduction
The use of the experience of several foreign countries in the development of the Uzbek economy remains one of the most pressing issues today. Therefore, the study of foreign experience in attracting capital inflows and investments to our country, in particular, the use of the experience of rapidly developing countries will be more effective for our country [1]. Demand and supply of free investment resources in world markets is growing significantly, so countries are trying to create the most favorable conditions for attracting foreign and domestic investment.

Therefore, the tax system of many countries is considering benefits and conveniences for investors, including low-income taxation, stratification of tax benefits according to the volume of investment, reduction of tax rates depending on the area of investment, in the early years of foreign investment. tax exemptions, reduction of tax rates and the application of other tax incentives are important in the development of agritourism in special free economic zones [2].

It is known that the investment environment is complex and multi-stage. This complexity, as noted above, is formed as a result of the influence of many factors that create the conditions for investment activity. The multifaceted nature of the investment climate means its assessment at the level of the country, the region, the sectors of the economy. But if the country rating is important for a foreign investor, the regional and industry rating is important for both foreign and domestic investors.

Therefore, the investment policy pursued in our country requires the introduction of new innovations in every industry and sector. Therefore, there are many opportunities for sustainable development of tourism in our country, and we can take agrotourism as one of them. Through the organization and development of agro-tourism in the regions will be achieved employment of the rural population and

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their additional income, high profitability of agricultural and tourism enterprises, improvement of rural infrastructure. Indeed, the fact that tourism is a lucrative industry has been proven in world practice.

Analysis of the Literature

The researchers emphasized that tourism acquires a regional and periodic character. This is because they have done research on how natural conditions serve the social environment, which in turn serves to diversify the history, current status, and tourist opportunities of agriculture. In particular, the views on tourism in Uzbekistan are reflected in the works of such scientists as N.Tukhliev, T.Abdullaeva, A.Nigmatov, N.Shamuratova, O.Hamidov, M.Alimova. They proposed the formation of rural tourism as an independent type based on the nature of the region. These studies provide certain opportunities to improve the scientific basis of agritourism and its socio-economic aspects.

The lack of comprehensive research on the development of agritourism in Uzbekistan has led us to choose this topic as an object of study. First of all, let us analyze the definitions of the concept of agrotourism given by scientists and experts in this field. The concept of agrotourism is clarified differently by scientists. Experts of the Agro tourism association define the concept of agrotourism as follows [5].

Russian scientist A.B. Zdorov defines the concept of agritourism as follows: agrotourism is a satellite of agriculture, which aims to increase the income of citizens and the main production through the organization of recreation, employment of the rural population and the involvement of the contingent [3].

O.A. From a geodemographic point of view, Nikitina called agritourism tourism in a sparsely populated area outside the city. From a recreational point of view, agrotourism is a set of various services, ranging from living in rural houses to relaxing in nature, adventure travel and direct participation of local people in training [4].

Some literature suggests that agrotourism is an integral part of rural tourism. The earlier form of rural tourism was closely linked to the concept of accommodation (accommodation) and had existed for hundreds of years. The concept of agritourism has been used since the 1980s. Gradually, the term rural tourism came into circulation and agrotourism was considered as part of rural tourism [5].

In our opinion, emphasizing the above definitions, we would also like to state our own view on this issue. Agrotourism is one of the branches of tourism, a complex of effective use of natural, cultural, historical and other rural resources, specific tourist products and available opportunities.

Research Methodology

As a result of our research, innovative models of tourism organization in the region based on the tourist cluster approach, including the organizational and economic basis for attracting investment in the development of agritourism, developed scientific conclusions and proposals for future development in agriculture. The methodological basis of the research was formed as a result of the study of theoretical and practical information, literary sources and publications. The study was based on the connections

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between theory and practice, but also used methods such as analysis, comparison, analogy, and synthesis.

Analysis and Results

Today, as a result of the rapid development of agritourism, it is attracting the attention of foreign tourists. Agrotourism is a leader in development in Italy, Spain, Ireland, France, Switzerland and Scandinavia. Their income is $ 100 million a year. dollars. Revenues from agro-tourism account for 10-20% of revenues from tourism. Activation of investment processes in the field of agritourism is carried out in accordance with the law on liberal depreciation, in particular, through the use of accelerated depreciation methods, which have long been used in the US, UK, Germany, Japan, Italy, France, Sweden, Switzerland and other countries. In particular, according to British labor inspectors, the overall efficiency of American and Japanese industry increased by 15%, due to changes in the nature of labor use, capital investment - 25%, changes in technology - 60% [6].

In particular, our country has ample opportunities for the development of agritourism. Especially during the years of independence, Uzbekistan has been recognized by the world, international friendship, cultural and economic ties have been expanding. attracting foreign tourists.

In particular, the Concept of Tourism Development in the Republic of Uzbekistan for 2019-2025 through the financing of promising investment projects in Samarkand region from the European Bank for Reconstruction and Development to increase the effectiveness of reforms to create favorable economic conditions and factors. , aimed at improving the tourism infrastructure to increase its role and share in the economy, diversify services and improve their quality, Table 1.

Table 1. Prospective investment projects in Samarkand region financed by the European Bank for Reconstruction and Development [7]

	Project initiator	Project name	Project capacity (location)	Total cost (million soums)	Including:			Jobs	Dead-line
					own funds (million soums)	bank loans (thousand US dollars)	Other sources (million soums)		
Total proposals (79 projects)			9 466	1 036 181	112 823	98 680	700	2 595	2020-2021
I. Hotel projects (51 projects)			5 988	842 038	107 663	78 500	400	1 587	2020-2021
Establishment of new hotels, increase the capacity of accommodation facilities in cities and districts			4 252	698 310	56 313	68 620	400	1 181	2020-2021
II. Ecotourism and recreation areas			1 550	128 040	2 600	13 400	150	715	2020-2021
III. Transport and logistics			1 458	29 512,5	60	3 150	-	78	2020-2021
IV. Themed parks and other recreational areas			470	36 590,5	2 500	3 630	150	215	2020-2021

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The table shows that the rapid introduction of promising investment projects in Samarkand region, financed by the European Bank for Reconstruction and Development, will contribute to the rapid development of leading sectors of tourism and significant social and economic importance, as tourism: increases local income and creates new jobs; develops all areas related to the production of tourist services; develops social, industrial and market infrastructure in tourist centers; accelerates the development of folk craft centers; provides an increase in the living standards of the local population; contributes to the growth of foreign exchange earnings.

The human lifestyle takes on a happy look with three things: "love, an interesting profession, an opportunity to travel," said Ivan Bunin. Indeed, travel is the most exciting, fun and most valuable form of recreation. At the same time, the fact that revenues from tourism compete with the oil and automotive industries is proof of our opinion. That is, in countries with tourism potential, many sectors of the economy are developing in parallel. It is estimated that in some countries, tourism revenues account for 15–35% of GDP [10].

Introduction of visa-free travel, temporary stay and exit of citizens of 101 countries in transit through the territory of Uzbekistan through checkpoints; simplification of the procedure for temporary registration of foreign citizens in the territory of the republic, the transfer of this procedure to a fully electronic form through the system "E-MENMON"; the abolition of the procedure for certification of guest houses; The introduction of a new mechanism for certification of tourist vehicles for the transportation of 8 and more passengers, which resulted in an increase in the fleet of tourist vehicles by 128 units in 2018 [9] indicates the expansion of opportunities for tourists.

According to the data, in 2019, there were 449 tourist organizations and 816 hotels in the country. In 2017, foreign tourists visited about 2.7 million. and the number of local tourists reached 2.1 million, an increase of 33.3% and 16.6%, respectively, over the previous year. In this regard, a number of higher and secondary special education institutions of the country train specialists in the field of tourism, and it is expedient to increase the number of tourist facilities for their future employment. At the same time, it is possible to attract foreign tourists by adding agro-tourism services to the list of services of existing tourism enterprises. Therefore, agritourism can provide high profits to agricultural enterprises and the rural population. This is because they can offer agro-tourism services and products using the available opportunities [11].

According to our surveys and observations, the interest of the local population in agritourism is also high. Accordingly, depending on the nature of the regions, agro-tourism services and products can be offered to them [12]. In particular, several hotels will be built in the center of Samarkand district of Samarkand region, around Uzbekistan mahalla, Bandi Kushod shrine, Ispandi village, Ad-Daromi shrine, Talliota village, Talliota shrine, and in a special hall for tourists Siyob Shavkat Orzu farm is grown in a modern livestock complex, where more than 30 exhibitions of processed dairy products, intensive gardens of Siyob Sakhovati and Big Pet Plast joint ventures are grown and processed for domestic and export purposes. can get acquainted with the dried fruit, jam juice products shipped.

Kunduzak, located in the Zarafshan river area, In the villages of Kurgan, Kotirbulak, Dehkanabad, Zarafshan, Tukay, Tojikravot, tourists spend their leisure time in the nature, witnessing the cultivation

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and fishing of fish. The construction of similar agro-tourism facilities in Samarkand, Jambay, Bulungur, Pastdargom, Urgut and other districts of the region will further increase the flow of tourists to the region. groups create opportunities to build guest rooms that combine oriental and modern design for both family travelers.

Giving a few examples in this regard clarifies our opinion, for example: Turakurgan, Kuva, Denau, Kitab and Bakhmal - fruit growing; Urgut, Kattakurgan, Altiariq and Margilan - viticulture; Rishtan, Samarkand, Tashkent and Karshi - ceramics; Margilan, Namangan, Shahrisabz - silkworm breeding; Professions such as Chust knife-making, Shahrikhan handicrafts, Bukhara goldsmithing can be enumerated one by one on the example of all our regions. So what's the point of listing advanced networks by name? The fact is that in the organization of the "class center" to pay attention to these factors - plays an important role in determining and implementing the main goal, the direction of tourism. This example was the basis for showing one aspect of our people's social activity. There are many such examples.

For example, at the Amirkhan Noz-Nematlari viticulture farm in Samarkand district, 36 foreign and 198 local tourists will be able to see the living and working conditions, customs, beauty of the environment and national weddings and other ceremonies. and the attractiveness and prospects of this type of tourism. Since the beginning of 2018, 52 foreign and 223 local tourists have visited the farm. We can say that the tourists had an interesting rest in the process of growing fruits and vegetables, processing products and in the beautiful nature.

Since the beginning of the year, 151 foreign and 767 local agricultural tourists have visited Samarkand region, which is certainly rare.

To this end, the process of receiving foreign and domestic tourists will create all the conditions for meaningful travel by increasing the attractiveness of agritourism, on this basis to develop specific measures for the development of agritourism in Samarkand region, improve their quality and build accommodation for foreign and local tourists. It is important to create more jobs by attracting investors.

Conclusions

New jobs will be created in rural areas through the organization of agro-tourism in the country; efforts are made to produce environmentally friendly products; cash inflows to the countryside, as well as foreign exchange inflows will increase; the well-being of the village increases; modern social infrastructure in rural areas will be improved and new ones will be created; new service-related occupations will be created; crafts develop. The seasonal nature of agro-tourism, the ability of the created tourism and agro-tourism products to compete with imported products, the lack of highly qualified personnel, the damage to the cultural environment in the regions can negatively affect its rapid growth and development. Therefore, for the development of agritourism in our country it is necessary to take the following measures:

First, to study the demand for agritourism services and what kind of resorts tourists prefer. For example, according to foreign researchers, agrotourism is intertwined with the appearance of

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ecotourism and ethnotourism. The need to study buyers of agritourism services and how to set prices for agritourism services. Market research-identification of the movement of agro-tourism products.
Second, the necessary material and technical base of family entrepreneurs and farms wishing to engage in agritourism will be studied. The infrastructure of the village will be studied and deficiencies will be remedied.
Third, cooperative relations between tourism firms and farms will be established, the organizational and legal form of cooperation will be chosen, and the mechanism of the cooperative will be developed.
Fourth, the responsibilities of the participants in the organization of agritourism will be identified and a program for the development of agritourism will be developed.
Fifth, the legal and economic framework for ensuring the interests of the parties for the development of agritourism in the regions will be formed.
Sixth, it is necessary to create a financial and legal source of agritourism, develop domestic tourism and introduce a mechanism for economic cooperation.

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PROSPECTS FOR THE DEVELOPMENT OF THE TOURIST AND RECREATION COMPLEX AS AN EFFECTIVE LEVER FOR THE RESTORATION OF THE TOURIST INDUSTRY IN UZBEKISTAN AFTER THE PANDEMIC

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Annotation
The article scientifically substantiates the proposal for the development of a tourist and recreational complex as an effective lever for the restoration of the tourism sector in Uzbekistan after the Covid-19 pandemic. Based on the analysis of the development of the sanatorium-resort complex in the regions of Uzbekistan, a largely pronounced differentiation of regional units and the concentration of demand for the development of the activities of sanatorium-resort institutions and recreation organizations were revealed. An econometric model has been developed that reflects the positive impact of the development of the sanatorium and resort complex and the infrastructure of recreation organizations on the indicator of the share of tourism in the country's GDP.

Keywords: tourism, the share of tourism in GDP, health resort complex, coronavirus pandemic, tourist and recreational complex, differentiation of regional units, concentration of demand.

Introduction
In recent years, integration processes in the world economy have been constantly accompanied by the action of de-integration factors (an increase in the number of "hot spots", the sanctions struggle, the spread of various diseases, etc.). At the end of December 2019, an outbreak of the coronavirus COVID-2019 was recorded in Wuhan, China, which is forcing the world to dramatically change its attitude towards the current socio-economic policy.

Unprecedented measures are being taken around the world to combat the spread of coronavirus infection, including by restricting the movement of people and closing businesses. As a result, the world's largest economies are experiencing sharp declines in production and consumption, disruption to global value chains and trade relations, falling commodity prices in global financial markets, and deteriorating conditions.

Today it is known that this epidemic seriously affects the economy and business of many countries of the world. Many global and national think tanks have called the coronavirus the new "black swan" (a global, difficult-to-predict phenomenon with significant consequences) of the world economy. The world is plunging into the deepest peacetime recession since the 1930s. According to the WTO, the fall in the volume of world trade this year may be more than 30%.

The global impact of the coronavirus epidemic poses a serious threat to all aspects of the world - economic, social development and many other areas. Nearly 90 percent of global economic activity has

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been affected in some form by the coronavirus pandemic. Transnational trade links and supply chains have been disrupted, consumer demand has shrunk, and millions of people are out of work. These are the realities of the day.

The economic damage caused by the coronavirus pandemic is mainly related to the decline in demand, that is, the inability of consumers to purchase affordable goods and services. These losses are particularly evident in areas of the service sector that have been severely affected, such as airlines and tourism, hospitality and catering, and recreational and cultural events. The same negative consequences apply to other industries [1].

Estimates of the estimated damage to the global economy from the coronavirus pandemic vary, but there is no doubt that tourism is one of the worst hit industries. As of April 7, the World Tourism Organization UNWTO estimated a decrease in tourist activity in 2020 by 20-30% (compared with forecasts of growth of 3-4% in January), as a result of which the world economy will receive less from $ 30 billion to $ 50 billion. in the official report of the organization "Assessing the Impact of the COVID-19 Outbreak on International Tourism" since 2000, the current crisis is the third and largest in terms of negative dynamics: the first decrease in international arrivals (by 0.4%) happened in 2004 during the SARS epidemic, the second (by 4%) - due to the global economic crisis in 2009 - and all this, of course, cannot be compared with the current figures. According to UNWTO forecasts, the decrease in the number of tourists will persist in the next five to seven years, while only in world aviation alone, lost profits in 2020 compared to 2019 will amount to 38%, or $ 252 billion.

The travel industry will quickly regain its positions after the victory over the coronavirus infection, however, some of the habits of travelers may change. This was told by Professor Joseph Cheer from the Center for the Study of Tourism Problems of the Japanese University of Wakayama in an interview with RIA Novosti. In his opinion, the current pandemic is different from the previous ones. But the experience of past crises shows that the tourism industry will recover very quickly.

In almost any society, tourism is part of normal life. And people will be very happy to be able to travel again. How much they can afford to do this depends on how badly the world will be affected by the economic crisis resulting from the coronavirus pandemic. But overall, the need to catch up in terms of tourism will be very high.

Although it is difficult to predict whether people will travel as before, or whether many will draw certain conclusions for themselves. The current discussion in the tourism sector is about how to make tourism better and more environmentally friendly. If there is a chance to reorient the tourism industry and change the tourism product, now is the best time to do so.

The economic crisis will quite naturally affect not only the tourism sector, so the incomes of most of the population will decrease. Everyone is already accustomed to cheap flights through low-cost airlines, and you can rent a house anywhere in the world for a fairly low price, but the situation will change. In the coming years, experts predict a decrease in the number of international tourists. At the same time, a significant increase in domestic tourism is expected. This is due not only to the general financial condition of the vast majority of people, but also to the fear of traveling abroad in the coming months.

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Of course, not the most pleasant changes are taking place in domestic tourism now. At the time of quarantine in most countries, travel is impossible both abroad and within the country. However, when the situation stabilizes, an active growth of interest in travel within the homeland will begin.

Domestic tourism growth will be driven by high deferred demand and continued restrictions on international tourism after the quarantine. At the same time, due to declining incomes, people will look for affordable offers and give preference to independent travel, ecotourism and health tourism.

For Uzbekistan, which has colossal tourist resources (today there are more than 7 thousand monuments of different epochs and civilizations in Uzbekistan, the country has a high potential for the development of such types of tourism as cultural, pilgrimage, health-improving, sports, ecotourism, etc.) the issue of restoring the tourism sector is very relevant.

In recent years, the country has seen high growth rates in this area (Fig. -1). So, in 2017, 2,690 thousand foreign tourists entered the Republic of Uzbekistan. This figure is 32.7% more compared to 2016, when the number of arrivals was 2,027 thousand people. In turn, during 2018 the number of foreign visitors amounted to 5,346 thousand people and exceeded the indicators of the same period in 2017 by 99%, and in 2019 the country was visited by 6,748 thousand foreign visitors. For 2016-2019 large-scale reforms were carried out in the country (for 2016-2019, over 55 regulatory legal acts were adopted in the country aimed at creating favorable conditions for the development of the tourism sector), aimed at accelerating the development of tourism as a strategic sector of the national economy, which created favorable conditions for significant growth in the sector.

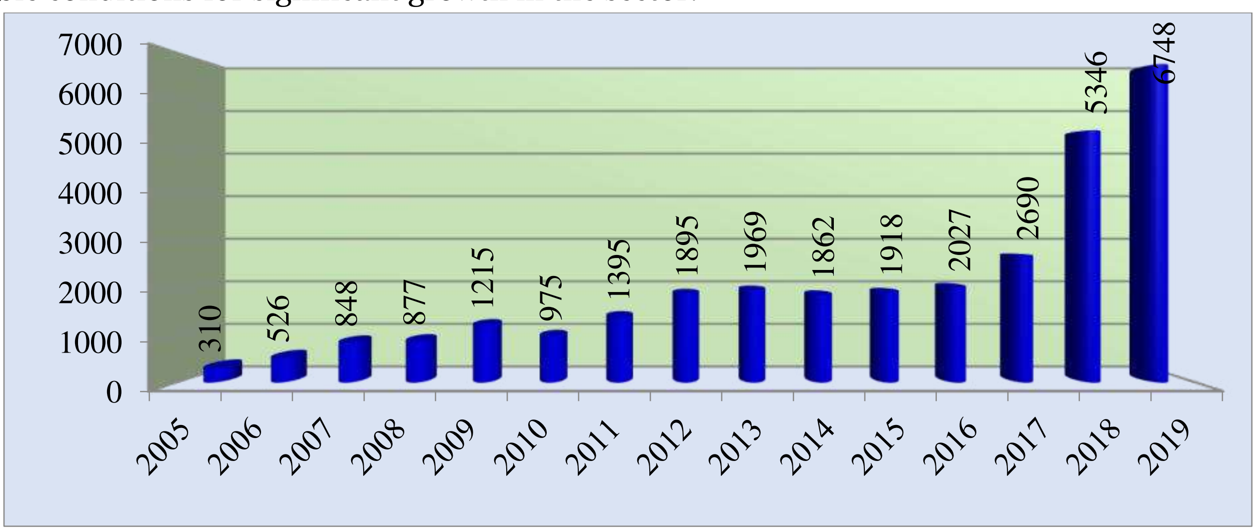

Fig-1. Trends in the entry of foreign visitors to Uzbekistan, thousand people

The development of ecotourism and health tourism requires timely decisions to improve the tourist and recreational complex in the regions of Uzbekistan with a high tourist and recreational potential. Studies have shown that the development of the tourist and recreational system has a positive effect on increasing the indicators of tourism development in the country. We believe that the issues of restoring the tourism industry in the country should be resolved in close connection with the tasks of developing the infrastructure of the tourism and recreation system, which determines the relevance of the chosen topic.

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Literature Review

Tourism, being a complex open system, covers many areas of knowledge: architecture, urban planning, recreational geography, ecology, economics, sociology, psychology, medicine, taxonomy, cybernetics, etc. A lot of research has been devoted to the development of regional tourism. A special place in them is given to the study of the problem associated with the formation and development of the tourist and recreational complex. In recent years, scientists have carried out a number of studies in this direction.

Volkova T.A., Maksimov D.V., Minenkova V.V., Filobok A.A., Khodykina M.F. [2] analyzed the current state of the Krasnodar Territory shopping and entertainment complex and the main indicators of the sanatorium and resort and tourist complex, on the basis of which a forecast for the development of the industry until 2020 was made.

A.V.Gladilin [3] considered the methods of forecasting existing in economic analysis, investigated the specific characteristics of tourist services. For the most accurate forecast of tourism demand, a method based on regression analysis is proposed. In the econometric model, the influence of the population in the country of origin of tourists, income per capita in the country of origin of tourists, as well as a number of expenses for the purchase of accommodation and transport services, on the formation of demand is studied.

I.L.Polyakova [4], within the framework of the study of the peculiarities of the use of tourist and recreational resources, the concept of a tourist and recreational complex is proposed, its essence and functions are studied, and the elements of a tourist and recreational complex and factors influencing its development are determined.

Ivolga A.G., Chaplitskaya A.A., Varivoda V.S., Molchanenko S.A., Radishauskas T.A., Mikhailova K.Yu., Selevanova E.V., Adamchevskaya V.G., Elfimova Yu. M., Movsesyan G.G., Skorykh G.A., Trukhachev A.V., Rassokhina T.V. [5] examined the social aspects of sustainable development of rural areas through agritourism, economic, environmental and social aspects affecting the development of tourist and recreational complexes, both at the national level and on the example of individual unique regions of the Russian Federation.

Y.M.Ilyaeva [6] considered the development of small business in the tourist and recreational complex of the North Caucasus Federal District.

A monograph by such authors as V.V.Minenkova, D.V.Maksimov, T.A.Volkova, A.A.Filobok, D.V.Sidorova, M.F.Khodykina. [7] is devoted to the analysis of investment processes in the tourist and recreational complex of the Krasnodar Territory, as well as the development of a system of indicators of the effectiveness of investment activities in the region. Investigated: the current state of the tourist and recreational complex of the region, investment policy, territorial differentiation of investments in the region. A system of indicators is proposed that allows to establish the relationship between the level of development of the tourist and recreational complex and the investment policy of the region.

Minenkova V.V., Sidorova D.V., Filobok A.A., Maksimov D.V. [8] in the research work analyzed the instruments of regional investment policy in the tourist and recreational complex of the Krasnodar Territory. Investment projects in the resort and tourism sector of the region are considered. The scheme

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of management of investment processes in the tourist and recreational complex of the Krasnodar Territory is presented.
Gladilin V.A., Nechaeva S.V., Karaseva S.A. [9] considered the priority area of investment activities in the tourism and recreation sector, such as the formation of the infrastructure of the investment market. In the scientific work of the authors, options are proposed for the implementation of an innovative development strategy based on the use of modern technologies and the involvement of science in the reform and technological transformation of domestic and international tourism, ensuring a more complete use of the domestic tourism potential and an influx of funds for the socio-cultural sphere and for the development of regions.
Zhukovskaya I.F., Krasnova M.V. [10] analyzed the state and dynamics of the nominal and real incomes of Russians, the ruble exchange rate, and the tourist and recreational complex of Russia. In the scientific work of the authors, the main problems of import substitution in the Russian tourism market, which are caused by both external and internal factors, have been identified, the main directions for the further development of the domestic tourism business have been proposed.

Methodology

Any economic indicator is most often influenced not by one, but by several factors. For example, the demand for a certain good is determined not only by the price of this good, but also by the prices of substitute and complementary goods, consumer income, and many other factors. In this case, multiple regression is considered.

$$\hat{y} = f(x_1, x_2, \dots, x_p) \qquad (1)$$

Multiple regression is widely used in the study of demand factors, the function of production costs, in macroeconomic calculations and in a number of other economic issues. The main goal of multiple regression is to build a model with a large number of factors, as well as to determine the influence of each factor separately and their combined impact on the modeled indicator.
The construction of a multiple regression equation begins by addressing the model specification. It includes two areas of issues: selection of factors and selection of the type of regression equation. To study the influence of the studied factors on tourist demand, we decided to use a linear multiple regression model.
The most common and simplest of the multiple regression models is the linear multiple regression model:

$$y = \alpha' + \beta'_1 x_1 + \beta'_2 x_2 + \cdots + \beta'_p x_p + \varepsilon \qquad (2)$$

According to the mathematical meaning, the coefficients in equation β'_j (2) are equal to the partial derivatives of the effective attribute y with respect to the corresponding factors. The parameter α is called the intercept and determines the value of y in the case when all explanatory variables are equal to zero. At the same time, the value of each regression coefficient is equal to the average change in y with an increase in β'_j by one unit only on the condition that all other factors remain unchanged. The ε value is the random error of the regression relationship.

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Obtaining estimates of parameters α', β'_1, β'_2,..., β'_p regression equation (2) is one of the most important tasks of multiple regression analysis. The most common method for solving this problem is the method of least squares (OLS). Its essence consists in minimizing the sum of squares of deviations of the observed actual values of the dependent variable y from its calculated values y, obtained by the regression equation.

Then the calculated expression has the form:

$$\hat{y} = a + b_1 x_1 + b_2 x_2 + \cdots + b_p x_p \qquad (3)$$

Here $a, b_1, b_2, \dots b_p$ are estimates of theoretical values α', β'_1, β'_2,..., β'_p, or empirical regression coefficients.

Thus, while in theory the regression model allows for any number of factors, it is practically unnecessary. The selection of factors is made on the basis of a qualitative theoretical and economic analysis. However, theoretical analysis often does not allow an unambiguous answer to the question of the quantitative relationship of the features under consideration and the advisability of including a factor in the model. Therefore, the selection of factors is usually carried out in two stages: at the first, factors are selected based on the essence of the problem; on the second, statistics for the regression parameters are determined based on the matrix of correlation indicators.

Intercorrelation coefficients (i.e. correlations between explanatory variables) allow duplicating factors to be eliminated from the model. It is believed that the two variables are clearly collinear, i.e. are in linear relationship with each other if $r_{x_i x_j} \geqslant 0{,}7$.

If the factors are clearly collinear, then they duplicate each other and it is recommended to exclude one of them from the regression. In this case, preference is given not to the factor more closely related to the result, but to the factor that, with a sufficiently close connection with the result, has the least closeness of connection with other factors. This requirement reveals the specificity of multiple regression as a method for studying the complex impact of factors in terms of their independence from each other.

Today, there are many software tools (MS Excel, SPSS, STATISTICA, etc.) that make it possible to easily construct a multiple regression equation. When constructing a multiple regression equation, we used the capabilities of the SPSS software package.

To check the overall quality of the regression equation, the coefficient of determination R2 is used, which in the general case is calculated by the formula:

$$\boldsymbol{R^2 = 1 - \frac{\sum e_i^2}{\sum(y_i - \bar{y})^2}} \qquad \textbf{(4)}$$

It shows, as in pairwise regression, the proportion of total variance Y explained by the regression equation. Its values are between zero and one. The closer this coefficient is to one, the more the regression equation explains the behavior of Y.

For multiple regression, R^2 is a non-decreasing function of the number of explanatory variables. Adding a new explanatory variable never decreases R^2. Indeed, each subsequent explanatory variable can only supplement, but in no way reduce the information explaining the behavior of the dependent variable.

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The analysis of the statistical significance of the coefficient of determination is carried out on the basis of testing the null hypothesis H0: $R^2 = 0$ against the alternative hypothesis H1: $R^2 > 0$. To test this hypothesis, the following F-statistics are used:

$$F = \frac{R^2}{1-R^2} \times \frac{n-p-1}{p} \quad \textbf{(5)}$$

The value of F, when the assumptions of the least squares are met and when the null hypothesis is valid, has the Fisher distribution. It can be seen from (5) that the indicators F and R2 are equal or not equal to zero at the same time. If F = 0, then R2 = 0, and the regression line is the best OLS, and, therefore, the value of y does not linearly depend on $x_1, x_2, \dots, x_p$.

To test the null hypothesis at a given significance level α, the critical value F_{tabl} (α; p; n-p-1) is found from the tables of the critical points of the Fisher distribution. If F> F_{tabl}, zero - the hypothesis is rejected, which is equivalent to the statistical significance of R^2, i.e. $R^2 > 1$.

The statistical significance of the parameters of multiple linear regression with p factors is checked on the basis of t - statistics:

$$t_{b_j} = \frac{b_j}{m_{b_j}} \left(\text{или } t_a = \frac{a}{m_a}\right) \qquad (6)$$

Where the value m_{b_j} (m_a) is called the standard error of the parameter.

Obtained by expression (6) t - statistics for the corresponding parameter has a Student distribution with the number of degrees of freedom (n-p-1). At the required significance level α, this statistic is compared with the critical point of the Student's distribution t (α; n-p-1) (two-sided).

If $|t| > t(\alpha;\ n-p-1)$ then the corresponding parameter is considered $H0\colon \mathbf{bj} = \mathbf{0}$ или $H0\colon a = \mathbf{0}$ statistically significant, and zero - $\left(|\mathbf{t}| < \mathbf{t}(\boldsymbol{\alpha};\ \mathbf{n}-\mathbf{p}-\mathbf{1})\right)$the hypothesis in the form is rejected.

Rigorous validation of parameter significance can be replaced with simple benchmarking:

- If $|\mathbf{t}| \le \mathbf{1}$, т.е. $\mathbf{b_j} < \mathbf{m_{b_j}}$ then the coefficient is statistically insignificant.
- If $\mathbf{1} < |\mathbf{t}| \le \mathbf{2}$, т.е. $\mathbf{b_j} < \mathbf{2m_{b_j}}$ then the coefficient is relatively significant. In this case, it is recommended to use the table of critical points of the Student's distribution.
- If $\mathbf{2} < |\mathbf{t}| \le \mathbf{3}$ then the coefficient is significant. This statement is guaranteed for (n-p-1)> 20 and $\mathbf{a} \ge \mathbf{0{,}05}$.
- If $|\mathbf{t}| > \mathbf{3}$ then the coefficient is considered highly significant. The probability of error in this case, given a sufficient number of observations, does not exceed 0.001 results.

The type of tourist and recreational activity and the functions of the recreational system, as a rule, are included in its name, for example, a sanatorium and resort institution, various tourist organizations and fitness clubs, as well as specially equipped recreation facilities at enterprises (for example, psychological relief rooms) ... The totality of the above institutions make up the recreational environment, by which we mean not only the complex of its institutions and institutions, but also the integrity of the unity of values and means that are the sphere of implementation of the social functions of recreation [11]. The development of recreational activities in the region, in the absence of proper planning and management, leads to degradation of the natural environment and loss of profits in the

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industry, which requires the development of environmentally sound plans for the territorial organization.

It is well known that only an integrated approach to the management of resort and recreational areas will allow us to stabilize and improve the ecological situation, which is decisive in the issues of giving the areas a recreational status. The creation of a dynamically developing balanced system that coordinates the interaction between resort areas, agro-technical polices and recreational complexes will significantly expand the scope of recreational activities by involving uncovered territories with powerful landscape, climatic and recreational potential in it.

Large recreational complexes of the regions are, in fact, a kind of lattice nodes of the territorial economy. They draw the attention of the authorities to solving the problems of the development of the recreational industry, the placement of its facilities in accordance with the specialization of the region. An important prerequisite for the creation of a recreational complex in a particular region is the study of the natural and climatic conditions and the established traditions of recreational practice. In addition, it is necessary to determine the amount of investment, the appropriate resources and qualified personnel that make up the core of the enterprise staff. The formation of the labor potential of the recreational complex is also a multifaceted problem. Along with carrying out purposeful work to improve the professional competence of personnel, this requires maintaining a certain stability of the staff and its self-improvement. Practice shows that the low provision of this process is one of the reasons for the qualification backwardness of sanatorium-resort complexes in the periphery. In a more advantageous relationship are organizations that have a gravitation towards large centers for the training and retraining of personnel in the recreation industry.

Here, the manufacturers of recreational services are specialized enterprises of the sanatorium-resort sphere: sanatoriums, boarding houses, rest houses, tourist centers, etc. From this point of view, recreational services act as one type of tourist services. Having a complex composition, the tourist and recreational sphere is a complex of industrial and non-industrial facilities. The basis of tourist and recreational services is the services of sanatoriums and resorts, boarding houses, rest homes, children’s health institutions, recreation centers, in addition, accommodation facilities that are not part of the sanatorium-resort sphere, for business purposes, tourist-sports, tourist-excursion and specialized enterprises, other private hotels.

Uzbekistan has unique historical monuments and natural conditions that have preserved their original appearance, which is extremely rare in the previously developed, with a high population density, and provides ample opportunities for the development of tourism, recreation and health improvement. With unique monuments and diverse nature on the territory of Uzbekistan, more than 200 types of natural healing sources of mineral waters and mud-healing springs have been discovered. The chemical composition, medicinal-biological and other properties of these underground springs are priceless.

On the basis of these springs, sanatoriums-resorts, physiotherapeutic institutions and other health institutions were created. Of these, such as the sanatoriums of Zamina, the Chimgan zone, Ak-Tash hospitals, the Chartak, Sitorai Mokhi Khosa, Turon, Chinabod sanatoriums are of world importance.

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Currently, there are special sanatoriums, dispensaries and rest homes in the republic, the number of rooms of which is 56348 beds.

In the development of the tourism and recreational services market in Uzbekistan, the differentiation of regional units and the concentration of demand for the development of the activities of sanatorium and resort institutions and recreation organizations are largely expressed. Analyzing the current state of development of recreational tourism, which includes sanatoriums and recreation facilities in the context of the regions of Uzbekistan, specific features of the regions were identified. In support of this, let us consider the data in the table on the activities of sanatorium-resort institutions presented by the State Committee of Statistics of the Republic of Uzbekistan (table 1).

Table 1. Activities of health resort organizations by region in 2019

	Number of health resort organizations	Including objects, units	Number of rooms		Placed persons (persons)
			Rooms	Places (beds)	
The Republic of Uzbekistan	**201**	**211**	**10995**	**28073**	528308
Republic of Karakalpakstan	7	7	292	566	6833
regions:					
Andijan	10	12	379	835	9797
Buhkara	4	4	312	620	9320
Djizzax	11	11	642	1268	24435
Kashkadarya	16	17	582	2305	13219
Navoiy	7	7	357	745	12673
Namangan	18	18	1441	2915	70919
Samarkand	28	29	831	2837	22846
Surxandarya	11	12	319	1293	14345
Sirdarya	2	2	69	264	900
Tashkent region	35	36	3007	6250	133972
Fergana	33	36	1677	4183	152668
Khorazm	5	5	108	616	5515
Tashkent city	14	15	979	3376	50886

Source: prepared on the basis of data from the State Statistical Committee of the Republic of Uzbekistan.

According to the analysis of the data in the table, the following groups were combined according to the services provided, and it was clarified to what extent the differentiation of regional units and the concentration of demand for the development of the activities of sanatorium and resort institutions and recreation organizations in the regions of the Republic were found. Thus, the group of the most developed areas includes: Tashkent, Fergana, Samarkand, Namangan regions and the city of Tashkent. Developed groups are represented by Jizzakh, Kashkadarya and Andijan regions. In the group of medium-developed regions: Navoiskaya, Surkhandarya regions. And in the group of underdeveloped Bukhara, Khorezm and Sirdarya regions and the Republic of Karakalpakstan. This means that,

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according to the data in the table on the provision of health services in sanatoriums and resorts in the regions of Uzbekistan, the concentration of regional units is expressed in large cities with a developed level of tourism, and the differentiation of supply falls on underdeveloped cities such as Bukhara and Khorezm.

This means that the concentration of regional units for the provision of health services by sanatorium-resort organizations located in the regions is unevenly developed. In terms of the number of places in the number of sanatorium-resort organizations among the regions, the leading place is occupied by Tashkent, Fergana, Namangan and Samarkand. In turn, they are ahead in terms of the number of health resort organizations in the region. Here Samarkand region ranks fourth with 2837 beds.

This means, according to the data in the table, the concentration of regional units and the differentiation of supply and demand for services rendered by sanatoriums and recreation enterprises of the Republic is expressed to a high degree. This is especially evident in the example of Tashkent, Fergana, Namamangan and Samarkand regions, since most of them are located - 63.7% of all sanatorium-resorts, the remaining 9 regions account for 36.3% of these institutions. A high degree of concentration of regional units for the development of the activities of rest homes can be traced in the Tashkent, Khorezm, Kashkadarya regions and the city of Tashkent. 70% of all holiday homes are located in the above areas, the remaining 10 areas account for only 30% of holiday homes.

It follows from the above studies: despite the fact that there are a large number of tourist and recreational facilities on the territory of Uzbekistan, which are rapidly increasing the rate of population growth, and an increase in the flow of tourists coming to the country for the purpose of health improvement and recreation, the existing facilities cannot fully satisfy the demand of all recreants. In particular, it was revealed that in such regions as Surkhandarya, Navoi, Andijan, Bukhara, as well as Samarkand and Jizzakh regions, they have great opportunities for the provision of services by sanatoriums, resorts, children’s hospitals, etc. this will give an opportunity to increase the flow of foreign tourists and the possibility of improving the health of the indigenous population. It is also necessary to increase the efficiency of travel agencies when using the services of health resort organizations and rest homes.

The development of effective plans for the development of tourist and recreational services in the Republic of Uzbekistan and the choice of an optimal economic strategy in this area are directly related to the process of developing forecast parameters of key indicators that determine the development of the industry. Of particular importance is the forecasting of the development of tourism and recreation services by assessing the significant impact of the share of the tourism sector on the country’s GDP[13].

The modern management system requires the use of reliable methods and tools to determine the future state and scale of economic processes and events. An econometric analysis of the prospects for the development of tourist and recreational services makes it possible to study the power of complex socio-economic phenomena by economic and mathematical methods, to determine their patterns and make scientifically sound decisions[12].

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Thus, using correlation-regression methods, it is important to identify the main factors affecting the share of the tourism industry in the country's GDP, predicting trends in its change through the development of multivariate regression models.

To perform this analysis, the purpose of our study is to identify factors that affect the share of tourism in GDP in the Republic of Uzbekistan, and to select the most important of them using correlation-regression methods. A number of factors were selected to develop an econometric model for predicting the prospects for the development of tourist and recreational services in the Republic of Uzbekistan.

Table 2 Factors selected for economic and statistical analysis

Final indicator: the share of the tourism industry in the country's GDP (in%) - Y	
Factors	Indicators
Number of sanatoriums and resorts of the Republic of Uzbekistan (units)	X_1
Number of places in sanatoriums and resorts of the Republic of Uzbekistan (thousand pcs.)	X_2
The total number of citizens served by sanatoriums and resorts of the Republic of Uzbekistan (thousand people)	X_3
Number of citizens of Uzbekistan served by sanatoriums of the Republic of Uzbekistan (thousand people)	X_4
The number of foreign citizens served by sanatoriums of the Republic of Uzbekistan (thousand people)	X_5
Number of recreation centers in the Republic of Uzbekistan (units)	X_6
The total number of citizens served by recreation centers of the Republic of Uzbekistan (thousand people)	X_7
The number of foreign citizens served by recreation centers of the Republic of Uzbekistan (thousand people)	X_8

As a result of the analysis, significant factors have been identified that affect the indicator of the share of tourism in the GDP of the Republic of Uzbekistan (table 3).

Table 3 Significant Factors Included in the Linear Regression Model

	β_i	Standard error	T-statistics	p-value
β_0	-1,271	0,982	-1,294	0,243
X_1	0,009	0,006	1,549	0,172
X_3	0,004	0,002	2,911	0,027
X_5	0,044	0,035	1,248	0,259
X_6	0,001	0,002	0,524	0,619

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Table 4 Criteria for checking the quality and importance of the model

Coefficient of multivariate determination R-squared.	Standard error of estimation	F-actual
0,903	0,11214	14,007

Conclusions

The results of the study show that today, in the development trend of the tourism and recreational services market in Uzbekistan, there is a significant concentration of territorial units and a differentiation of supply according to the level of development of sanatorium-resorts and recreation organizations. This is especially evident in the example of Tashkent, Fergana, Namangan and Kashkadarya regions, since these regions account for 63.7% of all sanatorium-resort organizations, and the remaining 9 regions account for 36.3% of these institutions.

A high level of concentration of territorial units of recreation organizations falls on the Tashkent, Khorezm and Kashkadarya regions, as well as the city of Tashkent. 70% of all recreation organizations are concentrated in these regions, and 30% of these establishments are in the 10 remaining regions.

Considering the fact that Uzbekistan has a sufficient number of recreational facilities, however, given the increasing population and the flow of foreign tourists who come for health purposes, it was found that the existing facilities today do not satisfy all the needs of recreationalists.

In particular, it was found that in the Surkhandarya, Navoi, Andijan and Bukhara regions there are great opportunities for the construction of sanatoriums, rest homes, boarding schools and children's hospitals. The creation of appropriate recreational infrastructure in these regions will make a significant contribution to the improvement of the population of our country and will help increase the flow of foreign tourists.

We believe that if, in solving this problem, the State Committee for the Development of Tourism of the Republic of Uzbekistan develops a new system of benefits, this will increase the interest of our citizens and foreign tourists, which will lead to the effective use of existing sanatoriums and health institutions, as well as the prospective development of tourism and recreation. spheres.

Thus, the impact of such factors as "The number of sanatoriums and resorts of the Republic of Uzbekistan", "The total number of citizens served by sanatoriums", "The number of foreign citizens served by the sanatoriums of the Republic of Uzbekistan", The number of rest homes in the Republic of Uzbekistan "on the final indicator -" Share tourism industry in the republic's GDP "is significant. The influence of these factors on the result can be explained as follows:

1. An increase in the number of sanatoriums and boarding houses in the country by 100 units will lead to an increase in the share of tourism in GDP by 0.9%;
2. An increase in the number of citizens served in sanatoriums and resorts of the republic by 100 thousand people will lead to an increase in the share of the tourism industry in GDP by 0.4%;
3. An increase in the number of foreign citizens served in sanatoriums and resorts of the republic by 100 thousand people will lead to an increase in the share of tourism in GDP by 4.4%;

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4. An increase in the number of recreational facilities in the country by 100 units will lead to an increase in the share of tourism in GDP by 0.1%.

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OBSERVATIONS, CLINICAL FEATURES OF ALBUMINURIA WITH RENAL CHANGES IN CHRONIC HEART FAILURE

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Annotation

The article analyzes the causes of complications of age, FC, comorbidities, based on the number of cases of albuminuria among patients with chronic heart failure living in Uzbekistan.

Keywords: chronic heart failure, renal disease, albuminuria, creatinine, comorbidities.

Introduction

Despite the positive advances in the treatment of cardiovascular disease, the number of patients with complications associated with that diseases, including chronic heart failure (CHF), is increasing. Around the worldwide 23 million people are diagnosed with CHF, and 1.0-2.6% of the population in European countries are diagnosed with this serious complication. In the U.S.A, 5.7 million people over of 20 years oldare diagnosed with CHF, with a share of 2.2%. In the Russian Federation, the disease occurs 7% of the population, and about 70% of those over of 90 years old. Also, the share of this serious complication is growing due to the increase in life expectancyin the Republic of Uzbekistan. CHF is not only a major cause of re-hospitalization, but also it is a main cause of death from cardiovascular disease. Mortality from that disease is 4.0-10.3 times higher in the general population as age-appropriate, and in a number of oncological diseases it reaches the level of this unfortunate condition, and even increases. The 5-year survival rate of patients after the diagnosis of CHFwas recorded in 60-70% of cases in the 90s, while in recent years this figure has decreased by 50% with the introduction of modern treatments. A number of researchers have noted that progressive renal dysfunction is a severe complication that is common in many cases. A number of observations have shown that exacerbated renal dysfunction is a common complication in SUE.

According to the results of numerous prospective studies in a large group of patients with functional class II-IV (FS) on CHF NYHA, and a number of other scientists, clinically pronounced renal dysfunction is a very serious adverse factor, leading to rapidly developing cardiovascular damage and general including a sharply increases in mortality from cardiovascular disease.

Purpose of the study. The research analyzes the causes of complications according to age, FC, comorbidities of the disease, based on the number of occurrences of albuminuria among patients with chronic heart failure. Of the 320 patients with CHF, 148 were men (46.25%) and 172 were women (53.75%)in our exploration.

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Results. It is known that the relationship between microalbuminuria or overnight-daytime proteinuria and what underlies the correlation between the course of cardiovascular disease and the increase in mortality in them has not been fully explored.In addition, there are number of facts that the observation of albuminuria in patients with CHF is one of the leading risk factors for death, with a sharp negative impact on the course of the disease. Some scientific observations confirm that microalbuminuria (proteinuria) is an early and sensitive marker of CHF than blood creatinine levels in damaging of kidney. Therefore, we analyzed the age, FC, comorbidities of the disease, the causes of complications, based on the number of cases of albuminuria among 320 patients with CHF in our observation. Of these, 148 were men (46.25%) and 172 were women (53.75%).

In that, albuminuria was detected in 24.8% of patients under 60 years of age, and in 35.1% of older than 60 patients it was reported ($P<0.01$). When microalbuminuria tests are performed in cases where albuminuria is not detected, the number of protein detected in the urine is significantly higher among patients with CHF. So, it confirms that renal dysfunction is increasing among patients with CHF as they age.

Analysis of results. The number of albuminuria-detected patients was studieddue toCHF FC in 320 patients in the follow-up. The age of I-FC patients was 54.8 ± 9.3, II-FC 54.4 ± 10.3 and III-FC 64.5 ± 9.9. The examination plan included:

1)Patient complaints, anamnesis, objective examination;

2)Accepted clinical-laboratory, instrumental and special biochemical examinations, electrocardiography (ECG), ExoKG;

3)Microalbuminuria and overnight-daytime proteinuria in urine;

4)Determining endurance to physical exertion is a six-minute walking test.

Analyzes confirmed the being of albuminuria in 15.1% (29) cases of I-FC, 35.6% (68) of II-FC, and 49.3% (94) of III-FC patients (Picture 1).

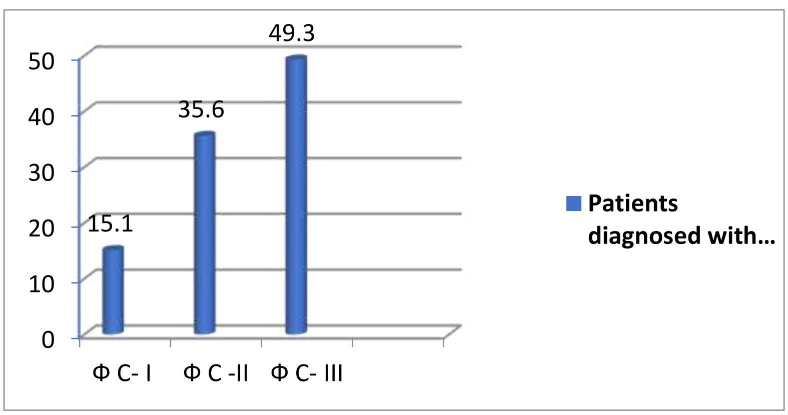

Figure 1 Indicators for albuminuria in different functional classes of chronic heart failure.

CHF showed that in existing patients, the number of albuminuria increases in parallel as FC worsens.

Patients with CHFwere also divided into two groups with anemia and those with normal hemoglobin, and the number of those diagnosed with albuminuria was studied. Their mean ages were 65.64 ± 10.13

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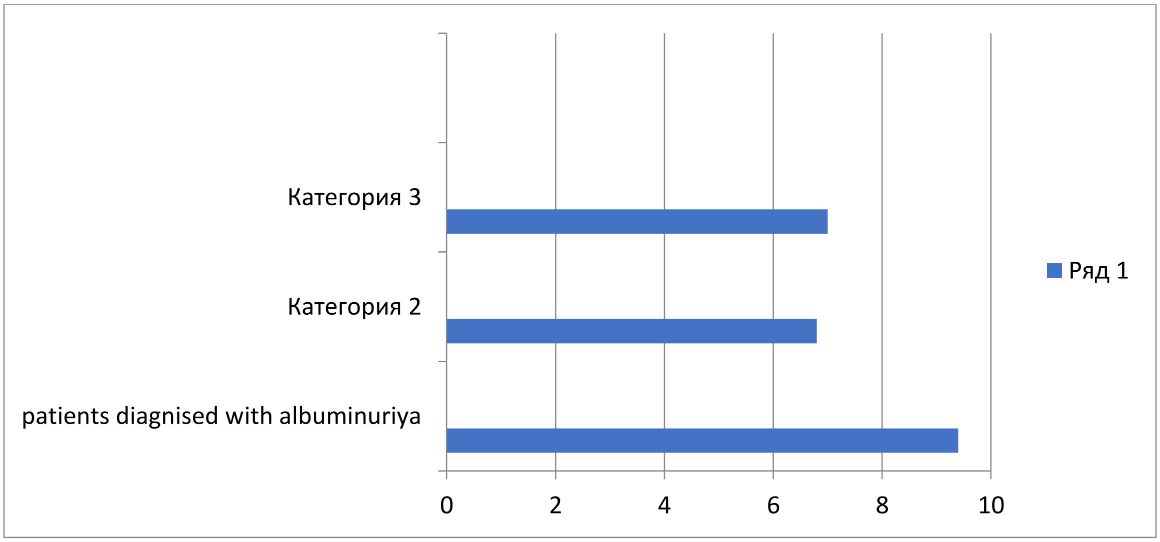
and 57.9 ± 9.1, respectively. Hemoglobin levels in the blood were 112.4 ± 10.2 and 134.9 ± 8.9 g / l (P> 0.01). In that, proteinuria was detected in 35.6% of the anemic group and 24.3% of the normal hemoglobin level group. Analyzes confirm that the number of patients diagnosed with albuminuria increases respectively with age, the presence of comorbidities, the severity of the disease FC, the number of patients with CHF. This case requires the study of the level of albuminuria in combination with other pathogenetic mechanisms that aggravate the course of CHF. The study of the effect of albuminuria levels on patients' quality of life and clinical condition is also of some practical importance. There are informations in the available literatures on an increase in deaths from cardiovascular disease as albuminuria increases. With this in mind, we studied the extent to which the quality of life and clinical status scores of the patients in the follow-up were consistent with albuminuria. Information on them is given in Table 1 and Figure 1.

Table 1 Determining the incidence of albuminuria in chronic heart failure using the Minnesota questionnaire .The level of quality of life score (n = 191).

№	Patients diagnosed with albuminuria	Determined points	Intergroup differences
1	I ФС –(n=29)	30,2 ± 1,6	P 1-2 <0,01 P 1-3< 0,001
2	II ФС – (n=68)	49,3 ± 2,9	P 2-1 <0,01 P 2-3 < 0,001
3	III ФС – (n=94)	79 ± 17,8	P 3-1 < 0,001 P 3-2 < 0,001

Score index of clinical status in patients with albuminuria in chronic heart failure (n = 191).



The indicators in Table 1 and Figure 1 show that the level of albuminuria has a very negative impact on the quality of life and clinical condition of patients. At the same time, the quality of life in group 3

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albuminuria was almost 2.5 times higher than in group 3, that was 12.3%.(P <0.001) Similar changes were observed in the assessment of the clinical condition (7.0 ± 0.5 and 9.4 ± 3.4 points, respectively.(P<0.05). As noted in a number of literatures, renal dysfunction is one of the major life-threatening factors in patients with CHF.

Conclusions.

Based on the number of cases of albuminuria among patients with chronic heart failure, age, FC of the disease, comorbid conditions were analyzed for the causes of complications. The analysis confirms that the number of patients diagnosed with albuminuria increases in proportion to the age of the patients with CHF, the presence of comorbidities, the severity of the disease FC. This case requires the study of the level of albuminuria in combination with other pathogenetic mechanisms that aggravate the course of CHF.

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THE ECONOMIC MECHANISMS AND IMPLEMENTATION OF SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP

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Annotation: This article discusses the reasons for the importance of supporting small and private entrepreneurship, as well as specific economic methods, mechanisms and incentives. The concept of "economic mechanism" used in practice today has been redefined by the author based on the analysis of scientific views and the results of scientific research.

Keywords: small business, private entrepreneurship, market mechanism, economic mechanism, institutional resources.

Annotatsiya:
Ushbu maqolada kichik va xususiy tadbirkorlikni qo'llab quvvatlash muhimligining sabablari shuningdek o'ziga xos iqtisodiy usullar, mexanizm va rag'batlar keltirib o'tilgan. Bugun amaliyotda qo'llanilayotgan "xo'jalik mexanizmi" tushunchasiga tahlil etilgan ilmiy qarashlar va olib borilgan ilmiy tadqiqotlar natijalariga tayanib muallif tomonidan yangicha ta'rif keltirilgan.

Аннотация: В статье рассматриваются причины важности поддержки малого и частного предпринимательства, а также конкретные экономические методы, механизмы и стимулы. Понятие «экономический механизм», используемое сегодня на практике, было переработано автором на основе анализа научных взглядов и результатов научных исследований.

Kalit so'zlari: kichik biznes, xususiy tadbirkorlik, bozor mexanizmi, iqtisodiy mexanizm , institutsional resurslar.

Ключевые слова: малый бизнес, частное предпринимательство, рыночный механизм, экономический механизм, институциональные ресурсы.

Encouraging small business and private entrepreneurship (SME) in Uzbekistan is one of the key strategic factors in the country's socio-economic development. In these areas, the President of the Republic of Uzbekistan Sh. Mirziyoyev has adopted a number of decrees and resolutions in the last two years.

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Today, more than 525,000 businesses operate in the country. More than 56% of the country's GDP is produced by small and private businesses, which employ more than 78% of the working population [11]. At the same time, the implementation of the tasks set out in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, including the establishment of mechanisms for effective dialogue and beneficial cooperation between business and government agencies This requires strengthening the guarantees of reliable protection of the rights and legitimate interests of private property and entrepreneurship.

The need for state support for small business and private entrepreneurship is necessitated by the fact that modern production must meet the increased requirements for its activities for the following reasons. These reasons are:

• the need for highly variable production, which allows you to quickly change the types of goods (services) due to the shortening of the life cycle of the product (service), the type of goods and the volume of disposable products;

• complex technologies that require completely new forms of control over the organization and distribution of labor;

• serious competition in the market of products (services), which radically changes the attitude to the quality of after-sales service and additional services;

• sudden change in the structure of production payments;

• The need to take into account the uncertainty of the external environment.

To this end, the development of small business and private entrepreneurship in each country is supported and encouraged by the state in its own economic ways. In general, the analysis of the concept of mechanism brings clarity to the goal. The term "mechanism" (derived from the Greek and meaning "machine", introduced by mechanics by the founders of economic theory) has been used in the economic literature to mean a set of methods and means of influencing economic processes. will be used. As long as the mechanism consists of a set of methods and tools to influence the process, they can be listed as follows: economic instruments: - taxation, subsidies, licensing, export quotas, credit allocation, public procurement. Legal means: - development of procedures and rules of economic activity, development of laws justifying the stimulation of economic activity, development, adoption and implementation of by-laws in accordance with the adopted laws. Organizational means: - commercial banks, funds, insurance, leasing services, technology parks, consulting and auditing services, business incubators. Social means: - the activity of educational institutions that train personnel for small business at the expense of the state develops programs to maintain a certain balance in the provision of public welfare, prepares the material basis for the application of humanitarian principles in the formation of the middle class [8].

In practice today, terms such as "economic mechanism", "economic mechanism of economic management", "economic management mechanism", "economic management mechanism", "market mechanism", "economic mechanism of support" meaning appears in a different mode of exposure. We consider it expedient to make a comparative analysis of these categories in terms of both the content and the theoretical basis in terms of research goals and objectives.

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Each period and socio-economic formation has its own economic mechanism, and as production shifts from one method to another, the economic mechanism also changes, and so does the means of influencing economic processes. will change. This can be seen in the following description of the market mechanism:

Market mechanisms are economic instruments that are inherent in the market system, interdependent and co-operating [1]. These are demand, supply, commodity prices, market conditions, money, profit, loss, interest, economic obligation, competition.

The commonality of market mechanisms and economic mechanisms arises on the basis of business management. Despite its widespread use, the "economic mechanism" is a complex, multifaceted concept that does not yet have the necessary rights and place in economics. Economist M. Rasulov describes the economic mechanism as follows [9]. Economic mechanisms affect the movement of the economy as an internal force, its component turns around. The most important of such mechanisms are the tax system, subsidies, customs duties, licenses, economic benefits, government contracts.

Academician VA Medvedev describes the economic mechanism as a set of specific forms and organizational structures, methods of management and legal norms used in the economic laws of society, taking into account the specific situation [2]. VFFilippov describes the essence of the economic mechanism as follows: planning, economic incentives and incentives, which are the main part of management, including the economic mechanism, the organizational structure of economic bodies, the methods and techniques of their work, production integrates various forms of team involvement in management. Therefore, this mechanism should be considered as a set of specific methods in the management process that form its basis. They are interconnected. However, in effective management, the economic mechanism is more important than other mechanisms. The economic mechanism is the key link. Professor FM Kasimov states that the economic mechanism of the enterprise is a system of economic relations, a systematic management of social production (services), a set of methods, principles and forms to achieve high results [5].

The economic mechanism of an enterprise is also defined as follows: an economic mechanism is a centralized plan management support that provides the interaction of economic incentives and incentives in the management of the plan [6].

It can be seen that the Economic Mechanism is a complex structure that includes the planning of production activities, price formation, credit allocation, formation and distribution of gross income and profits, as well as other elements of economic (commercial) activities. This mechanism ensures the coherence and organizational structure of the movement of all structural units of the integrated device, which operates on the principles of commercial accounting.

The views of some other economists are unique and differ from other definitions. They see the economic mechanism as a tool for development and interdependence. This mechanism consists of methods of economic stimulus (stimulus forces), organization of production, exchange and consumption, specialization of economic activity, cooperation of economic activity and establishment of economic relations [1].

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We believe that economic mechanisms are important in complementing market mechanisms and increasing their efficiency. The economic mechanism can include taxes, government contracts, tariffs, licenses, subsidies, credit and control over valuation mechanisms. It is clear that the economic mechanism and the market mechanism are interdependent and complementary.

Based on the theory of study and analysis of the definitions of "market mechanism", "economic mechanism" and "economic mechanism" by foreign and domestic scientists, we have focused on the generality and specificity of these mechanisms. However, we believe that it is necessary to clarify the differences between the concepts of "economic mechanism" and "economic mechanism". We have observed in the given definitions that they do not mean exactly the same thing. The difference is manifested in the concepts of "content and form", "practice and theory". In this case, it can be said that the economic mechanism is a mechanism of means and means, form, category and laws that define the features that are common to different phenomena. is the theoretical basis for.

Based on our scientific analysis, it can be said that the economic mechanism of state support is important in achieving high growth rates of the national economy and improving the stability of enterprises in market conditions, because the economic mechanism:

• First, it is a key component of the economic mechanism
influence on economic relations and processes occurring in the enterprise
reflects the economic methods, forms and means available;

• Second, the formation of an economic mechanism, a specific goal and
within the framework of the principles using various economic methods and technological basis;
and third, the purpose, form, and methods of economic management

Incentives act as a whole system that includes the provision of material, technical and financial resources to the economy.

In our opinion, the essence of the economic mechanism in the state support of small business and private entrepreneurship in market conditions is reflected in the following functions:

• Competitiveness of small business by government agencies in creating the economic and legal conditions that are the basis for stimulating development;

• Material and financial resources for small business and private entrepreneurship when entering;

• based on market mechanisms of business entities in achieving the socio-economic goals of the current and future stages of development of the republic;

• Qualitative reorganization of the material and technical base of employees on the basis of scientific and technical achievements in support of incentives and motivations to create;

modern thinking at all levels of the management structure to support the economic environment necessary for the formation of, and to ensure that the behavior of communities and farms conforms to the requirements of the laws of a market economy.

Based on the analyzed scientific views and the results of our research, we define it as follows: the economic mechanism of state support - the achievement of goals in small business and private entrepreneurship, the integration of various sectors of the economy. is a whole system of technologies,

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tools, supports for the use of material, technical, financial, social and institutional resources that ensure the development and proper development of the enterprise as a result of its proper use.

Theoretical approaches to modern production mean that the state policy of supporting entrepreneurship through economic mechanisms ensures not only the efficiency of production, but also the efficiency of material, technical, financial and human resources.

The concept of integrated improvement of economic mechanisms in ensuring the economic stability of the enterprise allows to identify ways to ensure the sustainable operation of the enterprise not only in the short term but also in the long run.

A study of the economic development of industrialized countries shows that the market forces of self-regulation are not sufficient to ensure the overall economic balance and the consistent development of the economy and its components in the interests of society as a whole. That is why the regulatory mechanisms of the state work.

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FUNDAMENTALS AND STANDARDS OF DESIGN OF A MODERN FUEL STATION BUILDING

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Annotation

This article discusses the basics and standards for designing a modern gas station building. Prior to the construction of any building, the rules and regulations of the city in which the building is to be constructed shall be thoroughly considered and followed. The article discusses this.

Achievements since independence The transition of all systems of Uzbekistan to a market economy has led to significant changes in the system of supply of fuel and lubricants as a result of incentives created for entrepreneurship. In 1986, all about 150 solar gas stations in the Republic of Uzbekistan were connected to state-owned oil depots, but today the number of private gas stations alone has exceeded five hundred, and several dozens of new gas stations are being built.

Keywords: Car, Fuel, Graphics, Building, Architect, Engineer, Project, Computer.

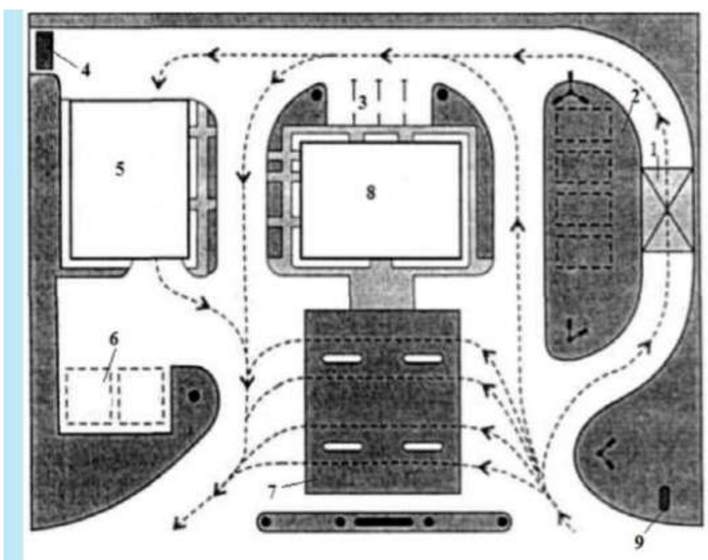

Figure 1: Master plan of a permanent gas station

Gas stations, which are part of the road infrastructure, have become not only the most important enterprises in the system of oil supply, but also an integral part of the architecture of our cities and villages.

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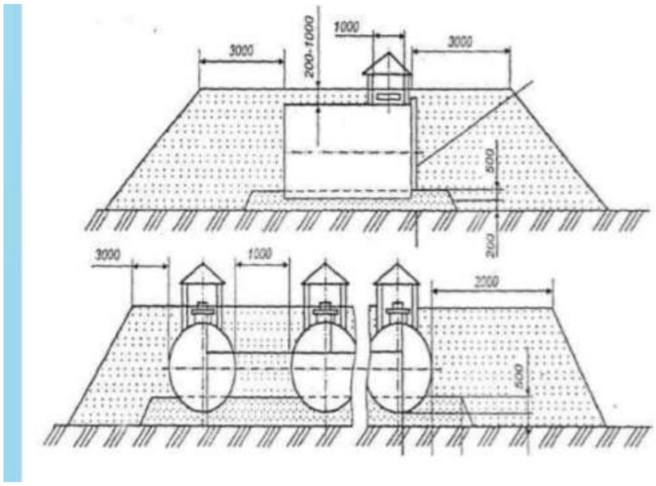
Figure 2: Island in YOSH and a fuel distribution column installed on it

It is no exaggeration to say that some gas stations are becoming a symbol of my cities and districts or a business card. Fixed gas stations are a complex of buildings located in a separate area, consisting of perfectly constructed structures, fuel storage tanks, fuel distribution columns, treatment facilities and additional buildings, which ensure the safe operation of technological processes here. as well as providing additional services to the population.

Stationally built gas stations are divided into 4 groups according to their location. Roadside gas stations. they are major highways, Built on the edge of highways, it can refuel 1,000 to 1,500 or more cars a day: It also provides vehicles with oil, water and compressed air.



3-rasm: sig'imlarini yer ostiga joylash sxemasi va meyoriy o'lchamlari.

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Gas stations in cities. They are located outside the city center and are designed to refuel all types of cars and motor vehicles, with a daily refueling capacity of 250 cars.

The structure of modern gas stations can be divided into 4 parts. i A group of buildings with filling station management and production rooms, designed to provide additional services. It includes a group of buildings.

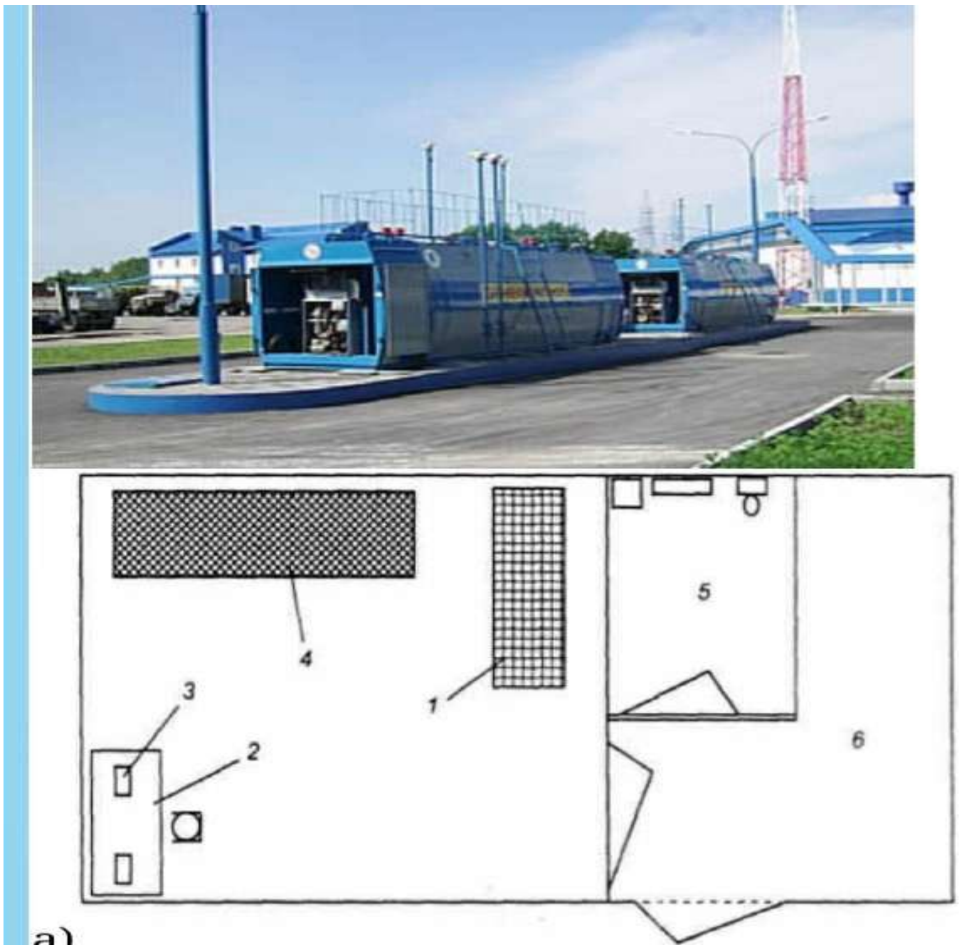

Figure 4. General view of the container filling station and scheme of management containers.

Basics and criteria for the design of gas stations.

The design of the YASH is carried out on the basis of modern requirements for capital construction. The main requirement is to ensure a high technical level and high economic efficiency of the projected buildings and structures of the project, using the latest achievements of science and technology.

Prerequisites for high-quality design ___ The task is to fully substantiate the location, capacity and location of the DOE, as well as the use of advanced technological equipment.

The assignment provides all the basic information you need to design:

• Basis for design (decision or order :)
• Construction site, location:

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• The role of YOSH;
• Types of facilities and products to be serviced;
• Indicators of the projected GVA
• Applicable standard projects;
• Sources of hydropower supply, etc.

The technical part of the projects will consist of a computational explanatory letter, a sketch of the master plan, and the disposal and planning of the main technological equipment.

The reliability, economy and economy of vehicles depend in many respects on the level of their fuel supply and Surkhandarya, located in the far south of Uzbekistan, has a unique natural, economic /, political and geographical location.

The region is also bordered by three neighboring countries (Turkmenistan, Tajikistan, Afghanistan) and is bordered by the Kashkadarya region, which has few neighbors and only high mountains. Such a unique geographical location of Surkhandarya affects the socio-economic development of the region.

The level of urbanization in the region is low, and the population growth is high. The center of the region is the city of Termez. Given the above, the city of Termez is a city on the path of development. In 2008-2012, large investment projects such as Termez-Khairaton-Mazar-i-Sharif and Tashguzor Boysun railways and other highways are being implemented within the framework of the complex development program of the region. The implementation of such projects will encourage future architects to work harder.

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FOREIGN LANGUAGE INCLUSIONS IN MODERN LITERARY TEXT
(on the example of English language)

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Abstract
This article deals with one of the urgent problems in modern linguistics, i.e. the functioning of foreign words in the space of a literary text. It is shown that foreign inclusions in a modern literary text possess a high functional status and often take part in the realization of various interpretative techniques.

Keywords: literary text, foreign inclusions, stylistic means, full inclusions

The use of foreign language inclusions in literary texts has a long tradition. In the language of fiction, foreign language elements are, as a rule, stylistically colored vocabulary, signs of a foreign culture. Foreign language inclusions in a language that differs from the original language each time confront the translator with a difficult choice: to keep the foreign language utterance in the translated text unchanged without additional explanations or add a note with translation and commentary, or offer a translation or transcription of a foreign language utterance. In this study, we will consider to what extent the actions of the translator are conditioned by the languages that come into contact in the translation (the source language, the target language and the language of the foreign language inclusions); in which case it is worth explaining the meaning of a foreign language inclusion for a new readership.

Following S. Vlakhov and S. Florin, we refer to foreign language inclusions as words and phrases in a foreign language for the original, given by the author in a foreign language spelling or transcribed "to give the text authenticity, to create color, atmosphere, or the impression of being well-read or learned, sometimes - a shade of comic or irony "

The strategy of the translator is equally influenced by how the author himself acts with foreign language inclusions, the pairs of languages between which the translation is carried out and the alphabet used by these languages. Much also depends on the policy and direction of the publishing house publishing the translation. Foreign language inclusions in the text of a work of art may be present in the form of a letter, statement, remark on a foreign language, a separate foreign language word, a well-known quotation, sayings or aphorism can be represented using transliteration; foreign language blotches may also be contained in frame components of the text - titles, chapter titles, epigraph, dedication, footnotes and notes

A special type of foreign language staining represents macaroni speech, i.e. meaningless speaking in imitation of foreign speech or indiscriminate mixing of multilingual words. In all of the above cases foreign language inclusions carry a special semantic load and perform various functions according to the author's intention.

The functions of foreign language inclusions are presented in more detail in the work of S.I. Manina. The author highlights: 1) the function of documenting. In this case, a toponym denoting a geographic

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name on a map of another country, the name of hotels, streets and boulevards in a foreign language becomes a reality and creates a plausible background for the described events. 2) The function of creating local flavor, which is achieved thanks to the names of dishes and drinks of national cuisine in the language original. 3) Exotic function, i.e. creating an unusual environment, introducing details that ensure the bizarre character of the scene, hero, etc. by using exoticisms. 4) euphonization function or creating the aesthetic effect of the euphony of a narrative or speech character. 5) The function of euphemizing or mitigating the incorrect in this situation of expression by replacing it with a foreign language equivalent. 6) The function of establishing a connection between the author's creativity and the world literary tradition and world culture, realized with the help citing certain sources in the original language. 7)Function demonstration of the author's critical position. At the same time, the foreign language interspersing creates a "stylistic and semantic contrast" with the main text and conveys the author's critical attitude to the subject of the description. eight) The function of a comic effect, author's irony, sarcasm or other author's critical attitude to the described situation. 9) Function fascination or expressivity, i.e. "Bewitching" or involving reader into the artistic world of the work, carried out in that number with the help of graphic means, since the foreign language element in text represents a graphical system different from the main text.

In a modern literary text, one can find foreign language inclusions of various types, mainly of Anglo-American origin, which is the result of the action of certain extralinguistic and intralinguistic factors. At the same time, participants in communication deserve special attention, their communicative competence, which, as you know, consists of knowledge of the world, norms of behavior, language, compliance with the rules of communication Determination of the communicative-functional and structural status of foreign language inclusions in a modern literary text is one of the urgent problems of modern linguistics.

Full blotches are extremely common in literary texts (fragments of the text in English, included without changes in the Russian literary text). At the same time, as a rule, the authors of works provide footnotes with Russian translation. For example: At this moment, a quiet and mocking voice said somewhere nearby: - This game has no name. It will never be the same. У этой игры нет названия. Она никогда не будет той же (англ.)] -Елки-моталки, живой бритиш. Только котелка с зонтиком не хватает. В Бес-кудниках! What are you doing here, dear sir? Что вы здесь делаете, дорогой сэр? (англ)

Full blotches can vary in structure. Among them, the following categories stand out: simple and complex full inclusions. Simple full inclusions are simple two-part or one-part sentences, different in terms of the purpose of the statement: narrative, interrogative, incentive. Foreign language inclusions of this type can be in a preposition or in a postposition to the Russian text, implemented in the form of a dialogue. For example:

How are you? (*Как вы?) 1 - she asked, carefully pronouncing the words. -I'm Natasha. And what is your name? (*Я Наташа. А как ваше имя?)

Complex full inclusions represent two or more sentences, a complex syntactic whole, in which sentences can also be different in terms of the purpose of the statement. For example:

I'm sentimental if you know what I mean;

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I love the country but I can't stand the scene.
And I am neither left or right.
I'm just staying home tonight,
Getting lost in that hopeless little screen.
Я сентиментален, если вы понимаете, что я имею в виду,
Я люблю страну, но не переношу то, что в ней происходит.
И я не левый и не правый.
Просто я сижу сегодня дома,
Пропадая в этом безнадежном экранчике

Thus, on the pages of a modern literary text, there is a large number of foreign language inclusions with communicative expressiveness. In the space of a literary text, they implement various interpretative moves (the desire to reduce the distance, enhance the expressiveness of the communicative intentions of the participants in communication, etc.).

Foreign language inclusions have a high functional status, they realize various functions (informative, expressive, comic). In the modern literary text, the expressive function predominates, in the implementation of which foreign language inclusions of various categories (full inclusions, partial inclusions, contaminated) participate. Methods for introducing foreign language inclusions are very diverse (inclusion in the ranks of homogeneous members of a sentence, reduplication, graphic means, epigraph, etc.). The reason for their attraction is certain extralinguistic and intralinguistic factors. The study of the status of this linguistic phenomenon in the literary text of the late XX - early XX1 centuries, reflecting the spirit of the times, touches on topical problems of modern linguistics.

CONCLUSION

Foreign language expressions are a living way to expand the phraseological stock of a national language. These linguistic elements, inherent in the literary language of all countries of the world, saturate the works in which they are used with means of stylistic expressiveness.

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THE CONCEPT OF «WOMAN» IN THE STATICS AND DYNAMICS OF PHRASEOLOGY OF THE ENGLISH LANGUAGE

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Abstract
The article deals with the study of gender stereotypes represented in the phraseological system of the English language, considering the semantic characteristics of gender stereotypes in the traditional consciousness of people.

Keywords: concept, gender studies, gender, gender, masculinity, femininity.

In the last decade, not only in the world but also in Uzbek linguistics, the direction of research based on the socially and culturally marked gender specificity (gender) has been defined more and more clearly. The intensive development of "female" and gender studies can be regarded as one of the most important aspects of the current transformations in the national humanitarian space. There is an opinion that the linguistic tradition, taking gender into account, has its roots in the ancient world, when the categories of natural sex (sexus) and grammatical gender (gender) began to be understood. The issue of gender equality has never been more acute for society, and in Uzbekistan in particular, special attention is now being paid to gender equality and the protection of women's rights. The modern Uzbek woman is not only a caring mother and wife, but also an active participant in public life and even a representative of the authorities. Over the past century, the image of the Uzbek woman has gradually changed, and in just the past few years, the role and position of women in the country have increased significantly. Throughout most of the twentieth century, women were the custodians of the home and were mainly engaged in child-rearing and family chores. In the new century, women began to participate more and more actively in the social and political life of the country. This tendency has especially intensified with the advent of modern technology.

Despite the intensive development of gender studies, the study of gender aspects of language and communication remains the most underdeveloped area in the general interdisciplinary field of gender studies, which is the reason for its relevance.

In many ways, the view of women has been influenced by the ideas of biological determinism, which explained socio-cultural differences related to the gender of the individual, natural factors. In recent years, the confluence of cognitive and cultural studies has contributed to the fact that human gender began to be seen not only as a "biological substance", but also as "a culturally conditioned thought construct".

In this context, the categorical apparatus of many scientific The term "gender" is introduced in the disciplines in order to distinguish the socio-cultural aspects of gender from the biological, transmitted the concept of "sex", and show that a person's sex is shaped by the social, cultural, linguistic experience of the individual.

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The involvement of this concept in the study of the concept "woman" allows us to approach the study of gender as a cultural representation and reveal its multifaceted content, namely social, psychological and cultural aspects.

In English, there has been a recent decline in androcentricity due to a revision of the traditional gender social roles of men and women in society. Some words appearing in English show the changes that are taking place in English society, e.g: "economically empowered women", "househusband" (similar to the word "housewife"), "careerwoman". Other words that have entered the English language more recently show that modern women are taking the initiative in the courting process, e.g. "girlpower" (from a song by the English band Spicegirls) means that girls should take the initiative in courting; "to go dutch" means that a man and a woman pay separate bills in a cafe (which is quite common in modern England). The unquestionable ideal for an English man is a woman - not just an attractive one, but a woman of mystery, who is both masculine and dangerous. In this connection in the phraseological language of the concept "woman" there are the following names of women: Mata Hari, Amazon, Dragon Lady . Mata Hari, as a real-life person, embodies a woman of extraordinary physical attractiveness, highly developed mental faculties and at the same time very dangerous, from whom anything can be expected. The Amazon archetype is used to describe a militant woman who is physiologically and mentally strong, but also sexually attractive. She is difficult to conquer, but her victory makes her all the sweeter. The Dragon Lady exists as the ideal of an oriental woman. As a rule, this example describes an ambitious woman with a high social status and atypical appearance, which is the reason why men are so passionately attracted to her. Feminist linguistics has had a particular influence on the formation of modern English. The main achievement of feminist linguistics is that it has allowed women to 'see' themselves differently through language, to overcome some of the male asymmetry and dominance in language. Gender studies "allows a more accurate and clearer account of the human element in language, which can result in an increase in knowledge both linguistically and interdisciplinary. The gender approach allows describing not only the anthropocentric system of language, but also "exploring the possibilities and limits of its subsystems related to masculinity and femininity as two hypostases of human existence".

Conclusion

The increased interest in gender manifestations in social communication is not accidental. Gender is one of the characteristics that most fully reveal the essence of an individual in society, and gender identity, which affects the deepest layers of personality, is the most important aspect of its formation. As I. Goffman shows, "the deepest, most intrinsic trait of a person is his belonging to a certain sex"; "femininity and masculinity in a certain sense are the antecedents and the original ways of expressing the essence - something that can be instantly transmitted in any social situation, something that hits the very target in characterizing a person". Thus, the positive value of the functioning of gender stereotypes in the communication space consists in ensuring mutual understanding between representatives of social groups of men and women, as well as in creating conditions for the continuity of such understanding. It is especially important in modern civil societies, where traditional unifying ideas - ethnic, ideological, cultural and religious - are gradually losing their collective meaning, and the

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gender aspect of the concept of civil society is not yet fully clarified. Society will not be stable if the broadcast gender stereotypes do not correspond to the actual ideas of men and women about each other and themselves. In the latter case, interpersonal communication will involve an exchange of gender meanings, i.e. to a large extent, it will be reduced to mutual clarification of male and female meanings, rather than to communication between individuals. If such clarification does not take place, then alienation may arise both between men and women, and between generations, because gender stereotypes will cease to be updated in the process of communication, and therefore will not be reproduced; a communication process not based on the community of gender stereotypes and not accompanied by intensive exchange of gender values, can only be superficial, mechanical, utilitarian.

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CLASSIFICATION OF TYPES OF GYMNASTICS

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Annotation
Basic gymnastics is directed to the comprehensive development and strengthening of the body, necessary qualities such as, mastering the general principles of movement, cultivating the physical, moral and volitional in all fields of human activity. The article discusses the types of gymnastics.

Keywords: gymnastics, types of gymnastics, basic gymnastics for preschool children, women's gymnastics, sport gymnastics.

Basic gymnastics is divided into subgroups depending on the different groups and ages of the participants. Basic gymnastics for preschool children is (3-7 years). The main tasks of preschool basic gymnastics are to protect and strengthen the health of children, to strengthen the body, to form the right posture, to develop all-round physical development, to improve basic skills in personal and public hygiene.

The teacher should take into account the physical capabilities of children in a certain age and subordinate the process of physical education of preschool children to the interests of the normal development of the growing organism. The simplest types of exercise are required due to the peculiarities of the development of the skeleton, muscles, internal organs and nervous system, These are primarily general development exercises, such as walking, running, jumping, throwing, climbing, balance, outdoor games, as well as the simplest exercises in artistic gymnastics. The teacher should strive to improve discipline in the children and to form organized behavior in the team.

At this age, you will not be able to use special exercises which are associated with high muscle strength. In preschool, imitation exercises and outdoor games which are appropriate for children's development should be preferred.

Basic gymnastics for school children. The composition for children of different ages is determined by the general functions of physical education gymnastics, the anatomical and physiological features of the child's body. Basic gymnastics is aimed at the general strengthening and development of the body of school children, that is to say the formation of good posture, the development of physical, moral and volitional qualities, as well as their ability to use them in practice.

Depending on the anatomical, physiological and psychological characteristics of the growing organism, school age is divided into three periods:

a) primary school age - 6-11 years (grades I-IV);

b) secondary school age - 12-15 years (grades V-VIII);

c) senior school age - 16-18 years (grades IX-XI).

Each of these age groups uses a variety of physical education means and techniques.

The wide range of opportunities to use basic gymnastics for the purpose of harmonious physical and spiritual development has made it an independent means and method of physical education for

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students of all ages. Therefore, it is the basis of state programs on physical education of children, preschool and school-age students of physical, secondary and higher special education institutions, as well as for middle-aged and elderly people. Systematic exercise in adulthood can help keep high physical and mental indicator for many years.

Women's gymnastics. Statistics show that on weekdays, working women and employees spend an average of eleven minutes a day walking and exercising. On Sundays, they have less than an hour to spare. There is a widespread belief among women that they do not need exercise because they spend a lot of time shopping, doing housework, and often coping with stress at work and at home. Naturally, we all act one way or another. But it follows that our each action in daily life is exercise. And any motor activity is not a physical culture - it is just a self-improvement. Thus, Professor L. Matveyev distinguishes two groups from an infinite set of exercises, without which it is impossible to perform in the field of physical education. First of all, these are gymnastic types of exercises which allow selective and consistent movement in all major joints of the musculoskeletal system and the musculoskeletal system, thereby improving the ability of the muscles to a certain extent, flexibility in the joints and provide coordination of actions.

Secondly, periodic exercises that involve many muscle groups and mainly activate the functions of the autonomic systems (especially the cardiovascular and respiratory systems). In modern times, the cardiovascular system is the weakest joint in the body. It should be emphasized that according to age, morphological reconstruction occurs in the joints: due to the deposition of salts, the articular surfaces of the bones are flattened and deformed, the cartilaginous layers become thin and ossified, they lose elasticity and ligaments shorten and shrink which will be rude. All of this leads to decreased mobility, loss of flexibility and pain in the shoulders, knees, hip joints and spine. There is only one way to stop this process - physical training, especially for the joints. Gymnastics also has a general physiological effect on the body, enhances metabolism and has a positive effect on the cardiovascular, respiratory and digestive systems.

In women's gymnastics exercises take into account the characteristics of the body and the psychological composition of women. The choice of exercises takes into account the methodological methods, primarily the tasks of motherhood, so special attention is paid to the development of strength, endurance, strengthening the legs, pelvis, abdomen and back muscles. Classes cover all types of general developmental exercises without objects. Rhythmic gymnastics, choreography, elements of ball and folk dances, exercises with musical accompaniment play an important role. Through these exercises, coordination of movements, flexibility, smoothness, elegance, beauty of movements are developed, the correct and beautiful posture is formed, health is strengthened, physical and mental performance is increased. Female gymnastics relieves psychological stress and increases resistance to stressful situations.

Sport gymnastics or athletics is a system of exercises aimed at strengthening health, developing muscle strength and endurance, and beautiful physical fitness. Weights include shock absorbers, dumbbells, weights, barbells, locking devices, body weight, various exercise equipment and others. The sheer

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number of sports and the ability to dose the load make this an important means available to people of all ages.

Athletics with the name "Bodybuilding" is an increasingly familiar term in the West - "bodybuilding". Athletics is a good way to introduce teenagers and young people to systematic exercise, to lead a healthy lifestyle and to distract them from bad habits.

Nowadays, the development of gymnastics can be divided into two directions - mass fitness and sports. Although gymnastics has always attracted young people, for some time it has not received official recognition in our country, especially in the field of sports. Today, it is becoming popular. First of all, this is due to the recognition of athletics as a sport in 1987 and the establishment of an independent gymnastics federation. The competition is held in two ways: powerlifting and sports poses (mandatory and free). Mass fitness is one of the most popular forms of gymnastics at school. Gymnastics exercises can be included in the core of a gymnastics class with middle and high school students of all levels.

Fitness is one of the most popular directions of mass fitness of sport gymnastics. Fitness training is the latest super system which combines aerobics and weightlifting into a single workout program: dumbbells, body bars, barbells and simulators, which are two different types of physical loads. Combining energy with aerobic exercise has a multifaceted effect on the human body which is therefore one of the most effective forms of physical activity. Fitness training is aimed at building an ideal body, the main criteria of which are a narrow waist, slender thighs, graceful legs, elastic breasts. The inherited "structure" and skeletal structure of the body cannot be changed, but any girl or woman can create a beautiful image and transform themselves into an ideal physical shape. There are no contraindications to do fitness exercises. By changing the content, duration, and intensity of the exercises, you can achieve a variety of effects from the exercises: fitness, special training, so fitness training can be recommended for practitioners of any level of training.

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PROBLEM OF THE VERBALIZERS OF CONCEPT OF "MAN" IN MODERN LINGUISTICS

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Abstract
The concept of "man" is used in different places with different meanings. If we investigate about the verbalizers of the concept of "man", we can say that this word is widely used in different spheres of Linguistics.

Introduction
When it comes to the semantic field of a word, one may encounter a number of problems, especially in translation. Words have multiple meanings and are often hard to translate. That is why, in this chapter of our qualification paper, we have tried to focus on the semantic field of the word man, by the medium of different phraseological expressions, derivatives or compounds, idioms, slang words and proverbs.

Main part
The semantic field of the word man, just like the semantic field of any other word in the English language, shifts over time. Thus, the original meaning of this word was human being exclusively, while nowadays it is prevailingly used to refer to adult male. Nevertheless, its semantic field also extends in some uses to the generic human.
This article aims at focusing on the semantic field of the word man (with its plural form men), by trying to render its different meanings and connotations. We are all aware of the fact that the word man, just like any other word, has been submitted to a systematic process of linguistic evolution, to the point that the modern meaning is fundamentally different from the original use. Regarding the etymology of the word man, it is first encountered in Old English, having the form mann, meaning adult male, although it could also designate a person of unspecified gender. The Old English form is derived from Proto-Germanic mannz, meaning human being, person, which is also the etymon of the German word mann, meaning man, husband.
The domain of **phraseological expressions** based on the word man (with its plural form men) consists of a limited number of expressions:
· a man about town = a society man;
· a man as honest as the skin between his brows = the most honest man in the world;
· a man cannot spin and reel at the same time = one cannot do two things at the same time;
· a man of sense = a reasonable person;
As far as **derivatives** are concerned, man can be found in the following words:

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· manful (adjectival suffix –ful) = male, virile;
· manfully (adjectival suffix –ful, adverbial suffix –ly) = stout-heartedly;
· manhood (noun suffix –hood) = humanity; masculinity, virility; maturity;
· mankind (noun suffix –kind) = humanity;
· manlike (adjectival suffix –like) = masculine, virile;
· manliness (adjectival suffix –ly, noun suffix –ness) = masculinity, virility;
· manly (adjectival suffix –ly) = masculine, virile;
· mannish (adjectival suffix –ish) = masculine;
· mannishly (adjectival suffix –ish, adverbial suffix –ly) = stout-heartedly;
· mannishness (adjectival suffix –ish, noun suffix –ness) = masculinity, virility;
· manwise (adverbial suffix –wise) = humanly.

The **compound words**, having in their structure the word man (or its plural form men), are numerous and are given below:
· man-at-arms = soldier, military man;
· man child = male child;
· man eater / man-eating = cannibal, anthropophagus;
· mangold = stock beet;
· manhandle = to transport with one's arms; to behave bluntly with someone;
· man hater / man-hating = misanthropist;
· manhole = a hole in the floor; gully hole;
· man-hour = a labour hour;
· manhunt = raid, descent;

The linguistic domain of **the idiomatic expressions** based on the word man / men is delineated by means of certain illustrative phrases. Here are some examples:
· a dirty old man (used in informal language) = an older man who thinks too much about sex;
· a ladies' man = a man who likes the company of women and is successful with them;
· a / the grand old man (of something) = an old man who is very experienced and respected in a particular profession, etc.;
· a man / woman of few words = someone who does not talk much;
· man's best friend = a way of describing a dog;

The **slang expressions** related to the word "man" and its derivatives are numerous, either we speak of the British slang or the slang used by the other Anglophone countries: America, Australia, Canada, New Zealand or South Africa. Man (or its plural form men) appears in various slang expressions, among which we can mention the following:
· action man (British English, military term) = a dynamic, active man;
· alderman (British English, humorous) = tail (of an animal);
· alias man (American English) = scrounger; shrewd, stealer;
· arse-man = a man who appreciates mostly a woman's nates;
· auntie-man (British English) = an old gay;

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· backdoor man = 1. a married woman's lover; 2. (deprecatory meaning) an active homosexual;
· happy as a man weeding the asparagus (Canadian slang) = as happy as a bird, extremely happy; · hard man = 1. (British English) murderer, gangster; 2. (American English) potent man;
· hatchet man (American economic term) = 1. a company manager who announces the names of the employees who are going to be given the sack; 2. triggerman, hit man;
· headache man (American English, humorous) = law maker;
· Isle of Man (British English, humorous) = frying pan;
· jug man / needle man (American English) = drug addict;
· junker man (American English) / shitman (British English) = marijuana smoker;
· kilo-man / k-man = drug dealer;
· little men with (their bloody) hammers (American English) = a drinking induced headache;
· lurkman (Australian slang) = sneak-thief;
· main man (American English) = best friend; a woman's lover; chief, boss;
· medallion man (deprecatory meaning) = the hub of the universe;
· men in blue (American English) = bobbies, cops; the press, the police;
· men in grey suits (British English) = wire pullers; the richest ten thousand men in England;

The word man (or its plural form men) can also be encountered in a few **proverbs** given below. For each and every English proverb we have tried to give an explanation, in an attempt to render its significance:

· "A man can die but once." = This saying is used to encourage someone who is reluctant to undertake a dangerous endeavor.
· "A man is known by the company he keeps." = People may base their judgement of someone on the reputation of his / her friends.
· "A man's hat in his hand never did him any harm." = Kind words worth much.
· "A man's home is his castle." (American English) = Someone's home is a place where they can be private and safe and do as they like.
· "Calamity is man's true touchstone." = One never knows who his / her real friends are until one is in need.
· "Clothes do not make the man." / "It is not the coat that makes the man." = The way in which someone dresses is not relevant for his / her personality or way of thinking. / One must never judge another person from appearances.
· "Don't scald your lips in another man's porridge." = Do not interfere into other people's affairs.
· "Every man has his faults." = Everybody can sometimes make mistakes.
· "In the kingdom of blind men the one-eyed is king." = A smart man, within a group made up of foolish people, is considered a great genius.
· "It is not good praising a ford till a man be over." = One shouldn't talk big before finishing his / her task.
· "It's every man for himself." = One must think about his / her own interests first, before the interests of other people.

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· "Like master, like man." = If the master is a good employer, the man (the servant) is a good employee, and vice versa.
· "No man is born wise or learned." = The more you practise, the more you know.
· "One man makes a chair, and another man sits in it." = One man works, and another reaps the benefits.
· "One man's meat is another man's poison." = What one person likes very much, another person does not like at all.
· "Time and tide wait for no man." = No one is so powerful that they can stop the march of time.
· "You can't keep a good man down." = Someone who wants something very much will succeed.

This article has tried to render as many constructions or combinations of words as possible based on the word man, which help any learner of English distinguish spoken from written, formal from informal, literal from figurative usage.

People who are learning English find many types of figurative language to be hard to understand because of their vocabulary limitations. The efficiency of vocabulary learning is a prerequisite for the success of language learning. Students or other speakers of English find it hard to remember all the English words or phrases at the same time because some of them can look alike. English words are numerous and only a systematic arrangement of them, based on the semantic field theory, would lead to the development of one's linguistic competence.

During the vocabulary learning process, one can compare the words that have similar semantic meanings which can be used incorrectly owing to their slight differences. When discussing the semantic field of a word, it is very important to understand the difference between the literal and figurative meanings of that particular word. Thus, the idiomatic constructions, the slangs, the metaphors, the similes, the hyperboles or the sayings based on the word man provide a new perspective on this specific word for anyone who wants to be at home with the English language.

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COMPARATIVE ANALYSIS OF THE EXOPHORA IN ENGLISH AND UZBEK

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Annotation

In linguistic pragmatics, exophora is reference to something extralinguistic, not in the same text, and contrasts with endophora. So, this article is devoted on comparative analysis of the exophora in English and Uzbek.

Keywords: exophoric, context of situation, anaphora, reference, homophora, generic, phrase, meaning, knowledge, context, homophor, endophoric reference, cataphoric reference.

Exophora can be deictic, in which special words or grammatical markings are used to make reference to something in the context of the utterance or speaker. For example, pronouns are often, with words such as "this", "that", "here", "there", as in that chair over there is John's said while indicating the direction of the chair referred to. Given "Did the gardener water those plants?", it is quite possible that "those" refers back to the preceding text, to some earlier mention of those particular plants in the discussion. But it is also possible that it refers to the environment in which the dialogue is taking place — to the "context of situation", as it is called — where the plants in question are present and can be pointed to if necessary.

Exophora exists in English and also in Uzbek. For example in Uzbek: Saodat yoshligida juda chiroyli qiz bo'lgandi. Sochlari taqimini o'pardi. Taraganda shamshod taroq ushlagan qo'llari sochining uchigacha yetmasdi. **Uni** yarimini qismlab turib, bu yog'ini tarardi. In this sentence the word uni is used as an exophora, because from this word we can understand the word "soch".

The interpretation would be "those plants there, in front of us". This kind of reference is called exophora, since it takes us outside the text altogether. Exophoric reference is not cohesive, since it does not bind the two elements together into a text. For example, the meaning of the phrase "the Queen" may be determined by the country in which it is spoken. Because there are many Queens throughout the world, the location of the speaker provides the extra information that allows an individual Queen to be identified.

The precise origin of the term is not fully clear, but it is probably intended to suggest a referring expression that always has the same referent (within a given cultural context, of course). It seems to have been first used in the influential book by M.A.K. Halliday and R. Hasan, Cohesion in English.

We have mentioned the possibility of referring 'outward' from texts to identify the referents of reference items when backward or anaphoric reference does not supply the necessary information. Outward, or exophoric reference often directs us to the immediate context, as when someone says 'leave it on the

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table please' about a parcel you have for them. Sometimes, the referent is not in the immediate context but is assumed by the speaker/writer to be part of a shared world, either in terms of knowledge or experience. In English the determiners often act in this way:
The government are to blame for unemployment.
She was using one of those strimmers to get rid of the weeds.
It would be odd if someone replied to with the question 'Which government?'. It is assumed by the speaker that the hearer will know which one, usually 'our government' or 'that of the country we are in / are talking about'. The same sort of exophoric reference is seen in phrases such as the Queen, the Pope, the army, and in sentences such as 'We always take the car since we can just put the kids, the dog and the luggage into it.' A learner whose LI has no exact equivalent to English the may need to have this central use of the article taught explicitly. On the other hand, speakers of languages with extended use of definite articles to cover general nouns in situations where these would not be marked as definite in English sometimes produce utterances which, to the English ear, seem to be making exophoric reference, such as 'Do you like the folk music?' when no music is to be heard (cf. 'Do you like folk music?').
Saroyning to'rida boshqalarg'a qarag'anda ko'rkamrak bir hujra, anovi hujralarga kiygiz to'shalgani holda **bunda** qip-qizil gilam, uttalarda bo'z ko'rpalar ko'rilgan bo'lsa, **munda** ipak va adras ko'rpalar, narigilarda qora chirog' sasig'anda, bu hujrada shamъ yonadir.
Keyingi Marg'ilon borishimda yaqin o'rtoqlardan Yodgorbek to'g'risini surishtirib bildim: **Uni** (anaphora) ushbu asrning o'n to'qqiz va yigirmanchi ochliq yillari miyonasida vafot qilib, undan ikki o'g'ul qolibdir. **Biri** (exophora) bu kunda Marg'ilonning mas'ul ishchilaridan bo'lib, ikkinchisi Farg'ona bosmachilari orasida ekan. Bu kunda nomu nishonsiz, o'luk-tirigi ma'lum emas, deydilar.
Uning bir chekkasidan ikkinchi chekkasigacha aylanib chiqish amri mahol, kishi charchab qoladi. Katta hovlining orqasida qirg'oqlariga marmar o'rnatilgan xon hovuz. **Undagi** zog'ora baliq, cho'rtan baliq, laqqa baliqlar goh suv yuziga chiqib tashlangan nonlarni er, goh biltanglab o'ynab sho'ng'ib ketardi. Hovuzning to'rt tomonida yo'g'on – yo'g'on qayrag'ochlar, tanalari qulochga sig'maydi. Xorazmda hovuz desa, darhol ko'z oldingga katta – katta gujumlar – qayrag'ochlar keladi. **Bu** daraxtlar go'yo azamat dubni eslatadi. Hovuz labiga husn berib turganlar ham **o'sha**lar (exophora). **Ularning** kichkina – kichkina barglari orasidan quyosh nurlari mo'ralaydi. Ammo **ular** quyosh haroratini o'zida singdirib, pastga tanga – tangaday oq shuъlalarini tushirardi. **Ular** kishiga orom beradi. Muhammad Rahimxonning Tozabog'dagi sayrgoh bog'i.
In linguistic pragmatics, exophora is reference to something extralinguistic, i.e. not in the same text, and contrasts with endophora. Exophora can be deictic, in which special words or grammatical markings are used to make reference to something in the context of the utterance or speaker. For example, pronouns are often exophoric, with words such as "this", "that", "here", "there", as in that chair over there is John's said while indicating the direction of the chair referred to. Given "Did the gardener water those plants? » it is quite possible that "those" refers back to the preceding text, to some earlier mention of those particular plants in the discussion. But it is also possible that it refers to the environment in which the dialogue is taking place — to the "context of situation", as it is called — where

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the plants in question are present and can be pointed to if necessary. The interpretation would be "those plants there, in front of us". This kind of reference is called exophora, since it takes us outside the text altogether. Exophoric reference is not cohesive, since it does not bind the two elements together into a text. For example:

“Then it came over Mor like a sudden gust of warm fresh wind that Nan was going. Nan was going, she was going.

“When I see her I shall know what to do. Then I shall know what this state of mind is... I shall know then when I see her. When I see her.

You are living on dreams now, dreams of happiness, dreams of freedom.A type of exophora, homophora relates to a generic phrase that obtains a specific meaning through knowledge of its context; a specific example of homophora can variably be a "homophor" or a "homophoric reference".

For example, the meaning of the phrase "the Queen" may be determined by the country in which it is spoken. Because there are many Queens throughout the world, the location of the speaker provides the extra information that allows an individual Queen to be identified. Some examples in Uzbek:

U shitirlagan ovozdan cho`chib tushdi. U ko`ylagida chuvalashib, orqasiga tisarildida, nima qilarini bilmay, dovdirab qoldi, Uning bo`g`zida nolami, yo sevinchli nidomi, xullas, shunga o`xshash bir narsa tiqilib qoldi. Komila bundan vahimaga tushdi.

U hayoli parishon holda honaga kirdi. Uning yuzida horg’inlik sezilardi. Xonaning holatini ko’rgan Toshpo’lat achchiqlangan holda nima sodir etilganligini angladi.

Exophoric reference (especially in the press) is often to a 'world of discourse' connected with the discourse of the moment, but not directly. British popular newspaper headlines sometimes make references such as 'That dress. Queen scolds Princess Di'. Here the reader is assumed to have followed certain stories in the press, and the reference is like a long-range anaphoric one, to a text separated in time and space from the present. Native speakers often have difficulties with such references even if they have only been away from the papers and radio or television for a week or two; the foreign learner may experience even greater disorientation.

An example of a text referring to such an assumed shared world is extract, which talks of 'the entire privatisation programme'; readers are assumed to know that this refers to the British government's sell-off in 1989 of the entire public water service into private hands: Eighty per cent of Britain's sewage works are breaking pollution laws, according to a report to be published this week.

The cost of fulfilling a government promise to clean them up will run into billions, and put the entire privatisation programme at risk.

Another example in Uzbek: Ilgari kampir ba’zi-ba’zida bu kiyimlarni hidlab yig’lardi. Endi ko’ksidagi muz uni yig’lashga qo’ymadi. U hovli o’rtasiga xazon to’plab gugurt chaqdi. Gurillab yonayotgan gulxanga ularni birma-bir tashlay boshladi. Gulxanda Bo’rixonning bolaligi yonardi. Qoraqo’z gulxan atrofida aylanar, goh alanga taftiga chidolmay nari ketardi. In this sentence the word ularni is used instead of the word “kiyimlar” and this word is hidden and students should find the meaning of this word in context.

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Every language has items that possess the property of reference. The term 'reference' in linguistics is seen as the meaning relationship which links the full lexical expression of an entity with the perform which refers to it, according to Morley's definition. In English these items are personal, demonstrative and comparative reference.

Referential items 'instead of being interpreted semantically in their own right, ... make reference to something else for their interpretation', S that is, their identities are to be retrieved from some other sources, either in the texts in which they appear or in the extra-linguistic environments-contexts relevant to the linguistic interaction. In the latter case, a referential item is not encoded in a text and is retrievable from the situation, as in the following example: Watch out' He must be drunk.

Those who are present on the interactive scene where this utterance is made understand who he is, although his identity is not made explicit verbally. It is worth noting that Halliday and Hasan suggest that reference to the situation as shown in the above case is the primary form of reference and that reference to other items within a text is a secondary form.

It is natural that the referential encoding of what is present before the speaker and hearer preceded that of what is mentioned verbally in the history of human language, and it might follow then that reference to what is mentioned verbally can be regarded as a more evolved linguistic phenomenon.

Halliday and Hasan name the reference to situation as exophora or exophoric reference and this could be contrasted with endophora or endophoric reference, the general name for reference within a text. Brown and Yule explicate these notions in the following illustration:

(2) a. exophora: Look at that. (that=the sun)

b. endophora:

(i) anaphoric - Look at the sun. It's going down quickly.

(It refers back to the sun.)

(ii) cataphoric - It's going down quickly, the sun.

(It refers forwards to the sun.)

Endophoric reference further splits into anaphoric reference and cataphoric reference. Any endophoric referential term may either follow or precede the element to which it refers. Halliday and Hasan call this the 'linguistic referent' When a referential item follows its linguistic referent it is anaphoric; when it precedes the linguistic referent it is cataphoric.

Naturally, exophoric reference can never have a linguistic referent because its referent can only be found in the external environment in which verbal communication is unfolding and not in a linguistically manifested text. As has been observed in Example (1), it is the non-linguistic context, largely dependent on the physical speaker-hearer relationship, that enables the hearer to decode exophoric reference, whereas this relation has nothing to do with the interpretation of the identity of an endophoric reference, which is a purely linguistic phenomenon. Halliday and Hasan state that exophora is 'context-bound', whilst endophora is not. Which referential mode (either endophoric or exophoric) is more prevailing is of vital interest to language-specific pragmatics.
In linguistic pragmatics, **exophora** is reference to something extralinguistic, **not in the same text**,

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and contrasts with endophora. Exophora can be deictic, in which special words or grammatical markings are used to make reference to something in the context of the utterance or speaker.

The interpretation would be "those plants there, in front of us". This kind of reference is called exophora, since it takes us outside the text altogether. Exophoric reference is not cohesive, since it does not bind the two elements together into a text. Exophoric references will often be to a world shared by sender and receiver of the linguistic message, regardless of cultural background, but equally often, references will be culture-bound and outside the experiences of the language learner (e.g. British references to the City, the Chancellor, and so on). In these cases the learner will need to consult some source of encyclopedic information or ask an informant. This aspect of language learning is a gradual familiarization with the cultural context of L2.

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THE CONCEPT "BEAUTY" AND ITS REFLECTION IN THE LANGUAGE AND PHILOSOPHY

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Abstract
The article investigates the philosophical content of the concept "beauty" and its reflection in language system. The opinions of great scientists and philosophers are given in the article.

Keywords: beauty, concept, philosophy, language, beauty of soul.

World linguistics is a proper interpretation of the national, aesthetic views, and the universal, differential aspects of cultures, the study of different nationalities, the study of specifications of various nations in the lingual mind. One of the most important issues of modern linguistics is to analyze the concept of "beauty", to analyze the characteristics of the people of the world, and the comparative studying of the national and cultural characteristics of the world in the frame of the concept "beauty".

Culture and values in the national landscape of the universe are represented by various concepts [3]. Consequently, values are the main components of the concepts. In particular, the concept of "beauty" is expressed in as unique in the national culture. Due to the basis of liability of concepts, researchers emphasized the scenery of the world of reality to determine the national culture.

Indeed, language is a mirror of a culture of any nation. In this sense, it is not possible to address language, thinking, solution to the issues of language, thinking, and uncertainty, without fully understanding the world's picture.

The basic foundation of the world on the basis of the conceptual analysis is based on valuable, conceptual compositions in terms of value. After all, the lingual concept is distinguished by the presence of other mental compatible composition from units. The lingual part is appropriate in the understanding of the concept, as the concept is the main unit of culture.

Values are concepts in the cultural scheme not only under a straight line, but also complemented by each other. The study of values is of great importance in the essential understanding of the nature of culture and culture events.

In every historical period, people belonged to a specific social system as a representative of a specific social system, tribal, ethnic and nationalities. With the passage of periods, the specific national values of each nationality were formed and have been passed down from generation to generation. Thus, national values have emerged. They, in turn, are sealed in the human mind and are sealed in memory, and participate in the creation of mental units in cognitive linguistics. Consequently, one should first be based on the principle of values, as he wants to differentiate culture from nature.

"Beauty" is viewed in a piece of nature, we can see it, or how nature expresses it [1]. For example, the stone does not understand the beauty of the stone! Man can differentiate a stone from another thing. It is a sign that a stone is more worth of the second stone, it is a sign of appreciation for the first stone. In particular, "I found a stone from sumalak, found a piece of sun" is a shining example of national culture.

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Although the participating in its cooking is not a technology without burning food, Uzbek national culture believed that the same stone came out of this food (sumalak), and the people believed that they would achieve their dream. The fact that the people's dreams for the future, the dreams of a happy life were demonstrated in poems and songs. It creates the Uzbek universe, as described in the language through the knowledge of the song. Hence, the human factor plays an important role in the concept of factors, and man himself is worth the social phenomenon and shapes the national mind. As a perceptive creature, a person realizes the concept "beauty" in his thinking.

"Beauty" is both concept, as well as feelings of philosophers and so far is aesthetic category that is still debated. Understanding of its essence, interpreting the replacement of humanity, society and the universe is still the theme of scientific research both for the next generation. This is because it has a unique power in the understanding of the spiritual world "beauty".

No matter how complex contributes to the surroundings of us, no one can deny the complex conflicts of the concept "beauty". Although it is described as an abstract concept of "beauty", it has a certain spiritual power. There are such words as "beautiful", "attractive", "splendid" in the English language, as a result of the human world's mind of characterizing objects and people around. That is why beauty is seen and felt through the consciousness of a person. The forms of the world are diverse. Of course, a human has a spiritual world that distinguishes from all the other living creatures. But in different places and times, philosophers responded different answers to this question and caused a number of currents in the history of philosophy. Beauty is also manifested in the form of aesthetic mind as part of the mind [2].

Beauty is understood in different ways: the beauty of body, the beauty of face, the beauty of soul. The last one is on the highest position in valuating of a person. As Nuriddin Abdurahman Jami says, "the appearance of man is not significant, the beauty of the soul is much more important".

The mind seeks responses to the question of what factors when the mind is influenced by the factors and answers them as a space event. Is aesthetic mind to have an existence or is it divine? When was it formed? After all, it is an explanation of the cause of the huge changes in the development of the mind and the historical development of the world.

The division of aesthetic mind is divided into several types of aesthetic literature. It is explored in aesthetic feeling, aesthetic taste, aesthetic dream, that these sources are thought to acquit to the aesthetic desire, in closely related to the state of art.

What is beauty? What is beautiful? We should understand the philosophical and aesthetic essence of "beauty". The philosophical and aesthetic nature of beauty will serve to lead man to the truth through beauty.

Beauty is evaluated in the principle of cognitive savings. Ancient Indian philosophical and aesthetic views have a special place in the formation of aesthetic views. According to them, art is the "deceptive flavor", the main real elegance is a beautiful which is a kind of any beauty.

Two directions of ancient Chinese aesthetics – the formation of the Worship and Confucianism has a place in the formation of Oriental thinking. The imagination of the beauty in the understanding is related to the relationship in nature and in a perfect integrity. So, Confucius and his followers had

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superior to the point of view of beauty in the aesthetic aspect. According to them, the upbringing of a person should be carried out on a aesthetic basis.

Aristotle also investigated the content of the concept "beauty" and devoted his researches to "Beautiful Behavior" as a unity that required beauty and goodness.

Abu Ali ibn Sina, who worked upon interpretation of the notion "beauty", considers physical beauty as the beauty of the soul.

Famous poet and philosopher Omar Hayyam, who is known for philosophical, logic, astronomy and other fields, emphasizes that it is the essence of man to understand in eternity and immortality, eternal spirit and beauty of the universe. In understanding this essence, the poet faces various beautiful types of the concept "beauty": "Beauty is welcome in all languages and is pleasing to all languages. There are many good things in the world, and enjoy them".

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DEEP LEARNING AND REAL TIME COMPUTER VISION BASED FEATURE MATCHING IN FLYING ADHOC NETWORKS

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ABSTRACT

Flying Adhoc Networks (FANETs) are getting huge popularity in assorted applications for civilian, corporate and defense applications. FANET is a specialized class of the Mobile Adhoc Networks (MANET) having computer vision, sensor devices and the Global Positioning based System (GPS) for live monitoring and logging the environment under surveillance. From the past few period, FANETs were widely and rapidly used for the monitoring and controlling of scenarios civil wars and local commotions. FANET makes used of assorted Unmanned Aerial Vehicle (UAV) which is useful and because of which the pre-programmed plans running on the flights of such a type of flying and other means of possible related objects were implemented.

UAV describes pre-programmed and structured flying object which can also meats aircraft without the need of any kind of dedicated pilot on boarded. This research paper is focusing on the real time integration of UAV based real-time deep learning methods with real time extraction and feature matching techniques from the camera of relevant flying FANET aircrafts and because of which the definite and accurate target can be easily extracted. The proposed manuscript is presenting the effective way of technique in both civil as well as in military defense and thereby to fully recognize the enhanced activities of many underlying suspicious person which were targeted and also to locate the exact flying objects which were being released exactly by the opponent (or) targeted country.

In the proposed manuscript, the real time extraction and integration of the OpenCV with additional feature descriptors and extractors in the absolute form of camera for the deep learning based real time FANET is being proposed and evident that the method and strategic tactical decisions were made by the explicit use of this proposed methodology in real time occurrences. This proposed empirical research proposal is targeting the effective integration of the high performance and super-computing-based library OpenCV because of which the high dimensional and high efficacy evaluation by the features that actually can be extracted have been analyzed. This feature-based point was found to be projected to be evaluated on the base of corners, edges and inner parameters of the real-time image in FANET.

Keywords: Deep Learning, Flying Adhoc Network, FANET, OpenCV, Real Time Feature and Object Identification

Introduction

The wireless and satellite communication have paid a huge demand and growth in this modern based technology in variety of wireless domains from the beginning of its inception in the year of 1890. That is the effective real time when the patent for photophone by A. Grham Bell and C. S. Trainter were

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initiated. From the advent of wireless based communication technologies, that is being used for personal and official based communications. In the recent times, the wireless based technology was working on fast pace with all the frequencies to be considered that is meeting the variety of applications especially for personal and the corporate usage. It can effectively be used of the defense purpose as well. Thus, we can evident that the wireless based communication which is executing on the radio technologies and there by the assorted and related aspects have been analyzed for the secured and effective way of the data that have been transmitted.

A wide set of assorted perspectives and also assorted parameters which is of wireless based communication technology have to be included in various features consideration of the wireless sensor based networks, adhoc networks, wireless fidelity, wi-max and also to consider many technologies that were grew up. Recent times, the perception of including the Flying Adhoc based Networks were considered to be considered the objects that are prominent in military based applications because of which the flying and modern aircrafts can able to accommodate and communicate with one another during any effective war time or available with the similar set of occurrences. The wireless-based communication which we considered in this FANET will takes place in the effective flying based objects or flying based aircrafts which are most effective and popular and known to be Flying Adhoc based Network (FANET) [1, 2].

FANET is the considered to the very high-performance and high efficient flavoring of drone that can been implemented with the consideration of above ground monitoring techniques in various modern scenarios which includes the disaster recovery of objects, High availability zones, military surveillance, modern aerial based mapping, irrigation and agricultural fields and also many other fields to be considered wirelessly. Variety of Network techniques like Mobile Adhoc based Network (MANET), Flying Adhoc based Network (FANET), Vehicular Adhoc based Network (VANET) were considered to be formed for the protocol based modern communication techniques and also they were really used in military based applications and also for different domain based applications. VANET is considered to the popular implementation and thereby the real-time communication between the frequency based vehicles is quickly maintained and well established for the consideration of the applications which includes high traffic based modern Information Systems and other road based measures.

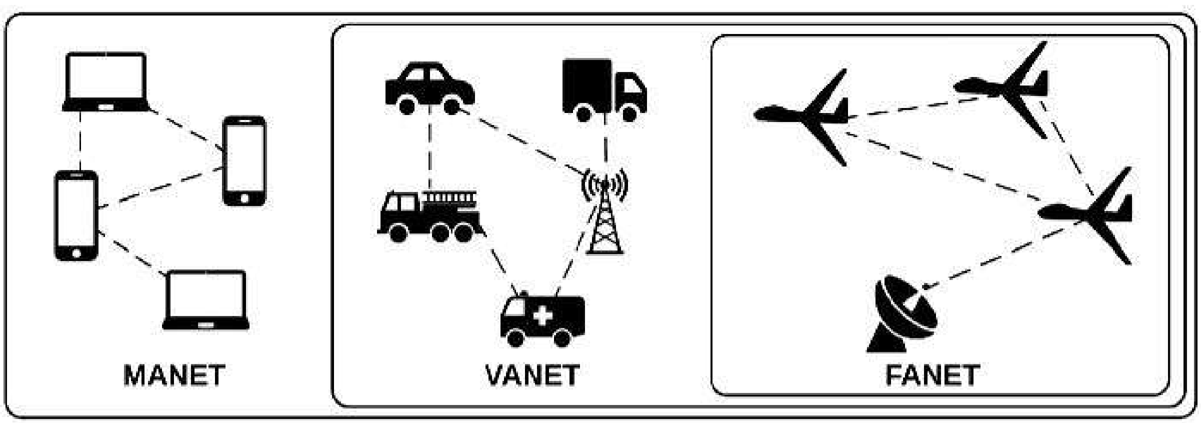

Figure 1. Depiction of MANET, VANET and FANET

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Figure 1 depicts the demarcation line between VANET, MANET and FANET whereby the FANET is having more focus on the flying based objects with satellite-based control and the overall applications for defense and security based domain. Following table 1 is depiction on the perspectives of VANET, MANET and FANET on different parameters and criteria

Table 1: Divergence Factors between FANET, VANET and MANET

Parameter / Network Type	**Flying Adhoc based Network (FANET)**	**Vehicular Adhoc based Network (VANET)**	**Mobile Adhoc based Network (MANET)**
Computational Powers	High	Average	Very Less
Change in Topology	Fast and Speedy	Average	Slow
Node Density	Low	Medium	Low
Localization	DGPS, AGPS, GPS, IMU	DGPS, GPS, AGPS	GPS
Mobility of Nodes	High	Medium	Low
Radio Propagation	Above the Ground Level	Close to Ground Level	Close to Ground Level
Model for Mobility	Predetermined	Steady	Arbitrary

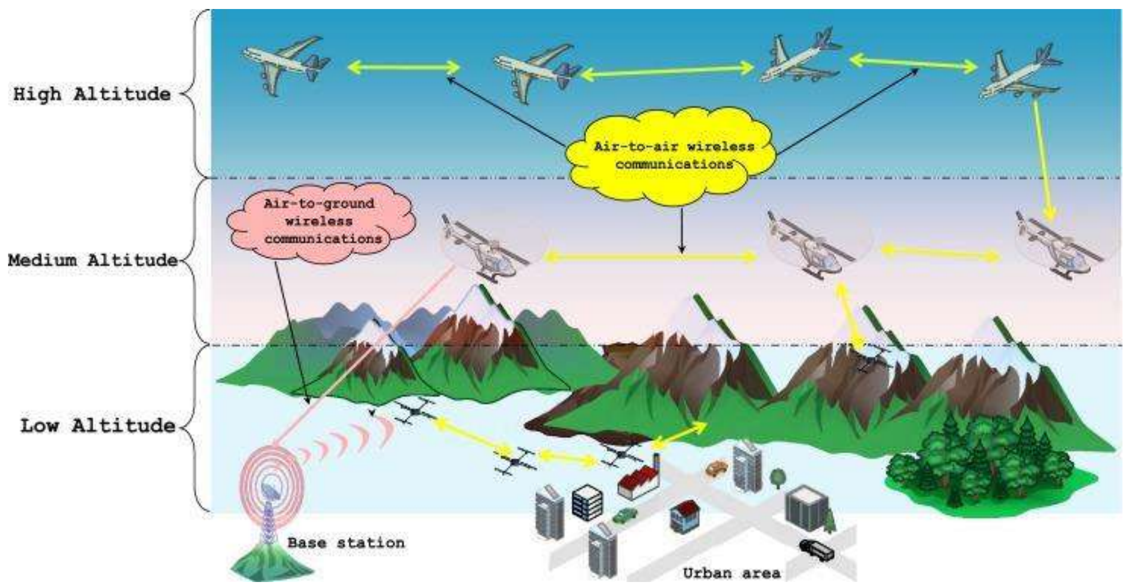

Figure 2. Flying Ad-hoc Networks (FANET)

FANET based aircraft is having number of components and modules. The primary components found in the FANET aircrafts which include the camera, various Sensor, Global Positioning Systems, Actuators, Flight Planner, Barometer, Illumination based Signals and the Radar. The consideration of those secondary modules includes the high processor-based camera, mission processor, digital image-based processing module, web-based services, various internet access protocols and the attenuators. With the effective illustration and thereby the integration of the overall flying scenario, the effective results have been achieved.

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Review of Literature

Several practitioners and researchers were effectively worked based on the real time analysis of similar techniques and domain with the enhanced suggestive remarks on the emerging wireless-based technologies. Numerous sources-based multiple manuscripts, various research papers and technical articles were analyzed from each of the time span to the recent time in actual effort such that the latest possible perspectives of the FANET can be much evaluated.

Bekmezci et al. (2013) [5] presented on the assorted parameters and aspects of energy-based security in Unmanned Air Vehicles (UAV) which were commonly referred to as the Flying Objects that closely communicating in the wireless based environment. The work always presents the primary based differences in Flying based Adhoc Networks, MANET and the VANET and the possible related technologies of various wireless communication techniques with the effectual advantages of real-time monitoring and also thereby using FANET. This manuscript effectively presents the overall performance of the FANET in possible different scenarios and its variety of the usage in the complex and multiple security-based surveillance that helps in its own security-based implementations.

Sahingoz et al. (2014) [6] effectively illustrates that the adhoc network-based models and the overall paradigms of the flying ad-hoc based networks with the effective challenges and key based concepts. This manuscript work always identifies the overall effective architectures and also on the various security-based models which were highly associated in enabling the integrity towards the applicability of the FANET. This enhanced work focuses the real time implementation towards the security storage and thereby integrity as FANETs which were used for any defense in many of the implementation platforms.

Singh K et al. (2015) [7] depicts in his work that the experimental based evaluation of the flying ad-hoc networks on various protocols which includes the OLSR, DSDV, ADSL with the prominent comparative analysis. This work effectively presents the actual usage of Flying based Adhoc Networks for various military applications and also thereby enhancing the performance environment in the possible minimum delay. Also, the routing and effectual overall network communication is important to be considered here in any security and thereby integrity aware network applications. In this paper, the work was more focused on the network protocols of having ad hoc networking that has been used in the FANET.

Temel S et al. (2013) [8] illustrates the effectual and promising technologies of the High Altitude based Platforms with the actual integration of the Flying Adhoc based Networks (FANET) for different military domains including civil nature. This work always projects the ubiquitous and unique protocol that have been titled Location Oriented Directional MAC (LODMAC) based on the implementation of MAC for various network discovery and also the effectual data that have been transmitted.

Rosati S et al. (2016) [9] depicts the dynamic based vector routing in the consideration of the unmanned air based vehicles or the flying adhoc based networks with the experimental evaluation and also thereby results on various small flying robots for the unique testing. This effectual work depicts the real-time comparison of the two routing-based approaches in the ad hoc based networks which includes the OLSR and the effective Predictive OLSR (P-OLSR). The way of approaching on the applicability of P-OLSR is

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developed for the effectual FANET based applications and tested as one of the effectual improved algorithms.

Koucheryavy A et al. (2015) [10] illustrates various research challenges that have been faced in the Unmanned Aerial Vehicle and its assorted aspects of the public flying based adhoc networks in the multiple dimensions of multiple applications. This proposed technique evaluates always the assorted aspects of various Public Flying Ubiquitous based Sensor Networks (FUSN-P) with the effectual presentation of fuzzy and neural based network model and also the effectual network solution for variety of application in military.

Proposed Architecture for Deep Learning based Real Time Computer Vision based Feature Matching

In this enhanced work for the feature matching technique, the deep learning method for the real time identification and enhancing the objects were depicted in terms of the FANET such that the effective and suspicious or enemy's flying based objects can be very well recognized. This technique gives the effective approach that always used the deep learning based algorithm and also the abnormal features has been recorded and till the time of further evaluation on the real time scenario that is using real time feature based points extractor in the implementation of aircraft for the wide variety of applications in FANET.

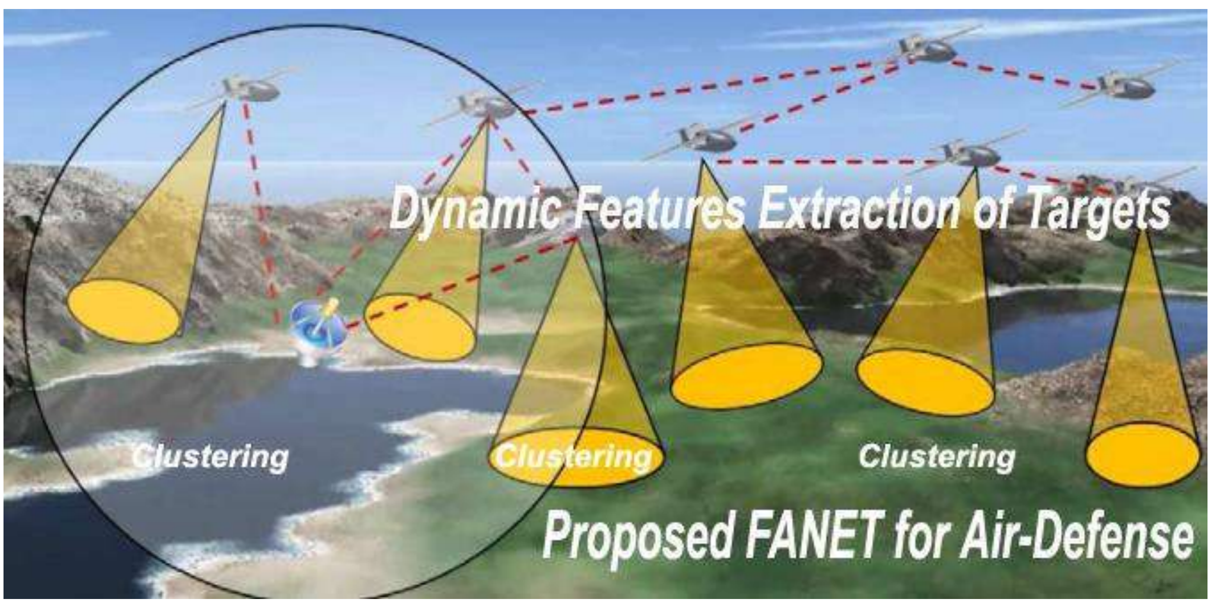

Figure 3. FANET with Applications in Air Defense

The technique that was proposed have been initiated with the effective logging of enhanced Feature Points with various network-based labels. The proposed labels were considered as suspicious or either non-suspicious with the consideration of the Training Dataset for the fuzzy and neural based Deep Learning such that the enhanced and predefined features were logged. In the next implementation, the effective way of integration of the Computer Vision based module which is using the OpenCV for the

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usage of flying based objects of FANET applications and also there by having the real time effective fetching of assorted images and procured objects were considered as the testing data. The next task which includes the feature points extraction by using edge based detection, corner based detection and also the scaleni and scale out invariant features by the effectual implementation of Fuzzy and Convolutional based Neural Network and effective Deep Learning for those identification of real-time objects. In the final reporting phase of the implementation, effectual marking of such objects with the specific usage class of either the suspicious or non-suspicious have been made with the detailed analysis of the traces and logs and illustrates the effectual performance evaluation.

Modules and Steps of Proposed Work

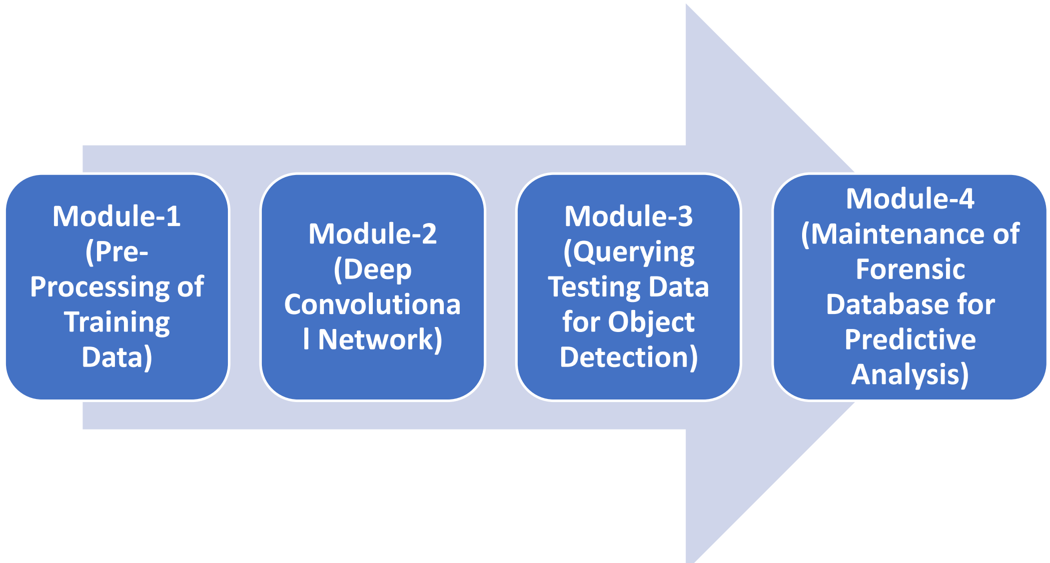

Figure 4. Assorted Modules of Deep Learning based Aircraft

Module-1 (Pre-Processing of Training Data)

1. In first step, the pre-processing of training data is done with the identification of feature points from existing records so that the labeling of object can be done
2. The labeling of objects directs the deep learning approach to present the exact class of the objects under suspicious or non-suspicious category
3. This step includes object feature points in form of the neuron which further can be integrated with the feed-forward back-propagation network
4. It is implemented so that the error factor can be reduced and achieving higher degree of accuracy in training and discovery of patterns.

Module-2 (Deep Convolutional Network)

1. The Deep Convolutional Neural Network (CNN) is prepared such that the feature points obtained from Module-1 are rigorously trained

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2. The training using CNN is done so that the multiple neurons can learn the pattern from the feature points
3. To integrate this feature with live camera, the Raspberry Pi with integration of OpenCV is proposed to be done
4. OpenCV is a high-performance framework for computer vision that integrates enormous soft computing and machine learning approaches

Module-3 (Querying Testing Data for Object Detection)

1. On deployment of the FANET based flying objects or aircraft, all the objects in the nearby location of camera are scanned
2. The scanned objects are automatically fetched based on their different features including edges, corners, scale invariant features and many others.
3. The querying process on testing images present the pixel values which are found analogous to the suspicious or non-suspicious objects as defined in the classes in Module-1

Module-4 (Maintenance of Forensic Database for Predictive Analysis)

1. The forensic database is maintained so that the future predictions and knowledge discovery based on the existing features and historical features can be done
2. The forensic database will be having structured as well as structured records including real time features as well as class definitions of the live images obtained from the aircraft in FANET environment.

Tools and Technologies in Implementation and Simulation

- Anaconda Platform
- Python
- OpenCV
- Notepad++
- Machine Learning Libraries
- Deep Learning Libraries
- Plotting Tools and Frameworks
- Virtual Environment with Windows / Linux

Following picture is the illustration of the aircraft that has been traditionally apply in Flying Adhoc Networks.

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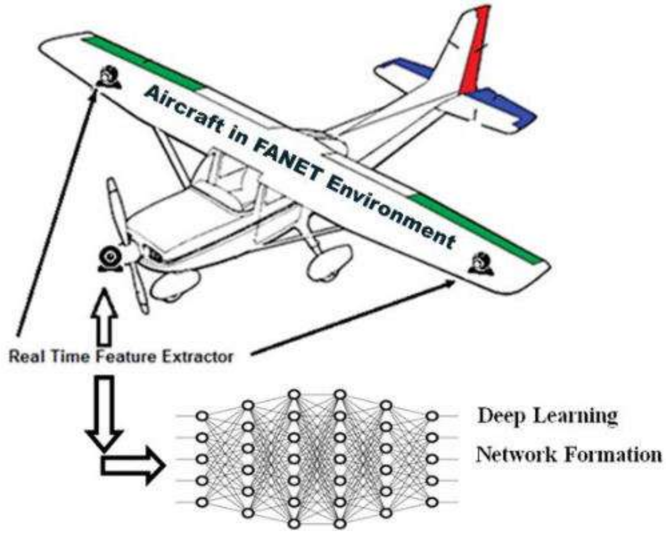

Figure 5. Integration of Feature Extractor with Real Time Deep Learning Module

The components which is having Real Time Deep learning based Feature Extractor that works on OpenCV (A Computer Vision Library for Live Feature Points Matching and Identification), Forensic based Database and also Feature based Descriptor Module for the purpose of recording and saving all the possible feature points that was used in real time. The realtime basd aircraft in the Flying Adhoc networks environment has been detected by the image recording and also thereby by the real time based object with the use of feature points and also feature extraction so thereby actual identification and illustration of the suspicious object can be identified in an effective manner.

Figure 6. Identification of the Suspicious Enemy's Aircraft by using Proposed scheme

In figure 6, the feature-based points which were marked accordingly with all the edges of the corresponding aircraft were considered under the analysis. So, by utilizing this image based feature extraction and the approach which is designed in real-time, the exact behavior of the image and the

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pattern of those flying based Adhoc objects has been well analyzed with the real-time evident and enhanced degree of accuracy by using the deep learning of those feature points extracted.

Conclusion

The proposed technique is proved to have the primary focus on the real time implementation of Flying Adhoc Networks with the effective integration and adoption of feature based technique of the deep learning such that the objects which are in real-time has been trained and well identified and also thereby marked for the surveillance and military based applications. Whenever there is a war at any location or even during the peace, it is considered and desired to always identify the real-time unidentified the and enemy's aircrafts and flying objects.

By the enhanced usage of the proposed technique, the deep learning, and the enhanced evaluation of all the feature points have been realized with the consideration of training set of data and for the appropriate actions which was considered further. The Fuzzy based deep neural networks were used widely in the form of enhanced engineering applications which includes soft computing, biological computations, optimization and even in the pure medical sciences. This proposed technique has been illustrated in the FANET based application and also it is a high-performance based paradigm and effectual to be proven as powerful in the usage of different domains.

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Biography of the Author

Vijaya Karthik S V (corresponding author) was born in India. He received his Bachelor of Engineering in Electronics and Communication Engineering from Anna University in the year of 2009 and Master of Engineering in Embedded and Real Time Systems from Anna University in the year of 2011. He has published more than 10 Papers in various International Journals.

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LINGUISTIC AND MORPHOLOGIC FEATURES OF ENGLISH AND UZBEK NAMES

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Annotation
The words and phrases which express the place names differs from the other words and phrases which form the dictionary of a language. This feature seems to be connected with the influence of some historical events, several historic persons and natural laws on the appearance of toponomys. Studying and defining these features of such words as toponyms is one of the principal tasks of checking in linguistic aspect.

Key words: words, phrases, historical events, toponomys, dictionary, language, names.

Their own special features of studying of names in linguistic aspect, characterizing and defining specific sides of names have a great importance for every language. The words and phrases which express the place names differs from the other words and phrases which form the dictionary of a language. This feature seems to be connected with the influence of some historical events, several historic persons and natural laws on the appearance of toponomys. Studying and defining these features of such words as toponyms is one of the principal tasks of checking in linguistic aspect.

It is much more difficult to define the words expressing place names that simple words in the dictionary. Because, the particular word of dictionary stuff is used in this language for everyday use. But, the using of place names is limited much more than simple words and they are used in the speech of people who live in the particular territory. Because of belonging of place names to the historical lexis of the language, such words are not so understandable from the point of the recent language. Only etymological analysis gives us the result which we expected. Because the sensitivity of morphological staff of historic words is too low.

The morphemes containing them are completely forgotten. For example: such names as Chimkent, Tashkent, Mankent and Burg in Suffolk, Castor in Cambridgeshire, Chester in Cheshire are understood as a single word.

The reason of difficulties of linguistic explaining of place names is their belonging to slang and dialects. Their structure didn't coincide to the phonetic and morphologic structure of recent language completely.

The characteristic features of place names made us to divide them into two groups.

1. Historical place names.
2. Present place names.

Historical place names are the names which haven't changed yet. And we use them as they were some ages before.

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The characteristic features of present place names are:
a) These place names express new and social progressive meanings.
b) Formation of words and phrases expressing place names coincides formation of words at present days.
c) The component of toponyms didn't require etymologic analysis, it is easy to define them morphologically.
d) The word and element of new toponym has an active use in the lexis of present language.
Toponomic words genetically consist of the elements of several languages. We can see this feature in the toponyms of Northern Uzbek dialects.
As a conclusion we can say that studying place names in linguistic aspect is one of the most difficult methods. In this case it is paid a special attention to the morphologic, syntactic, orphographic, orphoepic and lexis-semantic features of the language.
While analyzing place names morphologically one most pay attention to the structure of them. Morphological structure is a formation of words. Every word has its own particular form and structure. This structure consists of structural element such as phoneme, phoneme combinations roots and others structural element of words are characterized with free, bound, simple and compound root: structural elements take an importance place on defining meaningful features of words, because lexical and grammatical meanings are expressed in structural elements such as morphemes. The real semantics of some changed words are defined by defining their meaning of structural elements.
Analysis structural elements helps to create the real etymology of words, to determine their relation to any language or dialect. For example:
Navobod, Qizilobod, Nizomobod, Eastwood, Richmond, Nav, qizil, east, rich and obod, wood, mond contain structural elements. These elements are considered as a lexic element of persian-tadzik language: nav (persian) – new, nizom (arabic) – measure, obod (persian) mean a place where people live.
Using of structural elements of on defining the meanings of words are said by several linguistic scientists. Morphologic features of toponomic words are expressed mutual relation of root and affixes morphemes sometimes more than one roots are connected with each other.
Toponyms are classified following according to them morphological features:
1. Simple toponyms.
a) Free names
b) Bound names

2.Compound toponyms.
a) Two stem toponyms
b) Compound toponyms.
Simple toponyms contains with single rooted words. A simple word is a part of speech which has lexico-grammatical meaning. Simple words, as usual, are characterized with existence of single root in the word. Every root expresses a particular lexical meaning. In the development of Language we met

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transformation of compound words to the simple words.

In Uzbek Language the most parts of simple words historically characterized by the appearance from one root. For example: tepa- hill, quduq- well, adir- plain, yer- earth, suv- water, buloq- spring, ariq- brook, ko'l- lake, tog'- mountain and so on.

There are free and bound features of words in the toponomic names. There are bound toponyms in the toponyms of Nothern Uzbek dialects, such as, mehnat- labour, o'rtoq- friend, hayot- life, Hamza, Chigatoy (Arabic, Persian languages) and Uchqun, Tasti, Birlik and so on.

As a conclusion, we can say that the free words consist of root only, there are not word formative affixes in the component of word. Free word will be basic to the bound words formation of words services to increase the dictionary in Turkish Languages. Free words have a character of unity. For Example: tog'- mountain, tov, suv, qir, ko'l, soy, buloq, tepa, adir and etc. the toponomic word, which is met in the dialect of Northern Uzbeks, are considered as a free words. For example: Buloq,(spring), Bo'sag'a, Bozor, Darboza, Dzulduz Chanoq, Chayon, Sharq.

There are bound toponyms in Uzbek dialects. Bound toponyms are constructed by adding affixes to the root.

Compound toponyms are divided into two by its structure.

a) Two rooted toponyms

b) Complex toponyms

Compound word consists of combine of two are many roots. There will not be more that two independent roots in the compound word. There will be met compound toponyms in Northern Uzbek dialect lexic.

Their second component divides into several groups by their meaning:

I. The second component with the hydronym character. Ex: Uchquduq, uch+quduq

II. The second component with the oronym character.

III. The second component with the name of plants (trees) .Ex Qatortol

IV. The second component with the names of place. Where people live.

Ex: Yangiobod, Tashkent.

V. The second component with the names of place where people don't live.

Ex: Qizilqum, Qoraqum.

3. The semantic feature of English place names.

The semantic characteristics given in the previous section belong to already determined, formed, communicational versatile word classes (above all, nouns and qualitative adjectives). However, the connection between the meaning of the word and its customary role in communication, and consequently the distinctive semantic feature or nature of words with a different "specialty" can also be observed amongst member of the same lexico- grammatical class capable of performing both communicative forms or functions. The noun is the obvious example of such a class.

The process that we are considering may go no farther than to transfer the name of a well known

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personage to some one who resembles him. Thus , we may call a great orator a Demosthenes' or 'a Burke' or ' Webster' , ' a great general' 'a wellington' or ' ' marlborough ' , a cruel tyrant 'a Nero' , the assistor of his countries liberties ' a Washington'. This happens everyday and calls for no remark. A further step is taken when the name of such a character is used for all who resemble him. It is then a pure common noun, and if our coinage passes current, the language has gained a word. Perhaps the most impressive example is Caesar which, originally the name of a Roman family of no great distinction, has become a synonym for 'emperor' in languages so widely different as German (Kaiser) and Russian (Tsar).

Figurative descriptions of persons such as monlay, bear, ass, tend, like classical predicates, towards monosemantic. When transferred to persons these animal names usually retain only one qualitative-evaluative feature in their meanings: hare-cowardly, ass-stupidor stubborn, monkey-fond of imitating ,bear clumsy. By contrast, the names of abject generated by a completely analogous metaphor –Ex. byki "bulls"-for the peers of abridge, sobacka "little dog"-for a firearm, zuravl-"crane'-for awell, kukuska cocko-for a train, toska 'cat-for a type of anchor or spiked shoes, etc. swiftly lose their figurative effete, and their national content is en riched by a greater or lesson amount of features that proceed from the denotatum and are essential to the denotatum and are essential to the identification of the corresponding objects. Features of one class of realia are replaced by the features of another class

Thus, in terms of their semantic tape common names of concrete objects are close to proper names. Both the former and the latter often issue from a metaphor based on a single identificatory feature, but they soon commit the original image to oblivion replacing it with a "portraint" of the referent (the proper names–koska) (from – "cat"), kukushka (from 'kuckoo') or the class of referents (the common nouns koska, kukuska).

As a conclusion we can say that studying place names in linguistic aspect is one of the most difficult methods. In this case it is paid a special attention to the morphologic, syntactic, orphographic, orphoepic and lexis-semantic features of the language.

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DIFFERENT ASPECTS OF RESULTATIVE STRUCTURES ACCORDING TO THEIR LINGUISTIC ESSENCE

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Abstract
In the sphere of aspectual semantics, relevance plays an important role in special research due to the diversity of methods and means of expression. This is because resilience is also characterized by the ability to be expressed in specific units and structures. This led to the selection of resilience as a separate research object.

Keywords: Construction, semantics, resultative, inchoative, iterative, depictive, causative, morphological, syntactic, lexical connections, secondary predicate.

Introduction
Constructions play a main role in the study of syntax and semantics binding. The term construction is used in relation to linguistic expression, which has a plan and meaning of expression. Language units and combinations of any level with content and form are considered a structure, and its elements can also be a morpheme, a word, a combination, a sentence. Thus, causative expression, ratio, ratio-specific combinations, resultative, inchoative, iterative expressions can be an example of the aspectual structure. In our analysis, attention is paid to the resultative, causative, passive, depictive structures. The reason these structures are in shape and content close to each other is that they form a large group.

Literature review
In resultative, depictive, causative structures, the lexical basis of the verb, the syntactic connection, has the same appearance. resultative, depictive, causative structures differ in their semantic feature, although the forms are very close to each other. In some cases, the meanings of causality and resultability or causality and depictivity may be embodied within a structure. Structures are the basic unit that gives a practical expression to each language. In the construction of the structures that make up certain expressions, an element is considered to be a structure if it is set in the constructive approach to the study of language units are understood types of analysis, which include causative actions, purposeful transformation, results resulting from causation, complex complementary meanings. It is obtained as a specific template using certain morphological, syntactic, lexical connections. For example, in transitive verb structures, the functions performed directly by agents, patients, and the addressee, and to which verb class they are associated, are important. In general, intransitive fillers are not considered as a direct verb argument, but as a structure.

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Analysis

In many languages, the structures associated with causality and resultability has been studied syntactically and semantically separately. Researchers differentiate causal and expressive expressions according to their intensive, functional, physical, and linguistic characteristics (V.P. Nedyalkov, 1983). The expression of causatve, as well as of resultability, varies according to the morphological, syntactic formation of each language. In some languages, these phenomena have a morphological index, a syntactic form, while in others they have a lexical feature. Lexical feature is also a feature of morphologically formed languages. Because sometimes causative and resultability occur directly in relation to the lexical and semantic nature of the verb. Morphologically and syntactically, they are a feature of certain languages. In these structures, the expression of the verb can have a causative, depictive, and resultant meaning, depending on the subordination of the additional argument. In particular, causative verbs in English form a special causative and resultant structure by subordinating a complex complement or by combining certain adjectives associated with changing the state of an object.

Resultative, in turn, is also related to the static nature of the verb, in which the static predicate forms the resultant structures. For example, The Lake froze solid. It is also necessary to distinguish between the productive and depictive structures expressed in the predicate. The relation of the action of the predicate in the resultant structures to time allows them to be distinguished from the depictive structures. This is evident in the Uzbek language. According to D. Nasilov, the static form of the verb in the Uzbek language plays an important role in the formation of resultant structures logically related to the capabilities of another. The author gives the example of “a gun hanger on the wall”. It is argued that static quality has formed productive structures as a predicate. In the example of the rifle hanging on the next wall, it is noted that the perfect meaning of the verb in the form of the passive pronoun is formed.

Discussion

In syntactic typology, the term "resultative" is applied to a secondary predicate in successive structures. For example: The lake froze solid, He shoot her dead. The term resilience refers to the expected outcome of transformative processes. Resultative and depictive structures are close in form. The depictive meaning expressed in the cut of a sentence is usually formed in certain semantic groups of the verb denoting a state, a change of state, an action. The depictive expression is also reflected in the description of the physical and psychological state of the person represented by the horse cut. For example: A feeling of love was awakened in his heart. The room was cluttered and untidy.

The depictive expression is semantically related to the state of a person. Another aspect of the deficit that differs from the resultant structures is that it does not appear to form a complex structural cut. Resultative structures, on the other hand, often consist of primary and secondary predicates. They are semantically related to the person, and the resultant differs from the deptive in that the action or situation expressed by the primary predicate is achieved after a certain time. For example: He pulled his tie tight. Compounds meaning this began to be referred to as the resultant structure. The fact that

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these structures are directly related to the predicate also gives rise to the idea that they are part of the main predicate, that is, they do not have their own syntactic function. She snapped her bag shut.Resultative structures with the passive relative form in English date back to the history of the development of grammatical forms. These structures are considered to be the product of the passive ratio form associated with the change in state. In the Uzbek language, some of the indicators of the resulting devices are examples of structures made in the form of adjectives. Compare: The windows of the brown-stone mansions were packed with the most opulent creations of Flora, the sister of the Lady of the Lilies.

As Avaz stepped to the podium, he noticed that the newspaper was still folded in his hand. He licked his wet lips with his tongue and tried to press himself.

There are also synonymous groups that form resultative structures. They are represented by certain analytic forms, and the role of auxiliary verbs in the formation of their synonymous group is important. Auxiliary verbs in both English and Uzbek have specific functions, forms, and semantic features. Auxiliary verbs in these languages are functionally different. The role of auxiliary verbs in the formation of resultant structures and their comparative analysis will be discussed in more detail in later chapters.

Conclusion

It was found that the resultant structures are formed differently depending on the lexical-semantic expression of the verb and the subordination of the additional argument. In English, for example, some transitive verbs form structures depending on the quality of the secondary predicate function associated with the meaning of subordinating a complex complement or changing the state of an object. In this article, we have focused on the verb forms and structures that signify resilience, and a comparative analysis of their means of expression in English and Uzbek. It was based to the resultative meanings represented by analytical compounds as verb forms, as well as to the lexical and grammatically formed resultant structures. Attention was paid to the distinction between past tense meanings, perfect, causative, depictive, completed meaning, as well as resultant meanings, which are assessed as synonyms for results, and lexical-semantic features that distinguish these events were identified.

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SHORTENED WORDS OR ABBREVIATION SIMILARITY AND DIFFERENCES

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Annotation
Linguistics is an independent science that studies the language of mankind, studies the emergence and development of language, language and thought, the relationship between language and society, the role of language in society, its internal structure - the classification of language, the methods of its analysis and the like. In this article, the abbreviations that are considered to be the part of linguistics, the concepts of abbreviation, the rules of their legalization, as well as the aspects of difference and similarity, are discussed.

Keywords :linguistics, science, term, linguistics, shortened words, abbreviation, scientists, source, concept, speech process, difference

As we know , linguistics is an independent science that studies the language of mankind, along with this term, the term linguistics is widely used in scientific sources. Linguistics is a science that studies the emergence and development of language, language and thought, the relationship between language and society, the role of language in society, its internal structure - the classification of language, the methods of its analysis and the like. Language is a system of phonetic, lexical and grammatical means that serve in the expression of thoughts, feelings, desires, etc. ; it is a social phenomenon that serves as the main and most important means of communication, thinking among people.

Shortened words, abbreviation which are considered to be the part of linguistics , have been studied by a number of scientists over the years and are studied in many scientific sources. In the study of these concepts scientists such as , O. Jesperson, G. Cannon, L. Blumfield, N.N.Alekseeva, V.P.Korovushkin, L.B.Tkacheva V.V.Borisov, I.V, Arnold, M.T.Iriskulov, A. Khodjiev made their great contributions. In linguistics, the concepts of shortened words and abbreviations are used widely. Although there is almost no significant difference between these terms, each of them has been studied as a separate term .

If we consider these terms as a separate concept, then each of them is described as follows in the sources on linguistics:

Words obtained as a result of a reduction are called shortened words or complex words. Shortened words are words that are formed by the addition of capital letters or a certain part of these independent word combinations. We can see the shortened words in the examples below:

LC-Land Cadastre

UN - United Nations

DIB-Department of Internal Affairs

Shortened words appeared firstly in written speech due to the need to achieve compactness in the process of speech, and then began to be used even in oral speech.

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Shortened words, mainly belonging to the category of nouns, are formed through the following methods:

1) by adding the first letters of the word combination components. For example, SSE is the State Standard of Education, NTRC is the National television-radio company; this type of shortening is also called abbreviation in scientific literature;

2) the word combination is formed by taking 1st syllable of the word 1 in the composition, and adding 1st letters of the remaining words .For example, UzNU-Uzbekistan National University, UzLA- Uzbek literature and art;

3) by taking out the main parts of the words in the composition of the word combination - Biofac-Faculty of biology, Philfac-Faculty of Philology;

4) by adding 1st syllable of the word in the composition of the word combination, and without reducing the remaining words-UzGasOil;

5) through a mixed way-Uzbektelecom, Uzteleradiocompany and others, we can illustrate these as an example.

The shortened words denote the names of international organizations (UN,UNESCO), countries and states (UAE, RF, USA), Political Parties, military associations (UzLiDP, NATO), scientific and educational institutions (UzASc, UzWLSU,BSU), ministries, offices, institutions, organizations, enterprises (MHE, STC, Uzmashkholding , UzGasOil), machinery, equipment and structures (ECM, HES) and others. Abbreviated words can either be borrowed from other languages (UNESCO, FIFA, FIDE, NATO) or they can be formed on the basis of lexical units of a particular language, for example, Uzbek. Most of the Uzbek abbreviations, belonging to the next type ,are Russian word combinations and excerpts from the abbreviations based on them, for example, such as BMT-OOH, DAN-ГАИ, OAV - СМИ [5].

In contrast to shortened words, abbreviation is derived from Italian word "abbreviature" and Latin word "abbreviation", means abbreviation,abbreviated. In linguistics, the abbreviation is considered to be the words formed by shortening the word combinations . The abbreviation is divided into the following types: a) the words in the word combination are spelled in alphabetical order of the first letters, or simple words – letters are pronounced as sounds mean. For example, Uzbek OTM (o-te-em) is Higher educational institution, Uzbek MDH (em-de-he) is the Commonwealth of independent states; b) complex abbreviated words: in addition to the first letters of the word combinations, certain parts of them (morphemes) are added. For Example, Uzbek O'zRes.- The Republic of Uzbekistan,Uzbek Filfak (Faculty of philology) [6];

In conclusion, based on the foregoing ,shortened words in linguistics possess a broad semantic concept, are formed according to several types of rules.For example,the Uzbek MDH, O'z.Res, Filfak and others.And the abbreviation is type of the shortened words, which are formed by adding the first letters of the word combination components.We can say as an example Uzbek OTM,BMT,EHM , etc. **List of**

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EXPERIMENTAL AND THEORETICAL STUDIES OF THE PROCESS OF CUTTING POLYMER MATERIALS

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Annotation

This article refers to the cutting processing and cutting processing of resin materials and the dressing of the shavings. When cutting, the cutting modes are how they are, and the cutting modes are prepared in the direction of the effect on the surface cleanliness.

Keywords: Polymer, shavings, idea-this is, sharpener, metal, mol.

Introduction

It is obtained by molding plastic products, molding (molding under pressure, pressing and head) methods. However, many types of high precision details that are produced on strict demand can be achieved by cutting back on polymer materials. Processing methods depend on the equipment and equipment used. Most often, for metal and woodworking, a cutting tool, a bench, is used. With this, the variety of types of effective processing of cutting plastic, the specific characteristics of the desired processing of plastic, the lack of imagination is determined. For example, the surface of the plastic treated with cutting is often scratched, with cracks and streaks, covered with traces of the cutting tool. As a result of the cutting, burns are observed on the surface of the reagoplasts from the dressing of the overcoat and the folds from melting on the surface of the thermoplasts, as a result of which there is a need to perform additional finishing work on the details.It is also possible to observe the scraping(fracture)of the tool cutting the edge of the material and its ingestion, except for the crossbar. The reason for these difficulties is the lack of good knowledge and inadequacy of rheological (tension, viscosity, elasticity) and thermal properties (specific heat capacity, heat transfer, heat dissipation coefficient)of plastics.

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According to the researchers, the main factors affecting the process of cutting polymer materials are 1.1. listed in the table.
Factors affecting the process of cutting plastics:

Factors	**Axamiyatli ta'sir soxasi**
Structure of cutting tool; Tool geometry: the previous angle is y, the second angle is a, the circle at the top (peak) is r.	Dressing shavings be. The instrument is strained, eaten. The roughness of the treated surface.
Tool material	Eating the tool
Cutting mode: cutting depth of cut, cutting speed, transmission.	Dressing of the shavings be, the idea of the treated surface the idea is identity.
Environmental Protection Performance, Cooling type.	Heat dissociation, the appearance of melting and pouring.

The process of dressing the shavings is influenced by the angle on the front of the cutting tool, the cutting modes (the size of the cutting speed, the longitudinal thrust and the depth of cutting) of the floor. The density of the surface depends on the geometry of the tool and the cutting modes. The speed of the tooling eaten and the productivity of the cutting process are influenced by the material of the tool. Scientific work of many scientists is devoted to the study of the properties of cutting of polymer materials or solid alloys. The cutting properties of solid alloys of the following brands have been studied: VK (VK2, VK3, VK3M, VK4, VK6, VK6M, VK8, VK8M, VK8V) solid alloys of group; TK (T5K10, T14K8, T15K6, T30K4, T60K6) solid alloys of group; TT7K12 solid alloy.
Comparison of WK and TK Group alloys (figure 1.2) shows that the first group has high durability.

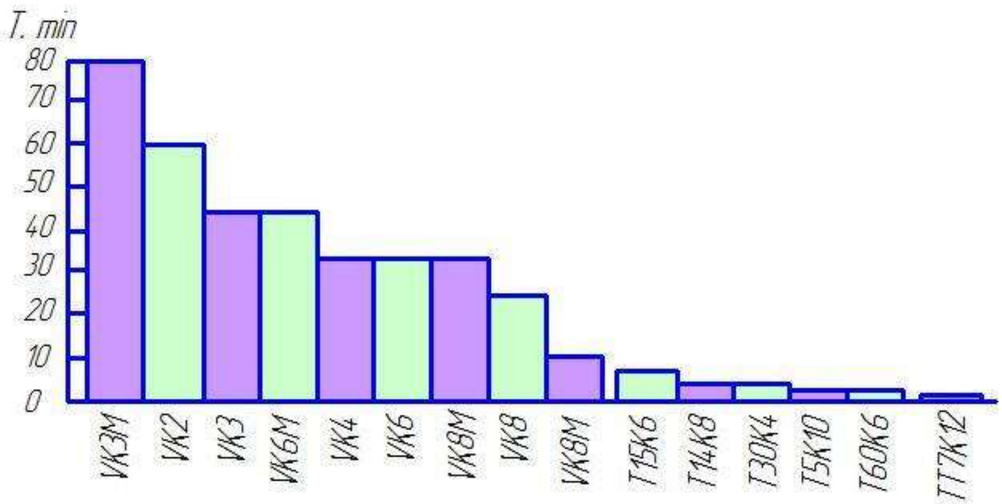

figure 1.2
EFB-P of solid-alloy chisels is a diagram of the durability of glass plastic sharpening (cutting speed-v=90m/min. push, longitudinal-s=0,21 mm / ob., cutting depth-t=1,5 mm)
The reason for the high rate of absorption of TK Group solid alloys in comparison with VK Group solid alloys is the specificity of the material being processed and the difference in the physical and mechanical

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properties of solid alloys. According to the results of the research, the following general requirements for the materials used in the processing of plastics have been identified:

1) The front corner should not be Y floor and should not exceed the amount of y=10+15°, in some cases, this amount can be close to 0, which is mainly determined by the conditions of dressing the shavings.
2) It is necessary to enlarge the size of the rear corner a as much as possible, this will lead to an increase in the resistance of the tool, the smaller the area of the adjacent on the surface of the tool ord, ϕ in the plan under the tight conditions of cutting, it will be necessary to increase the amount of auxiliary angle.
3) The tool must be sharpened, with a fine-grained circle of the cutting edge, the tool is not allowed to eat much.
4) The durability of the plastic processing tool can be significantly reduced than the durability of this type of metalworking tool, which is insulated with a much (several dozen times) lower than the strength of the winding for cutting.
5) The shavings of the instrument should be carefully treated (polished); their volume should be folded; this is necessary to prevent the adhesion of polymer curtains to the surface of the instrument, as well as to place a large amount of dressing shavings.

From experiments it is known that the use of fastener steels in the group TK in plastic processing is not advisable, since the durability of the tool is very low in this case.

The roughness of the treated surface depends on:

-to the characteristics of the material being processed;

- cutting mode;

-geometric indicators of the cutting tool;

-to the eating of the cutting tool;

- type of processing;

-to the shake at the time of cutting and so on.

It is difficult to take into account the influence of all the factors listed. However, if the optimal geometry tool treatment is taken into account for a particular material, the idea is that it is possible to reduce the amount of factors that determine the degree of uniformity (cutting speed, transmission and cutting depth) to the lowest.

When sharpening polymeric materials, cutting profiles are required to ensure a high level of resistance of the cutters and the productivity of the workpiece, while meeting the requirements of detalga compliant with practical recommendations. Significantly affects the wear and resistance of cutters, the cutting speed, then the thrust and the depth of cutting affect the minimum durability. Therefore, first the cutting depth is selected, then the shear and at the top end the cutting speed is selected . Setting the cutting modes begins with the determination of the reduction to the processing and the depth of cutting. They usually determine the cutting depth based on technological conditions, the hardness of the detail, the type of sharpening, the accuracy of the recommended dimensions of the detail. 1.2 table shows the

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recommended amounts of cutting depth for specific classes of surface treatment due to the variety of tool and recycled material brands .

It is possible to calculate the optimal (optimal) speed of cutting (according to the durability of the tool) by empirical strokes with a period of endurance, cutting depth and push, depending on the material of the tool. This determines the degree of impact of different factors of the cutting process on the cutting speed. For example, the cutting speed v(m/min) when cutting chetinax with a sharpener made of hard alloy VK8

$V=\frac{5640}{T^{08}S^{055}t^{055}}$ (1.1.)

you can cheat with a formula.

Cutting speed with high-speed steel cutters

$V=\frac{1500}{T^{082}S^{055}t^{055}}$ (1.2.)

with the nozzle can be considered bunda: t-Tool durability, min; S-longitudinal thrust, mm/ob; t-cutting depth, mm.

bond analysis (1.1.) and (1.2.) shows the following:

1) the permissible speed of cutting with fasteners is 2,5-3 times less than the permissible speed when working with a hard alloy tool;

2) cutting speed is reduced by 4 times when you increase the push, for example 2 times;

3) increase the cutting depth by 4-fold, reduce the cutting speed by 2 times;

4) increase the cutting speed by 2 times (for example from 60 to 120 min) to 90% or decrease by almost 2 times

1.2.Table. Recommended regimens for bathing thermoplastic plastics.

The degree of cleanliness of the surface.	Tool material and cutting depth.							
	P18, t=1mm		VK6M, t=0,25÷0,5mm		Rubin, t=0,25÷0,5mm		Almaz t=0,25÷0,5mm	
	v,m/min	S,mm/ob	v,m/min	S,mm/ob	v,m/min	S,mm/ob	v,m/min	S,mm/ob
Organic glass								
8	25	0,03	50	0,01	300	0,03	300	0,03
7	200	0,03	350	0,03	300	0,074	300	0,074
6	300	0,078	150	0,195	300	0,15	300	0,11
5	300	0,11	300	0,195	300	0,195	-	-
Polietilen								
7	150	0,03	200	0,05	200	0,074	200	0,074
6	300	0,11	350	0,11	300	0,15	300	0,15
Ftoroplast-4								
7	150	0,03	200	0,03	250	0,03	250	0,03
6	300	0,073	250	0,11	300	0,11	300	0,11

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Conclusion

Analyzing the results of experiments on mechanical processing of polymer materials, one can draw such conclusions: the thrust on the inertia of the processed surface has the highest impact. Almost all plastics will have the lowest inertia when pushing 0,2-0,35 mm / ob. When processing all plastics, there is a sudden tearing of the height of the unevenness in the sliding range of 0,3-0,35 mm/o, the reason may be that such transfers were recommended in black coughing .

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INNOVATIVE APPROACH TO PASTURE MANAGEMENT AND PRODUCTIVITY IMPROVEMENT

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Annotation
Pastures are the main source of fodder for livestock breeding and can be used all year round. Vegetation of pastures is the cheapest source of fodder. The productivity of desert pastures is directly related to weather conditions, so it changes dramatically with the years and seasons. In years with high precipitation, pasture yields double, and dry years reduce pasture yields by 0.5-1.0 c/ha. Long-term observations show that for every ten years the yield is repeated in this form - 3 years of good, 4 years of average and 3 years of low yield.

Keywords: desert, vegetation, types of pastures, pasture size, grazing order, pasture exchange.

Introduction
The total area of the Republic's used Springs is 23.6 million hectares. This accounts for 52% of the total area. In particular, the karakulak slopes, consisting of Steppes and semi-deserts, account for 17.8 million hectares. 14 percent of it is not supplied with water. [1, 8,9]
Steppe and semi-steppe steppe steppes (steppes) are used in the Republic as a source of nutrients. The distribution of precipitation in the steppe and steppe region of the steppe is very variable throughout the regions, and this process is inextricably linked with the direction of moist air movement. [4]
The steppe region is the largest region in which our country develops steppe pasture livestock. There are a number of characteristic features of Steppe slopes that create favorable conditions for the sharp development of the industry. The most important positive feature of Steppe slopes is that the vegetation cover is rich in its life forms, Biological Diversity, which provides for the saturation, relative seriousness of Sagittarius. In summers, food for livestock is found in all seasons of the year. Therefore, almost all types of Steppe Sagittarius are suitable for year-round use. Different fog and komplexity of soil

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conditions provide different foginess and specificity of the plant cover. The steppe slopes of Uzbekistan are mainly divided into three types: steppes, gypsum and Sandy steppes. [5, 9, 10]

Relevance of the topic: In the rational use of pastures, first of all, it is important to know what type of pasture belongs to, the specific characteristics of vegetation, their flexibility, nutritional properties. The number of livestock grazed in the Adir and Gypsum desert areas is much higher, with most farms having less than 1 hectare of pasture per sheep. This, in turn, has led to a 3-4-fold increase in pressure on pastures and an increase in pasture degradation, leading to a further depletion of biodiversity.

Object of study: It is a sad fact that the width of pastures, along with the small number of livestock, as well as the share of pastures in crisis in Bukhara and Navoi regions have the highest rate. Such a negative consequence is, of course, the result of activities such as scattering and unplanned use of pastures, mowing of shrubs, failure to graze livestock in accordance with the capacity of pastures.

Research results: Most of the desert, hill and mountain pastures of Uzbekistan are seasonal pastures. The peculiarity of the use of these pastures is that in them the animals are fed only in spring or summer, autumn or winter. There are also animals, year-round, grazing pastures. They are large areas, often located far apart from each other.

Animal grazing in these pastures is effective for horses and sheep, allowing access to remote feeding areas. Deserts and hills often have pastures used in the spring, as they are mainly ephemeral plants, which dry up with the onset of hot days and become unfit for animal grazing. Summer pastures are areas where grasses grow more slowly and do not break down quickly after drying.

The water supply system is important in the principles of rational use of pastures. It is important to increase the volume of products from karakul sheep, to provide them with nutritious food in order to improve their quality. However, the fact that karakul sheep are "tired" of wintering indicates the disruption of technological processes in this area. [3]

When animals are grazed freely in the pasture, their health improves, diseases are reduced, i.e., these are among the preventive measures against diseases. In pastures, animals manage their feed rations in terms of quantity and quality.

The number of animals grazed during the grazing period also has a significant impact on grass yield and their growth. Soil-climatic conditions The number of grazing animals in the pasture will vary depending on the water supply and condition of the pasture. [4, 5]

Increasing the number of pastures can lead to sparse vegetation in the meadow and infertility of the pasture. But even when the number of grazing is low, the plants become rough, the animals eat poorly, and the fodder in the pasture is not well used.

In the desert region, most grasses do not grow again due to unfavorable climatic conditions. In most pastures in this region, animals can be grazed twice.

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Corollary: If we want to use our pastures forever, we must take care of them. To do this, the care of the pasture during the grazing period ensures a consistently high yield from these areas. Such care measures include mowing the grass left after the animals have been grazed in the pasture and sprinkling the manure they have left behind.

Animals usually do not eat plants that are overripe, harmful and under manure. Therefore, such grasses are harvested at a height of 5-6 cm using weeding mechanisms as soon as the animals are grazed and divided in the strip. If such weeds are small, they can be left in place, if large, they can be collected, dried, and then used for farm needs. This measure is a reliable way to get rid of weeds in the pastures and helps to keep the grass in good condition.

Suggestions:

1. It is necessary to determine the size of the pasture and correctly determine the size of the pasture.
2. Use of pastures as partitions
3. Organization of pasture exchange
4. Determining the order of use depending on the species of animal
5. Development of grazing systems in pastures
6. Development of grazing procedures and grazing techniques
7. Determining the order of exchange and use of pastures

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INFORMATION TECHNOLOGIES IN AN EDUCATIONAL PROCESS AND LEARNING FOREIGN LANGUAGES

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Annotation

This article presents important information about the development of IT in the modern world. In addition, it promotes the beneficial aspects of information technology in the current educational systems (especially the educational process of language learning). In addition, in this article also includes the impact of the efforts of the first President Islam Karimov and the signed documents in the modern Uzbek education system.

Keywords: technology, IT, foreign language, education, information, English, language, PowerPoint, Word

Introduction

With the rapid development of information and communication technology, this is the idiosyncrasy of our time. We pay particular attention to the organization and ways to use its educational opportunities. The 21st century is an advanced technology era of. Our modern youth not only adjust to the spirit of the age, but also adjust to the development of and the electronic world. Therefore, different methods are needed in the process of educating the younger generation. The role of the teacher in the classroom is changing. Now, the teacher acts primarily as a moderator. Now is the time for teachers with the goal to stay current and prepare to pass any part of the ICT recovery curriculum.

The resolution of the first President of the Republic of Uzbekistan of 10 December 2012, "Measures to further improve the foreign language learning system" "Use of modern teaching methods and information communication technology to introduce teaching methods advanced teaching and fundamentally improve the training system for the younger generation of foreign languages, the training of foreign language experts and, on this basis, their achievements in global development and the extensive use of information resources in the world , international cooperation and creating

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conditions and opportunities for development exchanges and exchanges need to accomplish many important tasks.

Methods

The document stipulates that starting from the 2013-2014 school year, foreign languages will be taught in the lower grades of middle schools, first in the form of games, and then as a basic education subject using ICT. According to this important resolution, today, especially foreign language courses have been deepened. In order to properly defend national honor on the world stage, our young people must first compete with foreign counterparts. Conducted in English (an international business language). In fact, the role of modern teaching technology and information and communication tools in improving the quality and effectiveness of education is very large. The specific courses organized in the form of games that students are interested in are very large. Its use range is expanding day by day. In order to teach English to young people through computers, teachers must first be able to use computer technology at a professional level. Use this level not only to make full use of the available functions of the computer, but also to create a new resume about your own modern technology field. To become a teacher at this level, every foreign language teacher must work.

In the age of information technology, effective and efficient learning is possible around the clock. Teachers teach content-centric speech methods to a large number of students, which cannot be said to be the dominant teaching method. In the age of information technology, teachers spend more time providing convenience to students than teaching in the classroom. They will work in small groups; prepare and evaluate teaching materials, and organize data in meaningful information and accessible forms. They will spend time training students; by looking at a lot of information to help them learn. They will provide group presentations. Presentation will not be used to provide new information, but will be carefully structured to model and answer existing questions and solve current problems in certain disciplines. They will also demonstrate the potential for student skill development through the use of information in problem situations.

Results and Discussion

Compared to traditional teaching methods, using computers to teach English has several advantages. First, computer-based English learners have four language domains (speaking, listening, writing, and reading). There will be an opportunity to put your skills to the test. Now, this can be done with the help of advanced software. You just need to be able to guide students to this educational method correctly. In addition, every rule, every word, every unit of comprehension taught in a foreign language can be better stored in the memory of students. Naturally, computers have rich graphics capabilities, and the information about the situation is audio, text, images, and the ability to deliver video in visual form, making it one of the most effective methods for teaching foreign languages through computers. I want to use the rich potential of computers to teach English to fifth-grade students through computers. Basically, it makes sense to use Word and PowerPoint to explain contemporary issues. Because I think that if you use Word to explain the topic using a spreadsheet, it will be easier for students to understand.

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In PowerPoint, students can make them more involved in the topic by presenting them in audio, visual, and video views.

As Karimov pointed out in his book "Great Spirituality-Invincible Power": We need to educate great writers, great poets, and great creators. Therefore, the study of foreign languages is a modern requirement, according to the national training plan, the new methods of learning languages for the younger generations and the recommendation of the reading process are one of the current problems faced by scientists and experts. In order for our talented young people to become mature professionals in their fields of interest, they must first have a comprehensive knowledge of any foreign language (including English). Therefore, introducing technology and ensuring that teaching methods meet the requirements of the time are the primary tasks of educators. Training and retraining of experts are also important. In an era in which the economic, political, cultural and educational ties between our country and the world are increasingly developing, the interest of our young people in life, culture, customs and foreign languages is growing. The role of foreign languages, especially English, in developing these relationships is invaluable.

In the age of information technology, effective and efficient learning can be carried out 24 hours a day. Teachers teach a large number of students the content-centered oral teaching method, which cannot be said to be the dominant teaching method. In the era of information technology, teachers spend more time in the classroom to provide students with a sense of comfort. They will work in small groups; prepare and evaluate teaching materials, and organize data in meaningful and accessible ways. They will spend time training students; viewing a lot of information to help them learn. They will provide group presentations. The presentation will not be used to provide new information, but will be carefully structured to model and answer existing questions and solve current problems in certain disciplines. They will also demonstrate the potential for student skill development through the use of information in problem situations.

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ENSURING THE FINANCIAL STABILITY OF NON-GOVERNMENTAL NON-PROFIT ORGANIZATIONS THROUGH THE DEVELOPMENT OF THEIR ENTREPRENEURSHIP

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Annotation

In this article author provides his views on financial stability of non-profit organizations (NGOs), existing problems in the entrepreneurial activities of non-profit organizations, the issues that collide in the conditions of the "COVID-19" pandemic. It will come up with proposals aimed at strengthening financial supply and stability of NGOs.

Keywords: civil society, Non-governmental and non-profit organizations, financial support, financial stability, "COVID-19" pandemic, entrepreneurship, social order, grant, subsidy

In the Message of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis on December 29, 2020, priority directions for the further development of our country are defined.

In particular, it was emphasized that the support of non-governmental non-profit organizations and the mass media in the development of a free civil society will continue.

It was noted that the activities of the public fund for the support of non-governmental non-profit organizations and other civil society institutions should be aimed at solving urgent problems on the ground.

As noted in the appeal, non-governmental non-profit organizations are widely involved in identifying existing problems, analyzing them in-depth, developing proposals for their solution and ensuring public control over their implementation on the basis of a social order. It is advisable to widely introduce such cooperation, first of all, in such problematic areas as education, culture, medicine, ecology, construction, cadastre, transport, public utilities, employment, and the provision of social services.

It was also noted that 60 billion soums will be allocated from the budget for the organization of these works next year.

In general, over the past four years, 117 billion soums have been allocated from the state budget to support more than 1,270 projects of non-governmental non-profit organizations and other civil society institutions.

Of course, financing the activities of non-governmental non-profit organizations through the public fund for the support of non-governmental non-profit organizations and other civil society institutions and other areas, financial support through the provision of state orders to them, is a practical expression of large-scale work aimed at the development of civil society.

Nowadays, there is an annual increase in the number of non-profit organizations. In particular, if in 1991 the number of non-governmental non-profit organizations was only 100, then in 2018 there were 9,235, as of January 1, 2019-9,860 and as of January 1, 2020-10,501.

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In these conditions, to achieve the real goal of creating non-governmental non-profit organizations, first of all, their financial stability is important. Because state orders, funds from the public fund for the support of non-profit organizations and other civil society institutions cannot cover all non-governmental non-profit organizations equally.

The financial stability of non-profit organizations is ensured by:

- state support in the form of subsidies, grants and social orders;
- entrance (membership) fees, voluntary property contributions and donations, sponsorship (grant) funds;
- to carry out business and publishing activities;
- access and use of tax and other preferences (benefits);
- rent of property and other valuables, collateral, etc.

At present, the period when non-profit organizations carry out free business activities of non-governmental organizations is becoming a necessity. It is more important than ever to ensure the financial stability of non-profit organizations, especially in the context of pandemics, and to achieve the goal of creating an organization.

Based on this, the concept of civil society development was approved by the decree of the President of the Republic of Uzbekistan No. PD-6181 of March 4, 2021-2025. In the concept:

Legal regulation of financing of non-governmental non-profit organizations and other civil society institutions under the Jokargy Kenges of the Republic of Karakalpakstan, people's deputies of the regions and non-profit organizations under the Tashkent city Kengashes and others from public funds of support from the local budget;

expanding the practice of financing socially-oriented projects by civil society institutions by providing a clearly oriented social order from the form of a state grant;

Expanding the role of the parliamentary commission for the management of funds of the public fund for the Support of Non-governmental Non-profit organizations and other civil society institutions under the Oliy Majlis in sectoral and territorial financing;

it is planned to increase the efficiency of civil society institutions, expand the scope of their activities, as well as strengthen their financial support.

Non-governmental non-profit organizations, in order to strengthen their financial position, have the right to engage in beneficial activities, creating separate economic entities as participants in civil law relations.

A non-governmental non-profit organization may carry out any type of activity that is not prohibited by law and corresponds to the purposes provided for in its constituent documents.

At the same time, the specificity lies in the fact that the created economic entities serve only to fulfill the tasks defined by the Charter of non-profit organizations.

According to the law "On Non-Profit Organizations", income (profit) from business activities is used exclusively for statutory purposes. The funds are not distributed among the founders (members, participants).

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According to statistics, as of January 1, 2021, there are 135 economic entities of non-governmental non-profit organizations.
Non-profit organizations earned more than 23 billion soums through entrepreneurial activity in 2020. However, due to the pandemic, this figure has become twice as low as in 2019.
At the same time, it should be particularly noted that when carrying out business activities by non-governmental non-profit organizations representing the interests of persons with disabilities, certain issues arise.
For example, the activities of enterprises belonging to the Uzbek Society of the Blind are mainly related to cotton raw materials, which are used to produce beds, pillows and other similar products.
Through direct sales to local textile enterprises that have production facilities for processing cotton fiber, enterprises of the Republic of Uzbekistan are sold under direct contracts within the framework of technological needs and existing production capacities.
However, due to the cancellation of the state order for the cultivation of cotton raw materials from the 2020 harvest, as well as the work on the liquidation of the activities of “Uzpakhtasanoat” JSC and its regional associations, the issues of supplying cotton fiber to the enterprises of the blind society may not be fully resolved.
The analysis shows that currently more than 500 non-profit organizations do not carry out their activities, and more than 400 are in the process of liquidation. One of the main reasons for this is that the material and technical support of organizations is not always adequate, low personnel potential, and additional benefits for the implementation of business activities from the non-state sector are not considered.
The collection of analytical articles “Uzbekistan in focus” (Spotlight on Uzbekistan), prepared by the research institution of the Center for Foreign Policy (The Foreign Policy Center), located in the UK, shows that the financial stability of the “third sector” in Uzbekistan is limited in some cases.
Accordingly, it would be appropriate to develop new legal mechanisms to further promote the financial sustainability of non-governmental non-profit organizations.
Comparative legal analysis in this area shows that in Japan and in countries such as Germany, some types of non-governmental organizations can receive tax benefits if they meet certain requirements. For example, in Japan, non-profit organizations such as “public interest corporations” are exempt from tax on business income related to their social activities.
In some cases, non-profit organizations spend their income from commercial activities in the form of their non-profit activities (which is sponsorship), these income are treated as expenses and are not subject to taxation.
Even in the German tax legislation, there are benefits for organizations that, in turn, pursue socially useful and sponsored goals. If an organization pursues these goals, it can get the status of a tax-exempt organization. The business activities of such organizations are exempt from paying taxes.
In the Russian Federation, the United States and Germany, non-profit organizations were provided with the following opportunities during the pandemic:
delay the term of rental payments;

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reducing inspections;
exemption from payment of a penalty (fine, penalty fee) in case of non-performance or improper performance of obligations under government contracts;
delay in payment for utilities;
exemption from certain types of taxes;
providing preferential loans and the like.
The fact that such privileges and benefits were granted by developed and relatively developed countries demonstrates their exceptional role in maintaining the financial sustainability of non-profit organizations.
Based on the experience of national and foreign practice, it is advisable to consider the following proposals for supporting non-governmental non-profit organizations and ensuring their financial stability:
1. Provision of indirect tax benefits to non-profit organizations engaged in business activities.
The proposal to provide indirect tax benefits implies the adoption of a model of partial exemption from business income tax by limiting the tax base of non-profit organizations. At the same time, it is provided that part of the income from commercial activities directed (reinvested) to the social mission of organizations is not subject to taxation.
2. Provision of tax benefits to persons engaged in charitable (sponsorship) activities in non-profit organizations.
In particular, it is advisable to study the inclusion in Article 317 of the Tax Code of contributions, fees and other payments paid to non-profit organizations in the proposal of expenses to be deducted when determining the tax base.
3.In the context of a pandemic, special preferences (preferences) are established for the business activities of non-profit organizations.
In the event of non-performance of obligations or improper performance of obligations, the Bund will be exempt from non-payment of penalties (fines, penalties), provided that there are deductions related to the payment of utilities, etc.
4. Introduction of the procedure for state subsidies for the purchase of products by enterprises of non-governmental non-profit organizations representing the interests of persons with disabilities through exchange trading, above their original price, in terms of achieving a socially useful goal.
These proposals are aimed at improving the effectiveness of the incentives and ensuring their financial stability.

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ENGLISH PROPER NOUNS AND THEIR LINGUACULTURAL ASPECTS

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Abstract
This article is devoted to investigate English proper nouns which contain culture-related information. They were divided into main groups: idiomatic expressions with the structure of knowledge related to religion, myths and legends, literature, geography, history and culture. They convey significant information about people's way of life, religious principles, historical events, geographical places, etc. Theoretical part of the article is proved by numerous examples of English proper nouns which were chosen for linguo-cultural approach of investigation. The objectives of the research: English proper nouns with linguo-cultural content. The following methods of the research were used: descriptive method, comparative and cross-cultural analysis. Results obtained: linguocultural information in the semantics of English proper nouns with idiomatic expressions has been revealed and approved by numerous examples. Conclusion: the structures of religious, mythological, historical, literature-related, geographical and national-specific knowledge have been defined in the meaningful content of idioms.

Keywords: noun, proper noun, phraseological unit, semantics, structures of knowledge, linguo-cultural content.

INTRODUCTION
Naming a single entity is one of the basic speed, acts, included by the class of declaratives, alongside declaring war, dismissing and be questing. People and peaces, pets and hurricanes, and festivities, institution and commercial products, works of art and shops are given a name. Naming serves to highlight entities that play a role in people's daily life, and to establish and maintain an individually in a society. Objects of analysis of onomastic people's names, proper nouns have been investigated by philosophers, logicians, anthropologists and psychologists, but only sporadically by linguists: e.g. with different approaches and concerns, Sloat[1,26-30] , Gary – Prieur[2, 47-53]. It is generally agreed among linguists that proper nouns are a universal linguists category [3, 88-95]. Their status and function is theoretical issue debated by many scholars, whose views are discussed in Van Langendock [4, 112-132]. The topic is complex and controversial and the account given will be brief and schematic; this means that some aspects will be considered. Proper Nouns constitute a system organized according to criteria varying across cultures, and provide an interpretation of the society of which they are the expression. They are linguistic items fulfilling a referential function, they refer to single entities existing in the real world. Like deictic, they are not dependent on the immediate situational context. Like nouns, PNs, constitute an open class of words and, hence, are lexical rather than grammatical; but, unlike

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nouns, they lack lexical meaning. Proper nouns (also called proper nouns) are the words which name specific people, organizations or places. They always start with a capital letter.
• Each part of a person's name is a proper noun – Lynne Hand, Elizabeth Helen, Ruth Jones.
• The names of companies, organizations or trademarks: - Microsoft, Rolls Royce, the Round Table, www. • Given or pet names of animals – Lassie Triger Sam.
• The names of cities and countries and words derived from those proper nouns – Paris, London, New York, England. English Geographical and Celestial Names – The Red Sea, Alpha Centauri, Mars.
• Monuments, buildings, meeting rooms – The Taj Mahal, The Eiffel Tower, Room 222.
• Historical events, documents, law, and periods – The Civil War, the Industrial Revolution, World War 1. • Month, days of week, holidays – Monday, Christmas, December.
• Religions, deities, scriptures – God, Christ, Jehovah, Christianity, Judaism, Islam, the Bible, the Torah, the Koran.
• Awards, vehicles, vehicle models and names – The Nobel Peace Prize, the Scout Movement, Ford Focus, the Bismarck, Hoover.
Let us carry a research on the main linguistic features of PNs in English. The first feature is the initial – capitalisation in writing, whose function is to distinguish a PN from a common noun, e.g. Rosemary vs, rosemary. They are subject to some words formation process; for example, hypocorisms can be formed full first names, employing various mechanisms.
Full From Hypocorisms John Johnny (suffixation) Joseph Joe (shortening) Richard Dick (shortening and phonological modification) With regard to grammar, names raise varies issues. One issue concerns the internal structure of nouns, they can be mono – or polylexemic, sometimes incorporating the article (e.g. London, John Smith, The Red Sea); personal names can be preceded by a title (e.g. Mr. Smith, Aunt Mary), whose status is rather controversial.
Let us now consider the semantics of PNs, an issue much discussed from Mill onwards. They are diachronically motivated, and a meaningful etymon is found in most cases: e.g. family names derive from elements of common vocabulary referring to parentage (son of Richard > Richardson) or, occupation (miller > Miller). But they are synchronically opaque: "it is widely, though not universally, accepted that proper nouns do not have sense". Now let's analyze the material in Uzbek language. Names, which are given to person or places are called proper names, so they are divided into several groups:
1) Person's name, surname, nickname: Rahim Mahmudov, Oybek Foniy.
2) given to animals: Olapar, Boychibor:
3) geographical locations (including names of streets and contienents): Navoiy kochasi, Osiyo qit'asi.
4) offices and work-places or centre's names Ozbekiston Respublikasi, Markaziy banki, Nizomiy nomli TDAU.
5) names of books, magazines, newspapers, movies, spectacle " Otkan kunlar" romani, " Ma'rifat" gazetasi.
6) water-places and building's names: Amudaryo, Orol dengizi, Katta Fargona kanali.
7) historical events, holidays' names: Mustaqillik kuni, Navruz bayrami.

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8) astronomic terms especially planets, methoors, astreod's: Yupiter, Southern, Somon yoli.
The names of books and newspapers, magazines, movies that are given person's name are written with "—" like " Guncha" jurnali, but names of cities, cinemas and offices are written without " – " , and they are just: nomidagi, nomli – named after. Many proper nouns are derived from common nouns or another parts of speech, e.g: Polat (turdosh ot), Guzal (sifat), Sakson ota (son), Kimsan (olmosh), Sotiboldi (fe'l). But sometimes proper nouns are used like amper (tok ulchovi), Xosiyatxon (atlas turi).
The topic is semantic peculiarities of the phraseological units with proper nouns in the English and Uzbek languages, and every scholar has his opinion about the following topic who worked on phraseological units of English and Uzbek. So, we tried to open some peculiarities of this topic at first time. We classified phraseological units according to their meaning to the following phraseo- semantic groups.
1) Names of places which are named according to their geographical locations and history which is concerned with events, happened there. The city of the Falls amer., « The city of waterfalls» Lunswell (Lunsville located in Kentucky on the Ohio River, forming a series of strennins and waterfalls near the city). The city of Brotherly love amer., "city of brotherly love" (Philadelphia) Senator George Wharton Pepper is a devent Episcopalion, leader of the church of J. P. Morgan and company in the city of Brotherly love. [5]
2) events which are considered negative, like danger or unpleasant situation. Domocles' sword – (ever-present danger) (from the legend of the Syracuse circulation of Dionysius, who at the feast put Domacles, envious of him, in his place and hung a sword on his thin hair over it). Between Scyla and Charybdis , "in a bind". Pandora's box, (open) A - a situation that might turn out to contain many unexpected and unwanted problems and consequences.
3) In daily life we come across kind of hard work. A labour of Hercules , "extremely difficult work". A labour of Sisyphus, "hard and barren labor".
4) Observing on comparing languages, extraordinary habits or culture are more interesting side of learning languages especially about drinks. John Barleycorn (personification of beer and other alcoholic and malt drinks; the expression, known from the first half of the 17th century, gained particular popularity due to the use of it by R. Burns). Bacchus has drowned more men Neptune "wine has killed more people than the sea". Adam's ale (or wine) "Adam's wine", "water". Some take a glass of porter to their dinner, but I slake my thirst with Adam's wine. [6,30]
There are various classifications of phraseological units with the "proper name" component: by gender (I. V. Zykova), by semantic features (A. F. Artyomova, O. A. Leonovich). According to the classification compiled by A. F. Artyomova and O. A. Leonovich, there are 4 semantic groups of phraseological units (PhUs): 1) PhUs with the component "proper name" of biblical origin; 2) PhUs with the component "proper name" of mythological origin; 3) PhUs with the component "proper name" associated with the geography, history, literature and life of the English; 4) phraseological units with the component "proper name" of American origin [A.F. Artyomova, O.A. Leonovich, 2003; 73]. In the present article English and Uzbek phraseological units are classified due to:
1) Idioms with the structure of religious knowledge;

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2) Idioms with the structure of mythological knowledge;
3) Idioms with the structure of historical knowledge;
4) Idioms with the structure of literary knowledge;
5) Idioms with the structure of geographic knowledge;
6) Idioms with the structure of national-specific knowledge (on the example of idioms of American origin)

Idioms with the structure of mythological knowledge. Mythonymy is a kind of sector of onomastic space, which includes the names of people, animals, plants, peoples, geographical and cosmographic objects, various objects that never really existed [Encyclopedic dictionary, 1992; 56]. Phraseological phrases of mythological etymology include: Damon and Pythias – bosom friends, inseparable friends; a labor of Sisyphus – hard and fruitless labor; Pandora's box – Pandora's box, the source of all kinds of disasters; the Weird sisters – (mouth.) 1) goddesses of fate; 2) witches in Shakespeare's tragedy “Macbeth”; appeal from Philip drunk to Philip sober – ask someone to reconsider their decision (from ancient Greek legend); Bacchus has drowned more men than Neptune – wine (alcohol drinks) killed more people than the sea; the hound of hell – monster, Cerberus; between Scylla and Charybdis – in a hopeless situation (expression created by Homer); Draconian laws – harsh laws; Penelope's web – special method in doing something (Penelope is the name of the heroine of Homer's poem "Odyssey"); Cassandra warnings – warnings that are ignored but come true; Promethean fire – fire as a source of life; a labor of Hercules (or Herculean labor) – very hard work; the Gordian knot – a tangled affair; to cut the Gordian knot – to solve a complicated case; Platonic love – strong love (the expression is based on Plato's philosophical work); Achilles’ heel – weak, vulnerable place; Achilles’ spear – something that hurts and heals (like Achilles' spear); Augean stable – run-down, dirty place; fling (or give, throw) a sop to Cerberus – "appease Cerberus", appease with a bribe. As can be seen from the examples, many phraseological units were created by the ancient Greek writer Homer. Thus, his Iliad describes the bravery of the defenders of Troy, which gave rise to the phraseological expression like a Trojan which means “heroically, valiantly, courageously”: He had lain like a Trojan behind his matters in the gallery... [R. Stevenson,” Treasure Island", p. 102].

Idioms with the structure of historical and life-related knowledge. This group includes: I) Anthroponyms – names of objects without describing or endowing them with any properties. Despite the fact that anthroponyms name people, they denote a variety of concepts related to the peculiarities of psychological perception of people [Postovalova V.I., 1999; 29]: John Thomas – liveried footman; Good-time Charlie – reveller, rake, playboy; Tom, Dick and Harry – anyone, everyone, the first person you meet; clever Dick – smart boy; doctor Fell – a person who causes antipathy to himself; Billy Bunter – voracious, fat, clumsy teen; Brown, Jones and Robinson – simple, ordinary Englishmen. Proper names in phraseological units may indicate some geographical or historical object: Cleopatra's needle – the nickname of the Egyptian obelisk on the Thames embankment in London.

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Idioms with the structure of geographic knowledge. This group contains expressions which have names of continents, countries and cities, seas and oceans, islands and rivers, etc. Most of them are connected with places where definite historical events had taken place: Hercules' Pillars – Gibraltarian strait; Big Ben – big clock on the building of English Parliament; Prince of Wales – crown prince; From John o'Groat's to Land's End – from the north to the south of England; From Land's End to John o'Groat's – from the south to the north of England; Father Knickerbocker – jocular nickname of New York city; Broadway boy – a playboy; the old lady of Threadneedle street – English bank. So, geographical names are included into a number of idiomatic expressions and denote geographical place: Cleopatra's needle – the nickname of Egyptian obelisk on the shore the river Thames [Kunin A.V., 1967; 646]. The structures of geographical knowledge in the semantics of idiomatic expressions convey important information about the events which took place in definite places: Tyburn blossom – young thief who was punished at Tyborn Square in London. This square was a special place of public punishments till 1783. A number of expressions deal with rivers and seas: the Father of Rivers – nickname of the River Nile; father Thames – nickname of the River Thames; the mistress of the Adriatic – Adriatic.

Idioms with the structure of national-specific knowledge. (on the example of idioms of American origin) They not only define the phenomenon, but also express the speaker's attitude: enough to puzzle a Philadelphia lawyer – complex, complicated case; Brother Jonathan – Yankee; black Jack – baton; Jack-leg lawyer – a lawyer who takes on a dubious case; a man of color – a man whose ancestors were dark skinned; give the guy to somebody – get away, get away from someone; catch Jesse – be beaten, get scolded. Especially interesting is the American slang that characterizes people: dumb Dora – stupid girl, fool; Holy Joe – nickname of military priests; coal-oil Johnny – moth, spender; horse opera – cowboy movie. American expressions are registered in lexicographic sources with various stylistic marks: Holy Mackerel! – Oh, my God! It can't be! Here are those on! (expression of surprise); loan shark – the money – lender; floor leader – the party organizer; the last of the Mohicans – the last of the Mohicans, the last representative of any dying social phenomenon (according to the title of the novel by Fenimore Cooper). It should be noted that the Mohicans are an extinct tribe of North American Indians; a Rip Van Winkle – a backward man (after the hero of the American story, who slept for 20 years);

CONCLUSION

Thus, the character of a proper name is determined by many factors: the geographical environment, culture, history, and religion of the people. These are just some examples which describe and disclose history and culture of people. In the modern English and Uzbek languages there are hundreds of similar examples of idiomatic expressions which are closely connected with history, geography, literature, myths and legends, religion and culture. They are very interesting for both lingual-cultural investigations and self-learning and broadening one's outlook as well.

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THE INFLUENCE OF THE INFORMATION SOCIETY ON THE SPIRITUAL EXISTENCE OF A PERSON

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Resume

The article describes the spiritual image of a person in the information society. Particular attention is paid to the system of factors that play a key role in the formation of a person's worldview, his life, internal motives, a person's value, which is a criterion of values, that is, the main, important, decisive things in his life.

Keywords: globalization, moral values, information society, virtual world, spirituality, social institutions.

Before talking about the information society and its impact on the spiritual existence of a person, we briefly describe the concepts of information and information society. “Information from the Latin word informātiō means clarification” [3; 402]. "This concept is one of the most important in science, it means the essence of some evidence, knowledge, etc." [8; 72]. Information is data about things and events, their causes, content and consequences. It is also a means of influencing a person spiritually and ideologically. "Information becomes a powerful tool that affects the human mind in different ways, turning human life and fate in one direction or another, sometimes negative and sometimes positive" [7; 4]. “Information is an important part of spiritual self-organization. Memory, action program, self-organization process, communication and other complex biosocial events cannot occur without information” [6; 5].

A person always works with information in the process of assimilation of the being that surrounds him. Information allows a person to have an idea of what is happening, have information, correctly assess the process, correctly direct their actions and make the right decisions. With the help of information, we expand our knowledge. Today, information has become such a powerful tool that anyone with more recent and relevant information on a particular issue will have an edge over others. That is why today the society in which we live and work is called the information society.

Expanding the scope of information in society, increasing the flow of information gave rise to the concept of an information society. “An informed society is a concept that means that socio-economic development depends primarily on the preparation, processing, storage and transmission of information to members of society” [9; 4]. Recognized by the scientific community as an information society, this society is "a very intense and difficult period, which is radically different from the times

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that humanity has ever lived and experienced" [10; 190]. This society is characterized by an extremely fast pace of movement, change and development. “The peculiarity of the modern era is reflected in the fact that the social kaleidoscope is paradoxically unbalanced, changes have become the main feature of our time. The transformation of social institutions, changes in the social and cultural environment in which a person lives and parallel changes in the perception of nature occur at lightning speed” [3; 4]. These views suggest that information is the basis for change, instability and imbalance in society. "The rapid exchange and change of information about a specific event also leads to changes in all respects" [1; 165]. Sudden changes, on the other hand, undermine stability and cause the system to lose balance, since movement, variability, transition from one state to another is the cause of the emergence and existence of instability.

The social environment in which we live is an open system that is complex and consists of microsystems. Its impact on a person occurs through the environment that directly surrounds the person. The social environment and its microsystems are the main source of information that a person receives. “Human creativity is based on the correct choice of the necessary information. The selection of valuable information increases human potential. The interaction of the microenvironment and the social environment occurs through the exchange of information in the system "person - microenvironment - social environment" [2; 68].

The excessive flow and amount of information requires a lot of attention to process this information. For this reason, the penetration of information technologies, telecommunications and computer technologies into human life is an integral part of the information society. One of the greatest influences of the information society on human spiritual existence is the growing role of information technology in human life. Information technology, television and computers penetrate our lives so quickly that managing this process becomes a difficult task. Computer tools have been connecting people since childhood, keeping them away from books, friends, theater, museums and nature. This, in turn, negatively affects the activity of a person with people. In addition, these factors negatively affect the human psyche, self-control, self-expression. For example, the process of playing on a computer is so addictive that even a small child or adult finds it difficult to get distracted and get up. According to psychologists, computer games turn a person into a closed, trapped creature. Excessive indulgence in computer games and other functions of these tools can lead a person away from the real world into the virtual one. This process negatively affects the socialization of people, that is, in communication and interaction between people. Live communication between people is often replaced by electronic communication, various social sites, e-mail. On the one hand, this facilitates the process of communication between people, on the other, it leads to fraud in relationships between people, the emergence of false relationships.

“In the reflexive analysis of information, the human intellect undergoes the process of self-awareness, self-assessment within the framework of values, which leads to a change in the criteria of values, the dimension of life principles in a person” [5; 44]. Any knowledge in human life is based on information. In the process of cognition, a person becomes self-aware and transforming. This process is the process of development of the human spiritual world, in which the inner, spiritual world of man passes from

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one instrument to another. The positive, solid basis of the information received makes the process of development in the spiritual world of a person move in a progressive direction, lead him to perfection. Conversely, if the information received is unhealthy, false, which serves certain malicious purposes, a change in a person's spiritual existence can lead to regressive, even aggressive, behavior.

Another influence of the information society on the spiritual existence of a person is that in such a society the criterion of values is rapidly changing. A person's self-awareness is closely related to his or her self-esteem within the values that exist in society. "The criterion of values is a set of circumstances, requirements and procedures that determine a person, his activities, lifestyle, beliefs, the meaning of life" [8; 72]. The value system, measurement, plays an extremely important, leading role in human life and activity. It is on the criteria of values that a person's attitude to the environment, society, people and himself is formed.

The system of factors that play a key role in the formation of a person's worldview, life, internal motives, is a criterion of values, that is, a person's assessment of what is the main, important, decisive aspect of his life. In our opinion, another influence of the information society on the spiritual life of people is that it has changed the measurement of values. For example, Western social relations, egocentrism, characteristic of Western people, are also included in our society. In the East, values such as teamwork, serving the interests of the majority, and establishing one's own lifestyle in accordance with the opinions of others have always been a priority. But recently, more and more people have appeared in society, in the life of young people, who express their life principles, their way of life through the prism of their own interests, placing themselves at the center of their lives. This egocentric way of life is one of the products of globalization and the information society and does not meet the lifestyle criteria and our values of the peoples of the East.

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SPIRITUAL AND MORAL HERITAGE OF THE HADITH SCHOLARS OF THE EAST

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Annotation
This article is based on the development of proposals and recommendations related to the formation of spiritual and moral education of students through the scientific heritage of hadith scholars. The useful aspects of hadiths in the upbringing of young people in the "Education" classes of 5-7 grades are also revealed.

Keywords: scientific heritage, hadith scholars, spiritual and moral education, historical roots, historical and theoretical.

Relevance and Relevance of the Research Topic
In the field of teaching and educational education all over the world, scientific research is carried out aimed at educating young people who have formed a devotion to universal values, possessing high personal and professional qualities, spiritual and moral abilities, mental maturity and spiritual and moral outlook. From this point of view, the definition of strategic and tactical goals for the development of the spiritual and moral worldview of the younger generation, the implementation of systematic work on the scientific solution of the processes of their achievement is of great scientific and practical importance. According to the world's best teaching experience and opinion, the strategic goal of education development is to solve the problem of the ability to organize student-centered learning. The study of the person teaching according to this model, his cognitive activity is always in the center of attention of the teacher. In the same way, the compiled system of teaching, in its essence, is the basis for the formation of a spiritual, moral and humane personality of the student. Uzbekistan is undergoing radical reforms in the field of education. For the development and prosperity of the Republic of Uzbekistan, one of the topical issues is the upbringing of a selfless, intellectually developed generation. During the years of independence, the society has undergone socio-economic, political and spiritual transformations, followed the path of renewal. The results of the reforms carried out in all spheres of society are inextricably linked with the revival of rich spirituality, a wide study of our national historical heritage, the preservation of our traditions, with the development of culture, art, science and education.

The degree of study of the problem. On the study and development of the educational process, the activities of scholars of hadith scholars, in particular, the historical basis of the Islamic religion, the spiritual heritage of great scholars, who studied their theoretical foundations, many scholars carried out research work. The merit of scientists from Europe, America, Russia in the study of the holy book of the Koran, the foundations of the Islamic religion, history and samples of hadith is great. For

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example, the translation of the Koran into Latin by the European orientalist Maracchi in 1698 radically changed the attitude of the peoples of Europe towards Islamic religion and culture.

The historical roots of the Islamic religion, scientific research carried out on the study of the Koran and the science of hadith, as well as the analysis of works, scientific works of foreign scholars can be divided into three groups: the first group includes I. Barth, G. Bergstresser, H. Vambery, A. Lammens , A. Müller, T. Neldecke, H.C. Hurgron, whose scientific works are devoted to theoretical problems of the development of the history and culture of the Islamic religion; the second group includes scientists A.Zh. Arberry, M. Buber, W. Dilthey, T. Litt, L. Massignon, P. Natorp, B. Radtke, A.N. Whitehead, J. Welton, A. Fouye, A.E. Schmidt, E. Spryanger, K. Jaspers, whose scientific works are devoted to the problems of studying the history of individuals and their views, who made a huge contribution to the development of the Islamic religion; the third group of scientists J. Adame, J. Adamson, K. Brockelmann, I. Goldzier, R. Rusk, J.P. Sartre, M. Francius, whose works highlight the analysis, comments on sources devoted to Islam.

The study of Islamic religion and culture, the science of hadith, the analysis of scientific works by scientists of the CIS countries made it possible to identify the sequence of classification features: the first group consists of the scientific works of V.V. Bartold, V. Belyaeva, E.E. Bertels, D.N. Boguslavsky, P. Gryaznovich, Yu.F. Krachkovsky, I. Yu. Rachkovsky, A. Masse, G.S. Sablukova, A. Yu. Yakubovsky, whose works are devoted to scientific research aimed at studying the history, culture of the Islamic religion, theoretical foundations, as well as historical manuscripts. The second group includes N.V. Bordovskaya, G.N. Volkov, A.A. Dzhurinsky, A. Dolina, A. Nevolnik, A.A. Reanne, scholars researching the rich Islamic religion. Research and monographs by Yu.B. Vakhtin, L.I. Klimovich, D.A. Knysha, A.A. Kononova, V.F. Panova, E.A. Rezvan devoted to the life and work of scholars of the Islamic world belong to the third group.

It was in the countries of Asia, starting from the 9th century, that translations of the works of Imam al-Bukhariy, Imam at-Termezi and al-Hakim at-Termezi began, comments on the works were written, valuable historical information about the life and work of scientists was highlighted, as well as early views about the scientist Imam at-Termezi are reflected in the works of Imam Bukhari, ibn Khozhar al-Askolani "Takhziyb at-takhziyb", in the work of the scholar-historian of Central Asia Abu Saad Abdulkarim As-Samoniy (XII century), Arab historian Shamsiddin al-Zakhabiyya ulu Huffozkirat (XIII century), in the work of the founder of Uzbek poetry Alisher Navoi "Nasoyim ul muhabbat min shamoyim ul futuvvat", in the work of Abdurahman Jami "Nafakhot ul uns min khazarot il quds", Farididdin Attor "Tazkirat ul-avliye". Subsequent information was reflected in the works of Hofiz Umar ibn Alak, Ibn ul-Athir, Az-Zakhabiy, Ibn Kasir, Nuriddin Atar.

The issues of studying the life and work of prominent scientists, Islamic culture, history, the introduction of their works in our republic and their wide coverage began after gaining independence.

In Islamic teaching, the formation of a person from the point of view of spirituality, the study of the socio-philosophical views of encyclopedic scholars and other methods contributed to clarification of scientific and pedagogical problems. The research work of the scientist-educator N. Ortikov highlights the use of Islamic religious values in the educational process.

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In the study of the foundations of the theory of teaching and upbringing of Islamic culture and the teaching of hadith in Uzbekistan, as well as their implementation in life, the works of our compatriots Kh. Karomatov, M. Kenzhabek, N. Komilov, Sheikh A. Mansur, Sheikh M.S. Muhammad Yusuf, S. Sayfullokh, Z. Khusniddinova; in the study of legal issues of Islamic culture, works - H. Boboeva, A.Sh. Zhuzzhoniy, A. Saidova, A. Khasanova; in the study of the life and work of hadith scholars and their introduction - A. Abdullah, Sh. Babakhonov, S. Mamadaliev, O. Musurmonova; The works of S. Arifkhanova, Z. Islomov, Kh. Obidov, U. Uvatov, S. Tursunov, M. Khairullaev were highly noted in the direction of the history of scholars of the Islamic religion, source study, and ethnography.
The relevance and value of this study consists of the recognition of the representatives of their nation who created a thousand years ago, the unexamined aspects of the work of the ancestors of our people, consistently observing the historical stages of educational issues. And also on this basis to create and form the recommendations necessary for the modern educational process.
Despite the fact that special attention is paid to the research works of the above scholars such as Imam Ismail al-Bukhari, Imam Abu Iso at-Termezi, as well as in the analysis of the works of other Hadith scholars, great attention is paid to pedagogical problems, its roots, that is, spiritually -moral, educational views have not been sufficiently studied as separate pedagogical problems, or it can be seen that they have not been studied as a special object of research.
In addition, the useful aspects of hadiths in the upbringing of youth are revealed, the forms and methods of their use in the educational process are insufficiently covered and are considered one of the topical issues that await their authors.

Purpose of the study. By means of the scientific heritage of hadith scholars, the development of proposals and recommendations related to the formation of spiritual and moral education of students.

Research objectives:
- The study of the historical, theoretical and pedagogical conditions of the problem, the identification of the pedagogical aspects of the scientific heritage of the hadith scholars, as well as the coverage of their educational value;
- Study of theoretical and historical sources of the scientific heritage of scholars-hadith scholars, as well as research studies directed in this direction;
- Revealing the role in the process of spiritual and moral education of the scientific heritage of hadith scholars;
- Using educational thoughts and views, reflected in the scientific works of scholars of hadith scholars, to develop proposals and recommendations and scientific justifications for the formation of a modern educational process.

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Object of study
Noting the process of improving the spiritual and moral education of students, through the scientific heritage of hadith scholars, 200 students from 8 schools of the Kashkadarya region were involved in experimental work.

Subject of study. In the process of teaching the subject "Education" in secondary schools, forms, methods and means of spiritual and moral education of students.

Research methods. Comparative study and analysis of psychological and pedagogical, philosophical, sociological literature related to research, as well as the use of mathematical and statistical methods, socio-pedagogical (observation, conversation, diagnosis, survey, test), experimental and monitoring results.

The scientific novelty of the research consists of the following:
- characterize the spiritual and moral education of students as a pedagogical problem, revealing the role and significance of spiritual and moral education in the development of a harmonious personality, highlight the educational value of opportunities in the process of classes in secondary schools where training in the subjects of “Education” is conducted;
-improvement of the studied research works related to the scientific heritage of hadith scholars, development of a model aimed at spiritual and moral education of students, and also to develop, on the basis of theoretical knowledge, the content of the model, practical skills and dexterity in the development of aspects of technological development in the younger generation (interactivity, dialogue, joint learning, information, problem technologies);
-revealing the role of the possibilities of the educational process of general education schools, on the basis of the scientific heritage of Hadith scholars, ensuring the effectiveness of spiritual and moral education of students, aimed at implementing the development of a system of spiritual and moral measures (cultural disposition, ensuring decent behavior, professional skills, social and pedagogical knowledge), exercises that carry out scientific, pedagogical and methodological (lesson and extracurricular) activities;
-developed proposals and recommendations for improving the spiritual and moral education of students, through the scientific heritage of scholars-hadith scholars.

Practical Results of the Research.
Created electronic educational and methodological support related to the spiritual and moral education of students, through the scientific heritage of scholars of hadith scholars;
- for the purpose of spiritual and moral education of students, through the scientific heritage of hadith scholars, a circle "Studying hadiths" was organized and its didactic and methodological support was developed;

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- by means of hadiths, within the framework of the development of the system of spiritual and moral education of students, a set of works has been developed on the use of training and methods.

Scientific and practical significance of the research results.

The scientific significance of the research is explained by the use of methodological approaches, as well as the improvement of pedagogical conditions, which serve to develop the process of spiritual and moral education of students.

The practical significance of the research as a means of interactive educational methods serves to develop the process of spiritual and moral education of students and the scientific heritage of hadith scholars on spiritual and moral education, improving the information and methodological system to create an educational environment, as well as to develop the spiritual and moral competence of students.

CONCLUSIONS

In the process of research, based on the above thoughts, we came to the following conclusions.

1. Based on national values with teaching technologies that meet world standards, it is revealed that the upbringing of students involves spiritual and moral education. In the development of society and the perfection of the individual, as a result of the positive influence of spirituality, all the positive qualities of a person such as behavior, conviction, intellectual mind, ideological worldviews are commented on by the creation of "spiritual and moral education" in unity and direct connection with skills.
2. With the transformation of the scientific heritage of hadith scholars into an educational tool, the ideological nature of education and orientation towards the goal, as well as observance of laws, the influence of the individual on spiritual and moral education was revealed.
3. Hadiths, considered a rich spirituality and mental heritage of the Uzbek people, are the main source of national and universal values in the thinking of the younger generation, in the formation of spiritual and moral views and the implementation of the ideas of independence. It has been proved that the roots of spiritual and moral education go back to the distant past, spiritual and moral education is being improved in the educational process.
4. In raising the intellectual and cultural level of students of general education schools, it is important to take into account their age and psychological characteristics. Physiological, mental, social changes occurring in the child, in particular among senior students, increases the need for spiritual and moral perfection. From this point of view, it was revealed that in the spiritual and moral education of students, it is necessary to take into account their peculiar intellectual characteristics.
5. Reasonable use of hadiths in spiritual and moral education increases the efficiency of their use. Firstly, events aimed at sensuality; secondly, situations related to intelligence; thirdly, the certainty associated with activity and directed at the will and consciousness, also at the further and joint strengthening of the methods of spiritual and moral education.
6. In the spiritual and moral education of students of general education schools, the possibilities of the subject "Education" are great, this is justified by the important value of being armed with advanced

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pedagogical technologies, methodological security. In this regard, taking into account the interest and level of knowledge of students and the development of lessons on the basis of advanced pedagogical technologies, it has been proved that such works as business games, competitive lessons, an intellectual ring, stage exercises, work in younger groups, creative contests "funny and resourceful" debates, round tables, talks, press conferences, evenings on hadith studies, a field of miracles, travel lessons, conferences of book lovers, circles will lead to an effective result.

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HISTOROGRAPHI AND SOURCE STUDIES OF ISLAM'S ROLE IN THE SOCIO – POLITICAL AND SPIRITUAL LIFE OF TURKESTAN IN THE LATE 19TH AND EARLY 20TH CENTURIES

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Annotation
The article describes the history and source studies of the role and role of Islam in the socio-political and spiritual life of Turkestan in the late 19th and early 20th centuries. In it the works of Russian authors on the study of the state of Islam in Turkestan are analyzed in detail. Also, archival documents kept in the funds of the Academy of Sciences of the Republic of Uzbekistan and articles published by national intellectuals and religious scholars in local newspapers and magazines in the late 19th and early 20th centuries were studied.

Keywords: historiography, source studies, missionary, colonialism, madrassa, imam, religious scholars, religious policy, foundations, foundations, religious organizations.

There was no doubt that the colonial regime established by the Russian Empire in the second half of the 19th century in Central Asia had a negative impact on the spiritual life and religious beliefs prevailing here. This is explained by colonial politics, on the one hand, and by the domination of Islam, not by the invaders' religion. The other thing is that the colonial authorities believed that the conquest of Turkestan for many years was not sufficient just to occupy the country, to maintain a large army of thousands, and to create a totalitarian system based on the ideals of the great state.[1] That is why the government of the Russian Empire considered it necessary to undermine the role and influence of the Islamic religion, which has been deeply absorbed in the minds, thinking and way of life of the Muslim nations for centuries.

Historical documents indicate that during the early occupation of Turkestan by the Russian Empire, the colonialists were not fully aware of the role that Islam had played here. This is why the government has begun to study the role and role of Islam, the pillar of Islam, in people's lives. Many missionaries of the empire were involved in this work, and as a result of their work many publications on the importance of Islam in the lives of peoples of the region were published.

These include V.P. Nalivkin, N.P. Ostroumov, N.S. Likoshin, F.M. Kerensky, A.F. Middendorf, V.I. You can include works by Kushelevsky and others. The works of these authors contain a wealth of information on the state of Islam, its religious customs, traditions, socio-economic status of religious organizations and scholars and their impact on the population.[2]

As a result of the analysis of the literature and sources created during the colonization, the colonial policy of the Russian Empire against Islam, religious organizations and religious scholars is largely justified and protected. For example, V.P. Nalivkin, M. Nalivkina's book, devoted to the lives of women in the Ferghana region, contains valuable information on the role of Islam in the Turkestan population, religious traditions and rituals. The book also analyzes the government's policy of neutrality in the early

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days of the Russian Empire's conquest of Turkestan. The authors argue that such policies have led to events such as the 1898 Andijon uprising. They put forward the idea that the foundations should be run by state organizations, not by Muslim clerics, and that state control over religious organizations should be established

The works on religious organizations, educational institutions and scholars promoting Islam in Turkestan were presented by F.M. Kerensky, N.P. Ostroumov, V.I. Works by authors such as Kushelevsky can be displayed. [3] They reflect on the educational buildings, the classrooms, the religious and secular subjects taught at the mullahs, teachers, mullahs, madrasahs, and their foundations. F.M. According to Kerensky, the person who built the madrassa and opened it usually had a foundation for it. There are arable lands in the madrasah, gardens, caravanserai, shops, bathrooms, mills, buildings. In the case of madrassas in Tashkent, Samarkand and Margilan, there is a great deal of information on the rent and income of foundation properties, the rules for the repairs, lighting and heating of the madrasahs, the division rules between the ministers, teachers, mullahs, imams, azhani and others.

V.I. Kushelevsky, in his work on the Ferghana region, compared Russian-Russian schools with traditional schools in the country, saying that Russian-dominated schools are far more popular than traditional schools, but that local children rarely attend such schools.[4] In the work, the author pays special attention to the socio-economic status of religious scholars and the role of religion in people's lives. Although the position of religious scholars has declined compared to the Khanate period, they can still exert a powerful influence on the population in any situation, with the constant confrontation of the Islamic religion with the Christian state, so that Turkestan Muslims are dependent on the Russian state and strive to get rid of it. , notes that religious lamas may guide them [5]

Having lived in Turkestan for many years, N.S. In his work on Turkistan, Lycoshin widely covered the state of Islam in the late 19th and early 20th centuries. But the author advocates the religious policy pursued by the government from the point of view of colonial policy. He says that respect for the beliefs and religious traditions of other religions is one of the main laws of the Russian Empire government. He attempts to overturn the imperialist policy pursued by the imperial government, saying, "After the Russians came to the country, the population was reluctant to follow religious customs and Islamic laws. Many Muslims blamed the Russians for its main cause.

N.S. Ostroumov and A. Shishov's ethnographic works on social life of Turkestan also cover religious scholars, their functions, their socioeconomic status, and the fact that the Qur'an and Shari'ah laws cover all areas of Muslim life. Although both authors acknowledge the religious authority of the clergy, they are often portrayed as living at the expense of others.[6]

N.A. In his work on Russian-made and traditional educational institutions in Central Asia, Bobrovnikov gave a detailed account of the state of religious institutions, schools, madrasahs and property of their foundations after the conquest of Central Asia by the Russian Empire. The seizure of religious organizations' foundations by the imperial government in Turkestan has made it difficult for the financial institutions to operate, and many madrassas have been forced to close down. He proposed to gradually convert schools and madrasas into Russian-correctional schools.[7]

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There have been numerous articles in the periodicals of the Russian Empire covering the religious faith of Turkestan Muslim population, its role and role in the life of the population, and the political events, riots and uprisings in the country.[8]

The missionaries of the empire have collected a great deal of information in Turkestan to highlight the importance of Islamic religion in the country, which still replenishes archives and libraries. In two groups

- Documents of the Central State Archives of the Republic of Uzbekistan (MDA);
- It can be grouped as articles published in the national press.

The archives of regional, city, district, subdivisions, and village offices are stored in the departments of the Central Committee of the Republic of Uzbekistan along with administrative funds of the Turkestan general-governor. The following funds of the MDA of the Republic of Uzbekistan were used for coverage of the research topic:

- 1st fund. Turkestan Governor-General;
- fund 17. Syrdarya Regional Department;
- 18th Fund. Samarkand Regional Office;
- fund 19. Ferghana Regional Department;
- fund 20. Syrdarya Regional Department;
- fund 47. Turkestan Educational Institutions Department;
- Stock 27. Office of the Syrdarya Regional Court;
- 461- Turkestan Governor-General Fund. Turkiston Regional Department of Conservation.

In the archives mentioned above, authors' decrees on Islamic religion, restrictions on religious institutions and educational institutions, etc. Impressive government policies on Islam and information on Islamic religion at that time.

In the first fund of the archive there are the projects "Regulations on management of the Turkestan country" and copies of the documents, comments on these projects. Among them are the Governor-General of Turkestan S.M. Dukhovsky's report on Islam is of particular importance. The archives also contain reports from the colonial authorities, Oriental scholars on Islam, reports from governors and other officials in the provinces, and many correspondence.

One of the unique documents in this fund is the minutes of meetings held for the establishment of religious administration in Turkestan, draft regulations developed by the commission. As the Commission develops draft statutes, it is divided into three sections:

a) Management of religious affairs;
b) Study management;
c) Waqf property management.

On the basis of the above, the colonial authorities attempted to establish religious control in the country. The Commission has, for the past several years, made changes to the provisions of this project in different ways.

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Traditional education systems, statistics on new method schools, government regulations on education, and various other documents have been stored in the archives of the Turkestan governorship's archives (№ 47).

17 funds named “Syrdarya regional administration”, 18 “Samarkand regional administration”, 19 “Syrdarya regional administrations” 19 documents contain information about the socio-economic status of religious organizations and educational institutions, their foundations and religious leaders.

Along with archival documents, reports of Turkestan governor general, results of inspection conducted in Turkestan by K.K. Palen, F.K. The Girs reports,[9] surveys of Fergana, Syrdarya and Samarkand regions were used.[10]

K.K. Palen and F.K. Girs' reports provide an indepth analysis of the importance of religion in the lives of local people, as well as the activities of religious organizations and educational institutions. As we read the reports, we find that both authors do not have any disdain towards Islam and the local population.

Provincial surveys show the Muslim population in each region, their religious organizations, educational institutions, and students, and are compared to those of other religions. At the beginning of the 20th century in Turkestan there were "Tarakkiy" (1906, 27 June - 1906, August 20), "Samarkand" (1913), "Sadoi Turkestan" (1914-1915), "Sadoi Fergana" (1914-1915).), Periodicals in Uzbek are published, such as Oyina (1913-1915), Al-Reform (1915), Al-Annot (1917). Many articles in the top-level publications have commented on religion, ignorance, heresy, indifference, disputes, immorality, and other problems in society, and the authors have expressed their views on the causes and effects listed.[11]

An article in the Tarakkiy newspaper titled “The Akbar of Tashkent” boasts that alcoholism among Muslims in Tashkent is escalating, with a great deal of power to mislead the nation, to break away from religion and faith.[12]

Generally, in the late 19th and early 20th centuries in Turkestan, Turkestan sought to explore the role and role of Islam in the socio-political and spiritual life of the Russian authors for the sake of colonialism, while local authors sought to preserve the purity of religion.

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PEDAGOGICAL FOUNDATIONS OF THE HOLISTIC DEVELOPMENT OF THE PERSONALITY OF THE FUTURE TEACHER IN THE PROCESS OF PROFESSIONAL TRAINING (ON THE EXAMPLE OF COURSES "GENERAL PEDAGOGY")

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Annotation
The article describes the development of the pedagogical foundations of the holistic development of the personality of the future teacher in the process of professional training. Qualitative transformations in all spheres of life of our society, including in the system of education and upbringing, depend on the general cultural and professional level of human development.

Key words: higher school, general pedagogy, teaching staff, specialist, good breeding, high culture, morality, independence, social activity.

The Urgency of the Problem

The democratization of all spheres of social life, fundamental changes taking place in the country's economy, the emergence of new social relations have changed the prevailing ideas about the world and man, about the system of value orientations and raised the issue of radical restructuring in all spheres of society. Naturally, neither the middle, nor the higher levels of education can be independent of the society in which they exist and the members of which they educate.

Higher education is one of the most important components of the lifelong education system. Changes in society have entailed significant shifts in priorities in the higher education structure. Here, the problem of personality development comes to the fore.

Among the main directions of the educational policy of Uzbekistan, the leading and fundamental is the development of education, and in this process - the individual, therefore, - society and, thus, - the country as a whole.

Reforming the education and training system, recognizing it as an authoritative direction of the state policy of the Republic of Uzbekistan, identified specific tasks, including in the field of improving the training of future teachers.

The fundamental and most significant directions of the future development of the educational and upbringing system are defined in the Law of the Republic of Uzbekistan "On Education". Qualitative transformations in all spheres of life of our society, including in the system of education and upbringing, depend on the general cultural and professional level of human development.

The state of modern education is the most important condition for the development of independent Uzbekistan. And in this, the main role is played by young pedagogical personnel who meet the modern requirements of not only a specialized specialist, but also good breeding, high culture, morality, independence, creativity and social activity, which determine the integral development of the individual.

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Very important in this aspect is the responsibility of teachers at all levels of education for the personal and professional qualities of young teachers, their improvement. Thus, the teacher of pedagogical universities carries out a social and pedagogical order - this is his main function, a variety of which is, first of all, the training of young personnel with a focus on the integral development of the individual. However, the teacher needs the pedagogy of this process. He needs theoretical and practical pedagogical foundations of directed educational and educational influence on the personality of the future teacher.

The State of the Problem in Theory

The analysis of scientific literature shows that special research has not yet been carried out on the systemic organization of the future teacher's personality, its holistic development, to improve the personality of the future specialist, including in the conditions of the Republic of Uzbekistan. Meanwhile, life actualizes the scientific and practical significance of research in this direction. Scientists are already interested in the socio-psychological study of personality. Scientifically grounded, proven (experimentally) new directions in social and psychological science are emerging. For example, in acmeology, presented in the monograph by A.A. Derkach "Methodological and Applied Foundations of Acmeological Research", in which "the psychosocial approach involves the study of a person who has grown up, educated, living in a certain era, in a certain period, in a specific area, region and etc. Acmeological research can choose as its subject a person: a civil servant or a diviant child, but it is aimed at identifying all real determinations, contradictions, characteristics of this social group, age and social category".

The subject of the monograph is a clearly defined age and social group - students preparing to become teachers of humanitarian academic disciplines: literature, a foreign language. The author argues that it is important in this case to take into account another valuable position of acmeology, namely, that in the study it is always necessary to strictly and carefully consider not only the already named sociological determinants of contradictions arising from the characteristics of the age social group chosen for the study - it is important to see the reality of the development of this particular person, "actually personal mechanisms, driving forces, personality contradictions, its internal reserves and deficits associated with a given social position and belonging ...".

The unity of sociological, psychological and personal approaches to the study and development of an individual, a group, is characteristic of acmeology. It is no coincidence that its name: AKME - (Greek acme) the highest degree of development of the human personality, peak, blossoming power. It is known that this term AKMEISM was introduced into art at the beginning of the twentieth century precisely with the aim of defining the highest flowering of poetry. And this terminological unity of directions in the science of man and in poetry created by people, and for their spiritual, moral improvement, gives us the basis: first, to treat acmeology as the methodological basis of our research; secondly, to see the aesthetic activity of students - future teachers as an important way of their general professional growth and integral development of personality.

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Currently, the problem of training teachers in the "school-university-school" system is reflected in the works of VA Slastenin, I.Yu. Tursunov. and others. A number of works of psychologists (Ananiev B.G., Bogoslovsky V.V., Bodalev A.A., Gainutdinov R.Z., Davletshin M.G., Kovalev A.G., Leontiev A.N., Platonov K.K.) is devoted to the psychological foundations of the professional education of the personality Works close to this study: on the psychological characteristics of the teacher's personality - Kaplanova M., on the psychological aspects of the formation of intellectual activity of students - Kasymova S. universities in the context of lifelong education "(ed. by MG Davletshin, GB Shaumarov, FS Ismagilova). Organizational and pedagogical foundations for improving teacher training are developed by I.Yu. Tursunov. The problem of intensifying the process of preparing a future teacher in pedagogical universities is studied by Abdukadyrov A.A. (22), Yuzlikaev F.R. progressive pedagogical technologies in this process - Far-Berman B.L. the formation of the professional qualities of the future teacher in the process of teaching in universities - Abdullazhanova M.A., general pedagogical training of a teacher in the system of higher pedagogical education - Abdullina O.A.
Unfortunately, in the works of the aforementioned scientists, psychologists and teachers who study the problem of training pedagogical personnel, only the issues of the content of the process, factors of its optimization, the latest pedagogical approaches and methods of professional training of future teachers, as well as psychophysiological and psychological aspects of the upbringing of the personality of the future teacher are solved. However, until now, the problem of pedagogy of the development of the integral personality of a future teacher in the process of professional training in the conditions of the Republic of Uzbekistan has not been posed or studied, despite the fact that in the National Model for Personnel Training, the most important component is personality as the main subject. personnel training systems - a manufacturer of educational services, despite the fact that the State Educational Standards clearly emphasize this need - along with high-quality education and high professional training of personnel, especially pedagogical. As a result, the qualitative characteristic of the personality of a young teacher - a novice specialist, suffers, which does not correspond, first of all, to the level of a holistic, comprehensively developed personality, and this negative personality of the teacher affects not only the educational process, but also the formation of a full-fledged personality of the younger generation.
Modern pedagogical science should provide universities with the necessary pedagogical and methodological systems, appropriate methodological guidance for the development of the integral personality of the future teacher in unity with his professional qualities, offer optimal forms, methods, means, methods, techniques and conditions, taking into account the specifics of local conditions, with the support on national and world cultural values.

Purpose of the Research: development of the pedagogical foundations of the integral development of the personality of the future teacher in the process of professional training.

Research Object: personality development of students in the process of professional training.

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Subject of Research: the process of holistic development of the personality of the future teacher on the basis of the developed pedagogical principles and system in the professional training of teachers of humanitarian academic disciplines (literature, foreign language).

Research Objectives

1. Study and analysis of the state of the problem in theory and practice.
2. Determination of the psychological aspects of problem solving.

Development:

3. pedagogical foundations and systems of holistic development of the personality of the future teacher of the humanitarian profile in the process of professional training;
4. pedagogical technologies and methodological tools that optimize the process under study.
5. The process of holistic development of the personality of the future teacher of the specified profile (on the examples of courses "General Pedagogy", elective "Personality of the teacher", adequate extracurricular work and teaching practice).
6. Development of recommendations for the holistic development of the personality of a future teacher of a humanitarian profile in the process of professional training.

Research Methods: historiographic, theoretical analysis, comparative-comparative, retrospective, diagnostic, observational (observation - direct-indirect), experimental-empirical (ascertaining and forming experiment), praximetric (analysis of students' activity products), modeling, design, generalization (advanced experience, results of experimental work).

Study of: relevant methodological and regulatory materials, guidelines for improving the training of teaching staff, teaching activities in the field of education; pedagogical views of Eastern thinkers; folk pedagogy, methodological literature, sociological sources, philosophical and psychological works, scientific and pedagogical research on the problem of educating future personnel, in particular, pedagogical; works - on the psychology of personality development, her professional self-determination.

Theoretical analysis: research problems based on the study of the above materials. Study, analysis and generalization: the state of the problem in theory and practice; advanced teaching experience. Observations, conversations, questionnaires, testing (situational, projective, creative - to identify the abilities of the student's personality in the pedagogical sphere); personal questionnaires (for the study and assessment of individual qualities, properties and manifestations of personality); interviews and interviews (with the involvement of curators, teachers and students). The scale of attitudes (for measuring the personal qualities of future teachers). Scaling (when the results of observation, survey, testing are transformed from qualitative characteristics into quantitative ones). Projective method (according to G.A. Murray.

The theoretical Significance of the Research in: development - criteria for the holistic development of the personality of the future teacher; parameters of intersubject and extracurricular

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communication, educational work and pedagogical practice, their correlation with the aim of the holistic development of the personality of the future teacher; adjustment - the development of such pedagogical categories as: the pedagogical process, the main links and pedagogical functions, the theoretical foundations of its organization; pedagogical principles and factors of organization and construction of a system of practical problem solving; pedagogical system - phased, its components; requirements for the content of the process of integral development of the personality of the future teacher in the process of professional training; extracurricular activities and extracurricular educational work with students, teaching practice; a modern teacher, teacher of a pedagogical university; to assignments and independent intellectual and creative work of students; requirements for them; system of methods, techniques and means, requirements for them.

Scientific Novelty of Research in the Formulation, a new point of view and an original approach to solving the problem; the idea of interdisciplinary, extracurricular communication, educational work and pedagogical practice for the holistic development of the personality of future teachers; appropriate adjustments and additions to the programs "General Pedagogy", planning of educational work and pedagogical practice of students; the content and stage-by-stage of the integral development of their personality in the process of professional training of the future teacher; scientifically grounded factors and conditions that optimize this process, in its new pedagogical technology; selection of the optimal content, determination of the most effective forms, methods, techniques and means, methodological tools. In the scientific substantiation: the content of the optional course ("Personality of the teacher") with the identification of its potential in the holistic development of the personality of the future teacher; interdisciplinary communications ("General pedagogy"), as well as educational and extracurricular educational work (in the process of studying these subjects, an optional course, conducting adequate extracurricular activities) and educational and practical activities of students (in the process of learning, social work and teaching practice), in identifying and scientifically substantiating the possibility of these parameters of the relationship in the holistic development of the personality of the future teacher; in the topic of educational seminar and independent work of students, topics and variability of assignments. In scientifically grounded recommendations for the holistic development of the personality of a future specialist in the field of education.

CONCLUSION

1. The research has shown that conceptual in achieving the goal of the problem is: methodological basis; an integrated and systemic pedagogical approach - solving a problem in the pedagogical system; accounting (according to certain parameters) of interdisciplinary communication of courses "General Pedagogy" optional ("Personality of the teacher"), extracurricular educational work and pedagogical practice (with adjustments and additions of programs, plans, emphasizing the personal factor of the future teacher); a reference point in the Law of the Republic of Uzbekistan "On Education" and the ideas of the great thinkers of the East, on folk pedagogy, new pedagogical thinking; appeal to national and universal values, primarily artistic and aesthetic; the principle of the unity of the development of

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personal and professional qualities, properties and abilities of the future teacher (in accordance with the developed criteria that meet the requirements for a modern teacher), ensuring successful pedagogical activity; at the same time - an emphasis on intellectual and creative professional self-expression based on interest and ability and professional self-improvement, actualization and socialization of personal and professional achievements in social activities, in primary functional pedagogical practice and socio-pedagogical activity (at school), with preliminary pedagogical orientation in pedagogical society.

2. The studied pedagogical foundations, new pedagogical technologies, innovative approaches and methodological techniques are an important factor in solving the problem of the integral development of the personality of a future teacher, however, psychological aspects in this process also play a certain role.

3. The positive results of the holistic development of the personality of the future teacher were achieved by the priority of such factors as methodological and pedagogical, goal-setting, structural-systemic, educational-content, organizational-pedagogical, procedural-pedagogical, methodological, socio-pedagogical and effective-final, as well as - strengthening the educational, teaching, developing, upbringing and practical aspects of professional training of students, enhancing cognitive interest, especially in the process of intellectual and creative and socio-pedagogical activities.

4. The totality of the research results correlates with the goal and objectives, which confirms its completeness. Completion of the research is achieved by a systemic and dialectical approach to its empirical part, as well as by internal unity in the dissertation work.

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ANALYSIS OF SOCIOLOGICAL PROBLEMS IN THE WORK OF PROFESSORS AND TEACHERS IN HIGHER EDUCATION INSTITUTIONS IN THE PERIOD OF REFORM OF THE HIGHER EDUCATION SYSTEM IN UZBEKISTAN

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Annotation

One of the sociological problems that needs to be studied today is how the reforms and modernization of the higher education system in our country affect the teaching staff, leadership and students, and to what extent they show their results. We should not be agree about the fact that during the period of change, every professor and head of higher education institution understands the essence of the reforms, the extent to which innovations are reflected in labor and pedagogical activities, attitudes and practices, but all these changes does not find its expression in institutions.

Keywords: Higher Education system, reforms in higher education, higher education institution, faculty labor activity, competence, labor efficiency, social problems, teacher-student relations, labor and pedagogical community, attitude to labor, spiritual environment.

The transition to a modern higher education system based on the reform and modernization of the higher education system requires a lot of hard work, which requires the state system to solve economic and social problems, to carry out comprehensive reforms in the higher education system. it requires a change in teachers 'attitudes towards work and pedagogical activities, and a positive change in the attitudes of most students towards learning. It is also ready for it without major losses as a result of the emergence of a strong social competitive environment, leading to the formation of a higher education system, working on the basis of modern requirements and industrial integration. In order to ensure the effectiveness of this process, it is impossible to achieve a good result without a comprehensive and systematic approach, the solution of political, legal, socio-economic and spiritual issues. In the study of these processes, the application of many sociological and scientific studies, monitoring and scientific forecasting of the future state are of great importance.

Relevance

President of the Republic of Uzbekistan Sh.M. Mirziyoyev 2020

In his address to the Oliy Majlis on December 29, he said: The attention paid to the education system in our country is a testament to the importance and urgency of the times. Kindergarten, school, secondary special, vocational education system (vocational schools, colleges and technical schools), higher education, master's, doctoral, postgraduate education and vocational education in the development of education and upbringing, science and innovation, building a new Uzbekistan At the heart of the ongoing reforms, which envisage the development of systems such as professional

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development, lies the hard work of developing the foundations of the Third Renaissance and bringing it up to world standards.

One of the most important issues today is the further development and modernization of the higher education system, as well as increasing the efficiency of teaching staff and ensuring the quality of education, which is directly related to finding solutions to many problems in higher education. The potential of personnel and their competitiveness, the ability to work in accordance with modern requirements and contribute to the state and society are also directly related to the education and training of their teachers and the acquisition of practical skills. The enrollment rate in higher education in 2020 will increase 2.5 times compared to 2016; the coverage of our youth with higher education will increase from 9% to 25% [1]. Means a growing desire to grow as strong professionals inherent. At present, insufficient conditions are created to increase the participation of managers and staff of the department in the process of reforming the higher education system, lack of motivation, lack of research in the internal system to work in accordance with modern requirements and pedagogical effectiveness. Not finding a solution, the slow change in the worldview of professors or their inability to adapt to changing demands, the excessive demands placed on their work activities lead to a slow change in attitudes towards work in a positive direction and insufficient efficiency.

Materials and Methods.

In recent years, there have been significant changes in the pedagogical work of professors and teachers of higher education institutions. This, in turn, is directly related to the changes in the world higher education system and the ongoing reforms in Uzbekistan to develop the higher education system. The government is setting new and enormous demands and tasks on the management, staff and professors of higher education institutions, forcing the workforce and professors to critically evaluate their pedagogical activities and competencies and promote new knowledge and skills. Introduction of innovations in the higher education system, the transition of higher education institutions to independent management, the introduction of a paid system and commercialization of educational services, the creation of a competitive environment, openness and comprehensiveness of higher education, lowering entrance exam scores, its consistency and continuity, the introduction of new educational technologies significantly encourages professors and leaders and staff to adapt more quickly to the requirements of the new era and build skills. On the basis of reforms in the higher education system, today the developed countries of the world are making great strides, such as the establishment of cooperation with higher education institutions, the development of higher education on the basis of integration.

Organization of bachelor's, master's and doctoral education on the basis of world standards, new competence (derived from the Latin words "compete", "competent", which means to achieve, fit, deserve) [2, p. 4] and the introduction of educational standards and the transition to an online modular teaching system during the pandemic have been accepted at various levels in many higher education institutions, and the system has been mastered as much as possible through the prudent management of the government and the Ministry of Higher and Secondary Special Education. For many years,

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teachers worked on the basis of the same bureaucratic management, all of them did not have economic knowledge in the context of market relations, no tendency to earn extra income in addition to the main job, low level of economic culture, higher education in our country. the lack of healthy competition between institutions has led them to operate under the same conditions and in the same administrative command system. It therefore leads to the creation of a social and scientific environment that accelerates the participation of professors and teachers in these processes by creating a healthy competitive environment among all higher education institutions and establishing a rating level among them. Also, the introduction of online higher education on the basis of a single Hemis program in the country and the transition to a credit-module system requires the competence of teachers to rationally place the necessary information resources on science modules on the electronic platform and increase students' independent knowledge and skills. Because during the pandemic, various social problems were observed among professors working in the online electronic Moodle system. In particular, most of them spend time working on the electronic platform of the lesson, problems with low or no Internet speed in some districts, villages and remote areas of the country, untimely performance of tasks and constant monitoring by the administration. led to negative perceptions of relationships related to the timely participation and completion of lesson assignments. Definitely online the education system is the latest vision of the global education system, which creates enormous opportunities for all learners to acquire knowledge, favorable conditions and need to conduct scientific and social research on these processes to learn at any time.

It should be noted that the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 PF-4947 "On the Strategy of further development of the Republic of Uzbekistan", April 20, 2017 PP-2909 "On measures to further develop the higher education system" Resolution No. PQ-3151 of July 17, 2017 "On measures to further expand the participation of industries and sectors of the economy in improving the quality of higher education", June 5, 2018 "On measures to improve the quality of training and increase salaries in higher education" became the basis. In particular, from January and July 2019, the monthly salaries of professors and teachers were increased twice a year. According to the Decree of the President of the Republic of Uzbekistan dated July 11, 2019 No PF-5763 "On measures to reform governance in higher and secondary special education", at the expense of the State Budget of the Republic of Uzbekistan 30% of the salary, 35% of the monthly salary of employees with the degree of Doctor of Science (DSc) or other equivalent degrees in foreign countries. The President's speech on the occasion of Teachers 'and Coaches' Day also noted that in order to provide financial incentives for teachers, their salaries have increased by an average of 2.5 times over the past two years compared to 2018. [4] Of course, as a result of the policy pursued by the state to increase the salaries of professors and teachers, positive results have been achieved.

Discussion

There is no reduction of administrative command in the higher education system, teachers fill out various reports and tables, use paper attendance and evaluation journals while working on the electronic platform, there is no reduction of red tape in filling out statements and evaluation sheets.

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whether he is obliged to sign it or to put it on paper and submit it to the dean's office; the scientific work of teachers is incompatible with their pedagogical activities or the pedagogical process, and leads to the accumulation of various sociological problems in higher education institutions on the basis of the negative impact of existing factors not only on ordinary assistants, but also on the implementation of "teacher-disciple" activities. we see that the high result of labor productivity without an increase in wages is the formation of a system of coercion to work, not only with strict demands from above, but also with the termination of the employment contract. As a result of the ongoing reforms in the higher education system and the work of professors and teachers in our country, the study of materials and sociological observation and analysis of the processes, it is necessary to highlight the following social problems:

- Although the mechanisms of effective work of the Academic Council, Board of Trustees, Public Council, Spiritual and Enlightenment Councils are created, they do not work in practice and do not affect the future activities of the higher education institution;
- The increase in the educational process and the inability of teachers to devote time to scientific work while working on themselves, leads to a negative change in attitudes to work, which affects the quality of education and labor efficiency;
- Development of higher education institutions, ensuring the quality of education and increasing the efficiency of teachers, not receiving suggestions and recommendations from them, expecting reforms from above and dependence on higher
- Lack of motivation or insufficient conditions for the promotion of teachers in scientific activities by the management of higher education institutions;
- The small number of small talk in the teaching staff, the difficulty of adapting new teachers to the new team, the inability of teachers who studied abroad and entered the higher education institution to adapt to the new team, the lack of rational management in the work team, not everyone participates in teaching and research. led to the emergence of an unhealthy social-spiritual environment in some communities;
- In scientific activity we can see the process of chasing numbers, not quality. As a result of encouraging professors to write articles every quarter, to publish articles in foreign scientific journals, to require citations and indexing, to publish articles in scientific journals based on Scopus, we are witnessing the publication of intellectual potential and scientific results in foreign journals, not in our country. , hypotheses or new recommendations indicate the inadequacy of the scientific community of our country, the excessive expenditure and development of foreign scientific journals;

To use an approach such as leadership should be an example in any matter to the constant formation of his spiritual world, regardless of the specialization of the professor-teacher. Creating material and technical conditions for each professor to accelerate the introduction and acquisition of new knowledge in higher education, appreciation of his work, material and spiritual encouragement, creating conditions for them to prepare for scientific and future classes to use their free time effectively have to give.

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It is necessary to commercialize scientific developments, to involve them in innovative exhibitions for the implementation of innovative ideas of professors and teachers, to raise the prestige of the institute by providing financial or social support for the implementation of protected research in practice.

Conclusion

In the pandemic environment, online education is based on the traditions of "teacher and student" to teach students to work independently, to develop the skills to find the necessary information and resources from a wide range of information, and in offline learning to ensure that each professor opens a circle It is necessary to increase the quality of education and increase the share of students participating in the Olympiad through the organization of lessons based on the tradition of "teacher-student" and the introduction of a system of incentives. The conclusion of agreements on cooperation between higher education institutions of our country, the scientific study of the experience of foreign universities, finding sociological solutions to social problems is one of the most important and fundamental requirements in today's conditions. Indeed, in the developed countries of the world, especially the United States, Germany, Great Britain, Japan, South Korea, the investment process aimed at strengthening the human factor is determined by the development of human potential, increasing education and professional training of young people [6, p. 1] is the proof of our opinion. In the European higher education system, the single education, employment and civic mobility envisaged for the purpose of the Bologna Declaration [7] will lead to the formation of a system of mutual competition in the demand for services and personnel provided by the education system. This process cannot be done without professors who provide higher education. It should also be borne in mind that in the modern economy, the development and use of mathematical models in the management of social activities of professors and students is important in assessing the effectiveness of labor. [8]

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THE ROLE OF FORENSIC SCIENCE IN THE INVESTIGATION AND DETECTION OF CRIMES

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Abstract
In a rapidly evolving environment of science and technology, the successful consideration and resolution of certain issues in the judicial process requires the use of specialized knowledge, which allows for fair and reasonable judicial decisions. The use of such knowledge is done through the appointment of experts and research. The article elaborates on this issue.

Keywords: Expertise, employee, laws, legal reform, expert opinion, interest.

As the President of the Republic of Uzbekistan Sh. M. Mirziyoev noted, “Today, the issue of training highly qualified, professional personnel to increase the efficiency and strengthen the activities of law enforcement agencies is of great importance. The appointment and conduct of specialized knowledge and expertise play a uniquely important role in the fight against crime. Physical and chemical methods of research are widely used in their conduct. The first of these is based on the study of physical laws and phenomena, and the second on the study of the chemical form of the motion of matter.

The study and analysis of the legislation of foreign countries, along with information about the legal reform of these countries, allows to identify the norms that can be applied in national legislation.

In order to ensure the fairness, transparency and impartiality of research in conducting expert opinions around the world, research work is being carried out in leading research centers and higher education institutions to improve the stages of research, evaluation criteria for issuing scientifically based conclusions.

Also, in order to study and analyze the organizational and methodological mechanism of the relevant articles of the Code of Criminal Procedure, which are directly addressed in the forensic examination, the positive achievements of a number of countries in order to improve the norms of national legislation and the scientific sources of forensic examinations were examined. In particular, reforms in the legislation of Germany, Moldova, Belarus, Estonia, Albania, Kazakhstan, China, Kiev, Turkmenistan, the Russian Federation and scientific and practical sources on forensic science were studied and analyzed.

Also, when considering the analysis of the criminal procedure codes from the organizational point of view, Section 289 of the Procedural Code of Turkmenistan provides for the appointment of an expert examination, which states: “Expertise may be appointed on the initiative of participants in this process. These persons shall submit to the investigator in writing the questions on which, in their opinion, an expert opinion should be given, indicating the object of research, as well as the person (persons who may be invited as experts by name). In this case, the investigator has no right to refuse to appoint an expert examination. Paragraph 10 of Article 173 should include the appointment of an expert

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examination by the investigator on the initiative of the participants in the proceedings (suspect, accused, defendant or witness) in order to protect their rights and interests.

This is because there may be cases where the circumstances that were not identified or disclosed during the investigation are known only to the participants in the proceedings, and they may have evidence to prove it and the need to appoint an expert for this evidence. The above grounds, of course, further strengthen the protection of the rights and freedoms of citizens.

In the process of appointing a forensic examination, the participant in the examination has the right to hand over the objects and documents to the investigator in the presence of attesting witnesses or a lawyer. The fact that the investigator has the right to consider the questions raised by the initiator for the examination with a reasoned decision, if there are questions beyond the competence of the examination, if during the examination the participant of the initiated process is asked to inform the expert, this shall be provided by the investigator.

The study of foreign forensic experience has shown that trasological examinations are often carried out in private forensic centers, as the scope of trasological examinations has expanded to such an extent that not only the criminal world, but also digital examinations are widely used in China today. in addition, the field of microtracheology is widely developed. At the Kiev Institute of Non-Governmental Expertise, the Russian Federation "Southern Center of Expertise and Research", the Guild "Scientific-Consulting Center", St. Petersburg "Severo-zapadnyy Center of Independent Expertise and Methodology" the reason is the large number of types of trasological examination, on the other hand, the size of the objects belonging to each type is very large. For example, there are a variety of locks provided for the study of locks, while the survey of vehicles includes many questions in the paid service, in the field of transport tracing not only trasological traces, but also a range of diagnostic questions to be solved at the scene. The complexity and importance of the process of identification and assessment of identification marks in relation to objects in the research stages of tracing examinations can be seen from the types of examination objects included in the scope of this paid service.

If we look at the analysis of the practice of trasological examinations in Uzbekistan today, in 2017 it was 1250 (7% of the total examinations), in 2018 - 1113 (11% of the total examinations), in 2019 - 1697 (14% of the total examinations) reached The analysis shows that the demand for trasological examinations in relation to the percentage of examinations is growing from year to year, but a number of problems in their research result in low efficiency, which indicates that trasological examinations have not been formed over the years.

The experience of non-governmental forensic activities in the above developed countries also shows the high demand for trasological examinations, which shows that clear pricing and the effectiveness of trasological research is one of the most important expert conclusions. Therefore, in order to further shape the effectiveness of tracing examinations in the expert work of the national court, it is necessary to apply the relevant experience of foreign experience in our practice and strengthen its role in the detection and prevention of offenders.

In this regard, the expertise of the United States can be used, because in the United States, expert institutions and modern forms of conducting expert investigative action are unique. Appointment and

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conduct of examination is carried out in several forms. Their first form is a form of controversial expertise appointment. The second form of expertise is an expert who is a technical consultant. The suspect, the civil plaintiff, the defendant will be given the opportunity to obtain a technical advisor at his own expense. Based on this advice, the person will be able to apply to the body that appointed the examination for a re-examination. The third type of expertise is the expert witness, which is specific to the Anglo-American type of criminal procedure.

In our opinion, it is necessary to introduce the application of such a norm in the national legislation to expand the powers of experts of private expert institutions, which will create a wide range of opportunities for experts to conduct complex examinations.

In addition, there is no single system of forensic institutions in the United States. It has expert institutions and forensic laboratories. Because criminal investigations in the United States are conducted primarily by police forces, forensic examinations are conducted in police forensic laboratories. Some special services also have "criminal detective laboratories", which are also engaged in the collection, examination and storage of specific evidence.

In addition to the establishment of laboratories working with trasological traces in the national expertise, based on the US experience, it is necessary to establish "criminal investigation laboratories" with special powers for experts, which will allow private experts to collect, verify and store evidence.

The forensic laboratory in the United States is divided into stationary and moving types, and those in motion are housed in special vehicles. The activities of many forensic laboratories are divided into:

a) chemical laboratory; b) fingerprint research laboratory;

c) laboratory of technical forensic examination of documents; g) an identification laboratory for the inspection of firearms;

d) photolab; e) laboratory for examination of various X-rays, ultraviolet rays; j) laboratories working with silver nitrate reagents.

Based on the experience of this laboratory, it is necessary to organize a laboratory to work with traces in our national expertise and create laboratories that will allow tracing not only trasological but also ballistic and forensic technical documentation, transport trasology and other fields.

According to Article 168 of the Criminal Procedure Code of Japan, an expert has the opportunity, if necessary, with the permission of a judge, to examine and examine the body of a person on board the house of a person under guard, ie when the accused is under house arrest or in open court. An expert is required to show his or her consent when entering the defendant's home, but it is permissible to conduct an examination without permission when performing these actions during the trial. In addition, an expert may, with permission, inspect objects of crime, dissect a corpse, open a grave, or inspect a particular object, and so on. can lead to actions.

The court's permission may be in the form of written consent, which may include the name of the accused, the crime, the crime scene, the person to be searched, the corpse, the opening of the grave, the violation of its integrity for examination, the names of experts and witnesses and other matters specified in court rules. The court may also specify the possibility and circumstances of the search for the body of a person presumed dead. The expert is required to present to the person who is the object

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of research a document confirming that the court has given permission for the actions to be taken during the examination.

In our opinion, based on the experience of Japan, our national legislation, ie Article 681 of the Code of Criminal Procedure of the Republic of Uzbekistan, called the powers of an expert. inspection and expertise. These powers include giving the expert the authority to obtain the necessary information on the object in the process of conducting a comprehensive examination, with the direct official request of certain specialists to obtain the necessary information. And it should be noted that this information can be reflected in the expert opinion.

In conclusion, the effective use of the positive experience of foreign countries in the examination of criminal cases will serve as an important criterion for further improving our national criminal procedure legislation and the efficiency of forensic science, and will have a positive impact on improving the efficiency of long-term forensic examinations.

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THE USAGE OF STYLISTIC DEVICES IN CREATING THE IMAGE OF SCARLETT O'HARA IN THE NOVEL "GONE WITH THE WIND" BY MARGARET MITCHELL

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Abstract
The figurative system is the most interesting, complex and rich component of art, the most difficult for the reader to understand and comprehend. Despite this, consideration of the figurative system and the ways of its linguistic embodiment is of great value for linguists, because in the methods of linguistic embodiment of the system of images, the artistic style of the era, the author's style, the author's mood and worldview are reflected.
This article is devoted to the study of the features of the image of Scarlett O'Hara and the ways of its embodiment in the novel "Gone with the Wind" by Margaret Mitchell.

Keywords: reader, linguistic embodiment, expressiveness of the text, artistic and literary creativity, artistic creation, figurative system.

INTRODUCTION

The category of expressiveness has long been the subject of heated discussions among linguists. In its etymological sense expressiveness may be understood as a kind of intensification of an utterance or of a part of it depending on the position in the utterance of the means that manifest this category and what these means are.

However, lately the notion of expressiveness has been confused with another notion with emotiveness. Emotiveness and correspondingly the emotive elements of language are what reveal the emotions of writer or speaker.

But these elements are not direct manifestations of the emotions they are just the echoes of real emotions echoes which have undergone some intellectual recasting. They are designed to awaken co experience in the mind of the reader.

Expressiveness is a broader notion than emotiveness and is by no means to be reduced to his latter. Emotiveness is an integral part of expressiveness and as a matter of fact, occupies a predominant position in the category of expressiveness. But there are media in language which aim simply at logical emphasis of certain parts of the utterance. As well as, the image is one of the basic concepts of literature, which determines the nature, form and function of artistic and literary creativity. In the center of the artistic image is the image of human life, shown in an individualized form, but at the same time carrying

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a generalized beginning, behind which are guessed those laws of the life process that form people of this type [1, p. 15].

The image is a general category of artistic creation, a form of reproduction, interpretation and assimilation of life inherent in art by creating aesthetically influencing objects. An image is often understood as "an element or part of an artistic whole, usually a fragment that has a kind of independent life and content" [1, p. 17]. Since the image of a certain person acquires a generalized character, artistic fiction is inherent in it (the writer discards random details, adds features that clarify what he considers important). Fiction reinforces the generalized meaning of the artistic image, which is inseparable from the writer's idea of the ideal, emphasizes in it that which helps to affirm this ideal or contradicts it. An image is a fact of an imaginary being; it is re-realized every time in the addressee's imagination. In the aesthetic aspect, the image appears to be an expedient, lifelike organism, in which there is no superfluous, accidental, mechanically serviceable and which gives the impression of beauty precisely because of the perfect unity and ultimate meaningfulness of its parts. But without the isolating power of fiction, the image could not achieve that concentration and coordination that make it like living education. In other words, the "lifelike" image is associated with its imaginary being [1, p. 11].

METHODS AND ANALYSIS

An image in literature is a character, a character. In general, any literary image is expressed in the word - although it cannot be reduced to the word, it is broader, deeper than the word. The use of the term "image" is often found in both a narrower and a broader sense of the word. Often any colorful expression, each trail is called an image.

The artistic image manifests itself in a work in a very versatile way. In prose, it is given in conjunction with the author's speech. The image reflects life in all its complexity and versatility [2, p. 8].

It is important to define the genre of the work. A genre is a historically emerging and developing type of artwork.

The novel is an epic genre in which the subject of the image is an unfinished, lasting history or the past, comprehended through the prism of concepts, interests and aspirations that characterize modernity, perceived in its dynamics. The novel recreates the experience of a person and the range of her ideas, which are formed in continuous contact with reality, which, like the hero, is in the process of becoming. Constantly occurring changes in it, its very incompleteness and unpredictability of potential development affect the self-awareness of the characters, as well as their fates. The peculiarity of the construction of the novel is determined by the choice of characters, the movement of intrigue, the nature of the climax episodes, the motivation of the denouement. In the course of literary evolution, the structure of the novel becomes more and more complex. There are varieties of the genre in which an original combination of intense intrigue and psychological sophistication is found, and the desire to recreate life authentically and recognizably is combined with the widespread use of fiction tending to science fiction.

The composition of the novel includes the "arrangement" of the characters, i. E. system of images. The most important aspect of composition is the sequence of introducing images into the narrative,

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contributing to the development of the literary text. The arrangement of the characters takes place around the image of the main character, which is transformed throughout the entire novel.

M. Mitchell in the novel "Gone with the Wind" presented a picture of the soul of Scarlett O'Hara: she showed a strong, amazingly life-loving person whom life has put before the problem of survival in new conditions. Everything that was previously considered correct, all the ethics and culture that the mother and the devoted black nanny instilled, turned out to be an obstacle to survival in a society of practical interest, among the financial aristocracy [3, p. 64].

The artistic meaning of the work is revealed not so much in the plot as in the way of its creative transformation, deepened by the writer. If it is possible to retell the plot approximately in your own words, then the plot is comprehended only through the author's word. One and the same storyline event can acquire completely different plot meanings, depending on how, with what words it will be told. The plot is firmly connected with the style of the work, with the general laws of the construction of the artistic world. Having learned to distinguish between plot and plot, the reader develops stereoscopic vision, gets the opportunity not only to follow the events of a work of art, but also to understand their meaning, deeply experience them, imbued with the author's thought and the author's mood. The chronotype of a literary text helps the reader to feel free in the world of heroes - after all, they are all somehow reinforced in space and time, i.e. more or less strongly depend on the chronotype created by the author [8 p. 92].

There are several principles for depicting images of heroes, depending on what function these heroes perform in a literary text. This can be compared with the mechanism of human perception. Our eye requires an optimal distance from which it can clearly and distinctly see an object. This is the case in literature as well. The central part of the chronotype is developed in one way, for the periphery of the chronotype - another vision. The classicist writer idealizes his heroes, "raising" them above everyday prose, and he can "lower" the third-rate characters. The realist author does the opposite: in the foreground, he has full-blooded living images, and on the periphery of the plots, purely conventional, implausible figures appear. In both cases, there is an author's “game of distance and nearness” [8, p. 99].

Special mention should be made of the linguistic images of a literary text. This refers only to the images of a letter, sound, word, phrase, speech in general. They help the artist of words to reveal and emphasize the figurative nature of our speech, to show its initial relationship with art. The writer needs linguistic images as “auxiliary tools” for creating images of people, nature, and cultural objects.

Main character Scarlett O'Hara does not seem to readers other than a wayward beauty with glowing green eyes in her beloved Tara estate. Historians and writers often go to extremes when they talk about her, either presenting exclusively in a black light the pre-war slave system with its elite, then endowing the character of the heroine with feminist features. However, few have thought about how exactly Scarlett O'Hara embodies the image of a Confederate woman.

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RESULTS AND DISCUSSIONS

In the novel "Gone with the Wind" the South is drawn too sentimentally, and M. Mitchell herself admits to striving not for historical accuracy, but for exciting content. Regional history embodies national tragedy, and the plight of Tara and the Atlanteans epitomizes the plight of the entire South. In addition, the woman's suffering and destiny are intertwined with the history of the Confederation. The fire of Atlanta and the devastation of Tara symbolize the destruction of the Old South. Already during the Reconstruction, together with Atlanta, rising from the ashes, Scarlett's life is being rebuilt in a new way. It is more correct to speak of the image of a southern aristocrat not as something natural, but rather as something prescribed. Indeed, the government of the Confederation, unable to force women to participate in the war, in every possible way extols the female heroic duty: to give husbands and sons for the sake of a great goal. And the South is known to have an ancient tradition of pride and resilience in its women. Thus, in a very short time, the ideal of female self-sacrifice in the name of family and home was transformed into the attitude most conducive to war.

Ceremonial pomp and pre-war bravura, confidence in an easy victory and unwillingness to see the war in its true light literally scream in the early images of women of the Confederation, as, indeed, in the behavior of most people. Women, full of patriotism, even shame hesitant men and force them to go to war, girls do not marry those fans who did not excel in battle. After that, women quickly rush to organize charity events: fundraising, food and other volunteer events.

The language of the novel by M. Michell "Gone with the Wind" is characterized by increased emotionality of colloquial speech. Among the means of expressing heightened emotionality in the literary text of the novel there is an abundance of suffixes: diminutive-affectionate suffixes -ie, -ling, -let, -kin, -ish, -et, -roo. However, it should be noted right away that they are used with limited word counts and are not productive.

In the language of the literary text of the novel "Gone with the Wind", it is necessary to note such an important fact as the author's desire for the appropriate figurative design and constant retention in the field of vision of any changes in the intensity of emotions of each individual character, in their temporal course, which serves as the basis for the author's subjective assessment dynamics of the intensity of his emotional state, for example:

Living with Rhett, she learned many new things about him, and she had thought she knew him so well. She learned that his voice could be as silky as cat's fur one moment and crisp and crackling with oaths the next [15, p. 142].

Intensity as an integral part of the whole - expressiveness is manifested at different degrees in different linguistic units [18, p. nineteen]. Usually intensity in the language of a novel is expressed by repetitions of the same word, for example:

If only Frank wasn 't so thin skinned. Oh, God, if only I wasn't going to have a baby at this of all times! In a little while I'll be so big I can't go out. Oh, God, if only I wasn't going to have a baby! And oh, God, if the damned Yankees will only let me alone! If ...

If! If! If! There were so many ifs in life, never any certainty of anything, never any sense of security, always the dread of losing everything and being cold and hungry again [15, p. 148].

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The author of the novel "Gone with the Wind" often resorts to the expressiveness created by linguistic factors that are directly related to material semantics and are manifested most vividly in lexical-semantic categories: the use of word formation and phraseology, sometimes "individual origin", which is observed at the phonetic level.

The expressiveness of the text is formed in the novel both through conscious and unconscious selection of such linguistic means that, from the author's point of view, contribute to the best solution of the set artistic task - the greatest impact on the reader, the addressee of the text.

To create the expressiveness of the text, the artist chooses stylistic marked linguistic means, the interference of which allows the formation of additional expression. In this case, it should also be noted that the relationship between the category of intensity and expressiveness contributes to a greater accumulation of imagery in individual fragments of the text, and also performs an influencing artistic function [14, p. 135].

The use of tropes allows the artist to briefly and with sufficient expressiveness represent the characteristics of certain features or properties of objects and form the necessary images in the mind of the recipient. Methods of transferring the properties of one object to another and its characteristics can be different, therefore, there are various types of tropes [14, p. 136].

The determinant of the semantics of the phrase used in this case is the context, for example:

Dilcey worked tirelessly, silently, like a machine, and Scarlett, with her back aching and her shoulder raw from the tugging weight of the cotton-bag she carried, thought that Dilcey was worth her weight in gold.

"Dilcey," she said, when good times come back, I'm not going to forget how you've acted. You \> e been mighty good [15, p. 158].

One of the most common tropes is considered a metaphor based on the similarity of two objects or concepts, where, unlike the usual two-term comparison, only one term is given - the result of comparing what is being compared with, for example:

Through a blinding mist of tears she saw his face and with a strangling pain in her throat she knew that he was going away, away from her care, away from the safe haven of this house, out of her life, perhaps forever, without having spoken the words she so yearned to hear. Time was going by like a mill-race, and now it was too late. She ran stumbling across the parlor and into the hall and clutched the ends of his sash [15, p. 162].

By using a metaphorical comparison, the author seeks to show not only the speed of the passage of time in this world (Time was going by like a mill-race), but also the state, the hopelessness of what happened, the hopelessness of returning what is so warmed the heart of the heroine of the novel.

Through such a figurative metaphorical comparison (the blades of a mill wheel) M. Mitchell manages to convey to the reader the acuteness of Scarlett's emotional experiences and cause a corresponding reaction from the reader. This way of expressing familiar phenomena enhances their artistic effect.

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CONCLUSION

As a result of this work, the analysis of the novel by Margaret Mitchell "Gone with the Wind" is carried out. The style of the novel is analyzed, which manifests itself in the grace of the author's syllable, in refined colorful images, in a carefully verified choice of words.

The objectives of our research were to determine the essence of the concept of "image system", to analyze the image of Scarlett O'Hara in the novel, namely, the stylistic devices used by the author to create her image.

The work provides a theoretical basis for the analysis of the novel; the figurative system of the novel and its linguistic embodiment, stylistic devices used by the author to create images are analyzed in detail. Some of the methods most often used by the author for creating images are methods of metaphor, metaphorical comparison, oxymoron, metonymy, impersonation, gradation, allusion.

The language of the novel by M. Michell "Gone with the Wind" is characterized by increased emotionality of colloquial speech.

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The author of the novel "Gone with the Wind" often resorts to expressiveness created by linguistic factors that are directly related to material semantics and are manifested most vividly in lexical and semantic categories: the use of word formation and phraseology, sometimes "individual origin", which is observed at the phonetic level.

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THE LAW OF INCREASING THE ROLE OF SUBJECTIVE FACTORS IN THE FORMATION OF AESTHETIC ATTITUDE TO NATURE

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Resume
The functional role and significance of ecological consciousness and culture as the main subjective factor of aesthetic perception of nature is determined by the general intellectual potential of the individual, the ability to express emotional experiences through ideal images, the need to synthesize universal ecological spiritual values. At the individual level. At the same time, a certain commonality of different directions and levels of development of ecoaesthetics ensures the integrity of the subjective factor.

Keywords: tradition, regulation, objective and subjective factors, individuality, ecology, beauty, aesthetics, globalization, management.

INTRODUCTION

Since the middle of the twentieth century, humanity has begun to realize the vital need to prevent the escalation of the consequences of the aggravation of common human problems. As a result, the priority has become the role of not only material, technical, technological, but also spiritual factors in the system of global problems in general and in overcoming the planetary ecological crisis in particular. The solution of global problems is studied by philosophers, sociologists, political scientists, economists of the world, international scientific discussions are held on the analysis of its philosophical and political directions, works and articles are published.

The importance of this idea is especially evident in the fact that the aggravation of environmental problems has intensified, the process of globalization has advanced at an early stage and has not lost its scientific and theoretical relevance. Because at the present time, according to the world scientific community, it is necessary to develop a global system of universal spiritual values that will be accepted by all people on the planet (at least by the overwhelming majority of them), social, party, national and other prejudices or should be pushed aside to the background. Indeed, solving global problems requires all people and all countries to work together and make concerted decisions. This integrative activity cannot be imagined outside of its subjective basis.

METHODS

Artistic-aesthetic, emotional-emotional ideas about the unity of human society with nature serve to form an ecological attitude of a person to nature, based on spiritual and moral norms, artistic and aesthetic values. Doctrines in this context reflect the ideas of humanity, systematized through political, legal, moral, religious and other cultural forms of ecological lifestyle.

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In the process of man's eco-aesthetic attitude to nature, his "human nature" is revealed - the essence of humanity. This does not deny the socio-ontological content of man, but rather asserts it. From this it follows that no alternative philosophical doctrine denies the predominance of spiritual factors in assessing human nature according to environmental criteria.

In this sense, the transformation of universal eco-aesthetic values into the defining basis of the ecological essence of man made them a global spiritual and cultural subjective factor and determined its priority. That is, in the process of transforming environmental activities into art, artistic forms, the creative heritage of the historical heritage, first of all, the features and results of the expression of man's attitude to nature as a whole, cultural, especially artistic and aesthetic, are manifested in their methods and means.

The eco-mythological worldview, characteristic of the first "childhood" periods of human history, is expressed in its various material manifestations in Paleolithic stone painting and ceramic sculpture. Later, folklore was systematized using examples of oral art, religious and philosophical sources, artistic and aesthetic ideas about the conscious, emotional attitude of man to nature were put forward. These ideals in life play an important role as a spiritual and psychological subjective factor in strengthening the spiritual foundations of civilizations in the face of modern global problems, overcoming the alienation of the individual from nature, environmental marginalization.

In the unity of these processes, the function of the artistic and aesthetic attitude to nature as a subjective factor lies in the mythologization of ecological consciousness with the help of artistic images. On the other hand, mythological consciousness determines future goals, reflecting ecological reality in ideal images, and is a certain stage in spiritual dynamic development. But, on the one hand, ecological consciousness and culture in general are more popular than other types of art in reflecting social reality, the essence of a person in artistic images, in particular, in the formation of the “eco-aesthetic qualities” of a personality that reveal it. its emotional and spiritual aspects. On the other hand, since emotions are always limited to rationalism, utopian, mythological and fantastic aspects prevail in the expression of ecological consciousness and culture in artistic images.

Based on rich historical factual material on archeology, ethnology, anthropology about the development of ecological culture in the history of mankind, the spirit of harmony between man and nature, artistic and aesthetic content, the essence of ancient mythological views.

Environmental consciousness determines the aesthetic activity of a person - the recreation of nature in artistic images, understanding and expression of environmental needs and the necessity of the historical period in which a person lives, in particular, in a mythological worldview. Therefore, without understanding that mythology is a special philosophy, without revealing the meaning and essence of the symbols it contains, we cannot enter either literature or art. In this sense, when we compare their goals and objectives, we see that the goal is common, but also differs in the individuality of directions, means, methods of influence.

In general, in societies where mythological consciousness prevailed, it was forbidden to overspend the gifts of nature and living beings, and as a result, there was no imbalance in the relationship between man and nature.

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Religious and mythological values and ways of expressing them, formed as a result of the transformation of the ancient mythological consciousness of man and the ecological traditions formed in everyday life into primitive forms of religion, are to some extent the first stage in the development of structured eco-aesthetics. That is, one of the mechanisms for regulating human social life is an integral part of spirituality, religious values are of particular importance, since they embody the ecological practical experience of mankind, formed over millennia, and become a subjective factor in its transformation.

RESULTS AND DISCUSSIONS

Функция экологических религиозных ценностей или теологических духовных ценностей в формировании экологической культуры в наше время показывает, что она всегда была важным субъективным фактором в жизни общества. Но, с одной стороны, религию как субъективный фактор следует рассматривать как более или менее положительное влияние на решение экологических проблем, в частности, формирование экологической культуры личности, возможность укрепить свое положение в обществе. С другой стороны, к феномену религии, которая является атрибутом общества, ее статусом как субъективного фактора, нужно подходить на основе четких интересов.

In our opinion, the question of determining the role of religious values in the formation of human ecological culture should be approached from the same point of view. That is, if we look at ecological reality as an event that is organized and managed in terms of religious values, we see that there are two main directions:

- ✓ First, religious values, the foundations of which are associated with socio-ecological practice, are reflected as an ideal force that encourages human ecological awareness and understanding of their responsibility to protect nature. Religious ecological spiritual values are a special form of spiritual culture that reflects the laws of human life, his interaction with nature and development in religious beliefs, ideals and images. In addition, religious values, first of all, reflect, generalize and create a unique "technology" for transforming socio-historical experience and established relations in the field of nature conservation.
- ✓ Secondly, depending on the nature of the functional differentiation of religious values, certain functions can be fixed in the system of spiritual culture. However, if we approach religion from the point of view of the role of the individual in the formation of ecological culture as an important component of spiritual culture, then religious values reflect the spheres of ecological practical activity in irrational and illusory subjective images.

It should be noted that the use of religious values only in the form of spiritual values does not fully reflect their autonomous role and social significance in the formation of an individual's ecological culture. Therefore, in religious values, it is necessary to define the task associated with the categorization of cultural and historical motives, driving mechanisms that determine the main objective conditions and subjective factors necessary to ensure the general trend of their development.

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If you look at this phenomenon from the point of view of eco-aesthetics, then, first of all, ecological consciousness is an integral part of the spiritual culture of the nation, its influence as a subjective factor in the formation of an artistic and aesthetic attitude to nature has a holistic character. -systemic character. Secondly, ecological consciousness and culture determine both the directions of the art of expressing the natural being of a person in artistic images, and their methods. Thirdly, the goal of ecological consciousness is to express the beauty of nature in artistic and aesthetic images, its spiritual essence - the preservation of nature for future generations. Fourthly, the eco-aesthetic individuality and the level of personality development are clearly reflected in the use of this subjective factor, that is, in the possibilities and methods of its consumption and assimilation.

Consequently, in the dialectic of ecological being (objective reality) and its artistic and aesthetic expression (subjective phenomenon), aesthetic activity, adequate to the level of socio-ecological development, is reflected in subjective images. Artistic images of this objective reality are a subjective factor in terms of their impact on the consciousness of people.

Determination of the influence of ecological culture as a subjective factor on the aesthetic perception of nature will become the basis for the development of territorial integrated programs and plans for nature protection. Indeed, the system of subjective factors in the development of ecological culture serves to optimize the interaction between man and the environment, to involve a wide range of social strata of the population. But in the process of realizing the possibility of subjective factors, the level of environmental awareness and general intellectual development, social and professional characteristics of members of society acquire particular importance.

A functional combination of ecology and aesthetics within a general purpose helps to reflect the ecological landscape of the world as a whole. Consequently, in the issue of the formation of the eco-aesthetic quality of the individual, the intellectual potential of society, both their functional opposition to each other and their mixing, as well as the absoluteness of the role of anyone, lead to erroneous conclusions. Because, despite the relative independence of each of them, in increasing the overall ecological spirituality, their integral social phenomenon - the status of a subjective factor - can be undermined.

The functional significance of ecological activity as a social phenomenon is reflected in the transformation of eco-aesthetic values into generations through artistic images. This is a way to express the beauty of nature and ecological activity in artistic images, to know and express its essence. But artistic images of nature and ecological activity (albeit based on the principles of realism) are not an absolute ideal reality, but the result of subjective eco-aesthetic activity, consisting in the generalization and development of the spiritual and cultural experience of nature conservation, formed in the process of the historical development of the nation.

In general, the subjective factors of environmental activity in this order, assessing its levels, directions and scale of activity from the point of view of economic determinism, it is inappropriate to link society with the nature of the method of material production, the level of development. Because the subjective factors of environmental activity, the level of maturity, the nature of which also depends on the socio-psychological, spiritual and political characteristics of society. Accordingly, the analysis of the

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individuality and sociality of the subjective factors of environmental activity in relation to the system of subjective factors in other areas ensures the integrity of scientific conclusions. In particular, the growing trend of greening social, economic, spiritual and other relations, the influence of subjective factors determines both individuality and sociality.

Thus, the combination of objective conditions and subjective factors in the development of eco-aesthetic values in the structure of ecological culture determines the characteristics of social space and the historical time of development of ecological culture. That is, this law manifests itself in the system of ecological culture as an integral, universal phenomenon in the process of the emergence and impact of subjective factors. Because a separate subjective factor (at the national and regional levels) is a necessary condition for eco-aesthetic values, since it is formed in the structure of a universal ecological culture.

CONCLUSION

In particular, the system of subjective factors in the development of global eco-aesthetics is also determined by the results of the above processes. In other words, on the one hand, these processes reflect the continuity in the formation and development of traditions of eco-aesthetic value. On the other hand, in the historical dynamics of the development of cultures as a whole, national eco-aesthetic values act as a dialectical unity of contradictory relations between universal ecological necessity and opportunity. Indeed, the national characteristics of eco-aesthetic values in one or another social activity reflected professionalism in folklore samples, works of applied art, household customs, ecological lifestyle, and artistic ideals.

Material and spiritual foundations, objective and subjective factors in the development of eco-aesthetic values determine social, economic, political, spiritual and cultural ideas, theories and methods of their implementation in relation to nature conservation. Accordingly, ensuring the sustainable ecological development of any people is of paramount importance to the eco-aesthetic values, which are an integral part of the ecological consciousness and culture that have formed over the centuries.

Especially in modern conditions of globalization and exacerbation of environmental crises, first of all, deep awareness and creative development of the rich material and spiritual heritage of nature conservation, created by our ancestors in our national development, is becoming a very important spiritual and educational task. On the other hand, the general philosophical and methodological significance of this task is explained by the fact that the ecological, spiritual and cultural development of all peoples and nations of the world has a real socio-historical basis, and its development or crisis depends on the search for solutions to these problems.

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ANALYSIS OF AFFICSIAL QUALITY MAKING IN DARY LANGUAGE.

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Annotation

In recent years, the comprehensive development of the Dari language has become noticeable, during which time there have been tangible changes in all its fields. And in this regard, the study of the questions of the ways of forming, developing, and improving the Dari language, substantiating the reasons, regularities, and possibilities of this process, as well as determining the principles of word-formation, is becoming increasingly essential. This, in turn, points to the need for a separate study of the Dari language directly based on its materials.

Keywords and expressions: affixation, word-formation of adjectives, quality of words, method , adjective category.

Introduction

Affixation is the most productive method of word-forming in the Dari language. Among the affixes that form the adjective, the suffix ی *-i* (یای نسبت *yâ-ye nesbat*) has a special place: it has an unlimited valency, which is explained by the categorical meaning characteristic of adjectives. In the modern Dari language, the functions of the suffix ی *-i* has expanded: it has become more actively used in the expression of agent nouns. Furthermore, in contrast to nouns, the characteristic feature of adjectives is the productivity of prefixal word-formation. Lack of characteristic, contained in a word-formation basis, is achieved by using the negative prefixes بی *bê-*, نا *nâ-*, نه *na-,* لا *lâ-* and بلا *belâ-*

The article explores the relationship of the possibility of word-formation with the reasons and regularities of productivity / non-productivity, high productivity / low productivity of word-formation of adjectives based on materials in the Dari language.

In recent years, the comprehensive development of the Dari language has become noticeable, during which time there have been tangible changes in all its fields. And in this regard, the study of the questions of the ways of forming, developing, and improving the Dari language, substantiating the reasons, regularities, and possibilities of this process, as well as determining the principles of word-formation, is becoming increasingly essential. This, in turn, points to the need for a separate study of the Dari language directly based on its materials.

Although some scientific work on Dari language has been carried out in Uzbek linguistics so far , the lack of fundamental research on word formation in the same language, the need to limit the similarities and differences in the system of Dari and Persian word formation is urgent. The aim of the article is to study the affixal word formation in the Dari adjective category, to clearly define the possibilities in word formation, the limitations of possibilities. Identification of productive word-makers in quality construction by affixation method in Dari language; identification of productive / unproductive as well as word-building

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opportunities in quality construction; The task of the research is to reveal the changes and developments in the Dari word-formation system on the basis of productive word-formation types.

The Main Part

Affixation is also the main productive method in quality construction in Dari language. Qualitative affixes can be divided into the following two main groups according to their general characteristics: 1) relative adjectives; 2) quality makers indicating ownership or non-ownership.

ی -*i* suffix

ی -*i* (allomorphs: یی -*yi*, گی -*gi*, وی -*wi*) suffix (یای نسبت *yâ-ye nesbat* or یای نسبی *yâ-ye nesbi*) middle dari language -*ig*, beginner -*ik* (-yk´, in the text of bases– -yg) < эр. *-*ya-ka*- from this. It is considered the most productive suffix that makes a relative quality: its valence level is very high and it is not possible to list all artificial words in dictionaries. In the model "Word-formation basis + -i", not only lexical morphemes, but also phraseology and word-combinations, regardless of their own and assimilation, can serve as a basis for word-formation.

The meanings of this suffix have expanded in modern Persian-Dari languages:

it is said above that a making a personal through it: بندی *bandi* 'prisoner'. According to Chkheidze T.D., this type of word formation was not observed in Middle Persian . However, in Middle Persian studies, it can be seen that the relative adjectives used for the sign of personality came as nouns: شاهرīī (شتريك´) 'urban (person)', 'citizen' city ',' province '), zēndânīg (zynd'nyk´)' prisoner ',' ariston '(zēndân (zynd'n´)' zindon ') .

Personal names are the result of a mix of qualities: کابلی *kâboli* 1. 'to Kabul', 2. 'from Kabul', ذغالی вa زغالی *zoğâli* 1. 'idol' 2. 'coal miner'. «in Dari –russion dictionary» (3) جوالی *jawâli* 'porter', 'carrier', برقی *barqi* 'electricity', 'electrician', سگرتی *segreti* 'smoker', چلمی *čelami* some words like 'smoker' are just a personal name, کبابی *kabâbi* 1. 'kebab maker', 1. 'hunter', 2. 'Some words, such as hunt (belonging to), are first person nouns, then relative adjectives, نسواری *naswâri* 1. 'brown' 2. 'nasal smoker', شرابی *šarâbi* 1) 'drinking person', 2) 'the degree to which the meanings of artificial words are applied at the linguistic level, with the relative quality first, followed by the meaning of the person's name, such as 'alcoholic'. The conjugation of artificial words is also widely observed in other types of noun (object and place).: بارانی *bârâni* 'raincoat' (باران *bârân* 'rain' → بارانی *bârâni* 'rainy'): this meaning is recorded in classical Persian (5, 214) However, it is incorrect to evaluate all artificial words as a product of the transposition method. It should not be forgotten that the transfer of adjectives to a noun (whether it is an ellipse or some other substantive method) creates special models of transposition in terms of word formation.

ی -*i* The suffix is ambiguous: artificial words can have multiple meanings. For example:

زبان افغانی	*zabân-e afğâni*	'afghan (Pashto)' → affiliation
رقص افغانی	*raqs-e afğâni*	'afghan dance' → method, type , kind of
هیئت نمایندگی افغانی	*hay'at-e nomâyendagi-ye afğâni*	'afghan delegation '→ attitude to the place, originality

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کشتی جنگی	*kešti-ye jangi*	‘ warship ’ → intended
فیل جنگی	*fil-e jangi*	‘warrior elephant ’ → activity
روحیهٔ جنگی	*rôhiya-ye jangi*	‘fighting spirit ’ → descriptive assessment

This means that a compound word (relative adjective) itself can form different types of word formation depending on the word being defined, the spoken text, and the place of use. This makes it difficult to divide such artificial words into semantic groups. The following are the most common meanings in their classification.

Analisys of materials ی *-i* suffex – یای نسبت allowed to divide the adjectives formed by the following semantic groups:

1. Relevance, belonging, belonging to what is understood from the basis: زبان *فارسی* zabân-e *fârsi* ‘*persian language*’, لیسهٔ عسکری lisa-ye *askari* ‘*military lyceum*’, علوم *اجتماعی* olum-e *ejtemâ‘i* ‘*social science*’, معاینهٔ *طبی* mo‘âyena-ye *tebbi* ‘*medical servise*’. روابط *فرهنگی* rawâbet-e *farhangi* ‘*cultural relations’.*

2. Whether the word expressed in the definite function is intended for the object understood from the constructive basis: اتاق جراحی otâq-e *jarrâhi* ‘*surgery room*’, گندم *تخمی* gandom-e *toxmi* ‘*seed wheat*’, میدان هوایی *آزمایشی* maydân-e hawâyi-ye *âzmâyeši* ‘*test aerodrome*’, نمکدان *مساله یی* namakdân-e *masâlayi* ‘*spice bowl’*, کشتی جنگی kešti-ye *jangi* ‘*warship’.*

3. What the object is used to, material: مجسمهٔ *سنگی* mojassama-ye *sangi* ‘stone statue’, بادی *فولادی* bâdi-ye *fôlâdi* ‘steel body’, پل *ریسمانی* pol-e *rêsmâni* ‘*kanat ways* (bridge)’, بند (تسمه) چرمی band (tasma)-e *čarmi* ‘leather belt’, قلمدان *چوبی* qalamdân-e *čôbi* ‘wooden pencil’, گلدانی *شیشه یی* goldâni-ye *šišayi* ‘porcelain vase’, ظروف *چینی* zoruf-e *čini* ‘porcelain dishes’.

4. Attitude, originality: مملکت کوهی mamlakat-e *kôhi* ‘*mountainous country*’, چراغ عقبی čarâğ-e *‘aqabi* ‘*backlight*’, فضای خارجی (*داخلی*) fazâ-ye *xâreji* (*dâxeli*) ‘*outer (inner) space* ’, مناطق غربی manâteq-e *ğarbi* ‘*western regions’.*

Adjectives denoting a person belonging to a place or living in a given territory are strong in nature: لوگری *lôgari* ‘logar’ (لوگر *lôgar* ‘Logar’ (name of region)), چینایی *činâyi* – چینی *čini* ‘chinees’ (چین *čin* ‘Хитой’), اروپایی *orupâyi* ‘evropean’ (اروپا *orupâ* ‘Evrope’), کوهستانی *kohestâni* ‘mountainous’, ‘a person who lives in a mountainous area’ (کوهستان *kohestân* ‘mountainous area’), شهری *šahri* ‘urban (person)’ (شهر *šahr* ‘city’).

5. Attitude to time, originality: افغانستان *امروزی* Afğânestân-e *emrôzi* ‘todays Afganistan, کمپ (اردوگاه) *زمستانی* kamp (ordugâh)-e *zemestâni* ‘winter camp’, تطبیقات *خزانی* tatbiqât-e *xazâni* ‘*autumn military training*, تعلیمات *نهاری* ta’limât-e *nahâri* ‘*full-time education*’, نمایشگاه *دایمی* namâyešgâh-e *dâimi* ‘permanent exhibitions’, حوادث *بعدی* hawâdes-e *ba‘di* ‘next events’.

6. Quantitative property: لین *چهارسیمی* layn-e *čahârsimi* ‘*four-wire power line*’, تختهٔ روسی *سه لایی* taxta-ye rusi-ye *selâyi* ‘*three-layer plywood’*, اتاق *دونفری* otâq-e *dunafari* ‘*double room*’, سیستم *دوحزبی* sistam-e *duhezbi* ‘*two-party system*’.

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Quality makers who signify non-possession

A sign of not having something that is basically understood in Dari بی *bê*-, نا *nâ-,* نه *na-,* لا *lâ*- and بلا *belâ*- represented by prefixes.

In modern Dari Language **بی *bê*-** the prefix is productive and is added to words belonging to the horse category. It is a productive quality-forming affix and is added to both explicit and abstract nouns. These subjects can consist of their own (primitive Dariy) and assimilation words. At this point بی *bê*- artificial words made with a prefix (بی فایده *bêfâyda* 'useless', بی وفا *bêwafâ* 'unfaithful') بی *bê*- from the accumulation of the front assistant with the nouns (بی توقف *bê tawaqqof* 'without stopping', 'without taking a break', بی پول *bê pul* 'without money') differentiation is necessary. Analysis of collected materials بی *bê*- word-formation, semantic, morphological, and syntactic features of prefixed artificial words indicated that they belonged to a category of adjectives (given that in the context adjectives can pass into the category of adjectives, some of them can be both adjectives and adjectives): بی جا *bêjâ* 1) 'useless'; 'Inappropriate' (quality); 2) 'in vain'(adverb); بی مورد *bêmawred* 1) 'out of place' (*adjective*); 2) ''Untimely' (*adverb*) .

بی *bê*- Using the prefix, the following meaningful adjectives are formed from subjects:

1. بی *bê*- prefix a) by joining the definite nouns denoting a part of the human body, it forms a figurative word that expresses the character-traits, qualities-states of the person: بی دست *bêdast* 'weak', بی دل *bêdel* 'sad', 'disappointed'; 'Hopeless', بی سر *bêsar* 1) 'Uncontrolled', 'neglected', 'unruly', 2) 'disobedient'; 3) 'fun', 'more playful', بی جگر *bêjegar* 'cowardly', 'heartless', 'willless':

این ها عبارت بودند از سوداگران خرده فروش و افراد بی کمر ... که با یک بهانه چند روز سر کار نمی روند (23, 23)

Inhâ 'ebârat budand az sawdâgarân-e xordaforôš wa afrâd-e bêkamar ... ke bâ yak bahâna čand rôz sar-e kâr namêrawand

'These were petty traders and idle people who did not go to work for a few days under any pretext';

By joining abstract nouns denoting cultural-social, moral, and spiritual concepts related to man, it creates adjectives that signify a sign-property, a statelessness, understood from the ground up: بی گناه *bêgonâ(h)* 'innocent', بی استعداد *bêeste'dâd* 'untalented', بی تربیه *bêtarbiya* 'indiscipline', بی غم *bêğam* 'carefree'; 'calm down':

نیروهای دشمن وقت فرار مردم هم آن هارا بی غم نمی گذارد، از زمین و آسمان آن هارا تعقیب کرده بر سرشان آتش می بارند

Nayrôhâ-ye došman waqt-e ferâr-e mardom ham ânhâ râ bêğam namêgozârad, az zamin wa âsmân ânhâ râ ta'qib karda bar sar-ešân âtaš mêbârand

'These noble aspirations are impossible without the high value of human rights at the heart of our lives and circumstances'.

نا *nâ*- the prefix is attached to the bases of modern verbs, meaning that they do not have a meaning understood from the base. It is well known that modern verb bases, which are considered semi-affixes, are also considered to be the second component of a compound word. They are also included in suffixes. (6, 98). They can also be used as a constructive basis: نایاب *nâyâb* 'rare', ناپسند *nâpesand* 'inappropriate', ناخوان *nâxân* 'illiterate', نادان *nâdân* 'ignorant', ناشناس *nâšenâs* 'unknown', ناتراش و ناخراش *nâtarâšonâxarâš* or ناخراش و ناتراش *nâxarâšonâtarâš* 'such as 'disagreeable', 'rude'. نا *nâ*- + the bases

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of present tense (basically پذیر *-pazir*) and semi-affixes are active in word formation: اجتناب ناپذیر *ejtenâbnâpazir* "inevitable', 'doubtful', انتقال ناپذیر *enteqâlnâpazir* 'indescribable', خستگی ناپذیر *xastaginâpazir* 'tireless','energetic, خداناترس *xodânâtars* 'ruthless', 'wild'.

Analysis of our materials showed that the addition of the prefix نا*nâ* - to the base of the past tense verb is inefficient: ناشایست *nâšâyest* 'an act of unscrupulousness'; 'Violence', نادوخت *nâdôxt* 'not sewn', نابود *nâbud* 'perished' (3 examples).

4. نا *nâ*- the prefix is added to the adjectives to denote a concept understood from the base: نابینا *nâbinâ* 'blind', ناخوانا *nâxânâ* 'vague','unreadable', ناشنوا *nâšenawâ* 'deaf', نادیده *nâdida* 'inexperienced', ناخوانده *nâxânda* 'not called', ناگفته *nâgofta* 'unspoken', 'not mentioned', ناآموختنی *nââmôxtani* 'untrained', نامردنی *nâmôrdani* 'immortal':

... ناگفته نماند که در این میان، تعداد زیادی از شاعران جوان، شعر خواندند ... (30)

... nâgofta namânad ke dar in miyân, te'dâd-e ziyâd-ê az šâ'erân-e jawân se'r xândand

'...it should be noted (not to mention) that during this period most of the young poets recited poetry...';

بسیار گپهایش ناگفته مانده بودند (25)

Besyâr gaphâ-yaš nâgofta mânda budand

'There was so much left to say '.

نه ***na-*** prefex **نا** ***nâ-*** is recorded as an allomorph of.

نا قرار *nâqarâr* – بی قرار *bêqarâr*

خودرا دهان دروازه رسانده بودم که نا قرار از پشت پردهٔ تاق پرسان کرد

Xôd râ dahân-e darwâza rasânda budam ke nâqarâr az pošt-e parda-ye tâq porsân kard

'When I got to the door, he asked annoyingly from behind the curtain '.

ناانصاف *nâensâf* – بی انصاف *bêensâf*

ناانصاف ها همان قدر نمی سنجند که همین آدم چرا این طور شده

Nâensâfhâ hamânqadr namêsanjand ke hamin âdam čerâ intawr šoda

'The fools don't think so much about why this man is like that'.

Sometimes there was an expansion of meaning in one of the words that formed the synonymous line: بی خدا *bêxodâ* 'atheist' – ناخدا *nâxodâ* 1) 'atheist'; 2) 'savage', 'evil-doer', بیکاره *bêkâra* 1) 'useles' (man), 2) 'unnecessary' (something); for example, چیزهای بیکاره *čizhâ-ye bêkâra* 'old-fashioned, 'second hand') – ناکاره *nâkâra* (so, ناکاره و بیکاره *nâkârawobêkâra*) 1) 'incompetent'; 'Useless', 'unnecessary' (person); 2) 'foolish'.

Conclusion

Analysis of the materials on the topic of the article leads to the following conclusions:

1. Adjectives that express a relative sign in the Dari language – ی *-i* (یای نسبت *yâ-ye nesbat*), آسا *-âsâ*, سان *-sân*, سار *-sâr*, وار *-wâr*, وش *-waš*, فام *-fâm*, گون *-gun*, ین *-in*, آنه *-âna* a feature that is common to all of the adjectives created by means of is the expression of a sign in relation to the action, the relative sign (such as belonging, specificity), to what the word of this type is added.

2. The suffix یِ نسبت ی - ی- ی has a special place in the enrichment of the Dari dictionary with new units: it has infinite valence and is explained by the categorical meaning inherent in these qualities. In the

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modern Dari language, the function of the suffix ی *-i* has expanded: its use as a personal name has become more active. The phonetic variant of the suffix ی*-i*, the differences in the use of وی*-wi* in Dari and Persian, have been preserved. In Dari, the form وی *-wi* has the ability to form a word different from Persian.

3. Quality makers who signify ownership: آ *-â*, مند *-mand*, گار *-gâr//-egâr*, کار *-kâr*, نده *-enda*, ور *-war*, ناک *-nâk*, آن *-ân*, گین *-gin*, آگین *-âgin*, و *-u*, وک *-ôk*, آنی *-âni* adjectives formed with a common, that is, a group with a sign of possession, regardless of whether the sign is more or less, strength or weakness, etc. Each of the quality makers of this type differs from each other by its specific feature (whether to note the excess-deficiency in the character, the strength-weakness, etc.). These characteristics affect their productive / unproductive, productive / unproductive status in quality making.

4. In the Dari language, in the category of adjectives, unlike horses, the prefix word formation is productive. It is a sign of not having something that is fundamentally understood بی *bê-*, نا *nâ-*, نه *na-*, لا*lâ-* ва بلا *belâ-* represented by prefixes. In moderin Dari language بی *bê-*, نا *nâ-* – productive, نه *na-* – unproductive*,* لا *lâ-* ва بلا *belâ-* – are unproductive prefixes. نا *nâ-* prefix بی *bê-* high valence relative to . (noun, adjective, verb base, adjective can come as a basis for word formation); بی *bê-* the prefix is mainly attached to noun increases its productivity. Negative prefixes are semantically the same, but their entry into a mutually synonymous relationship - the use of one instead of the other - is a rare occurrence.

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CLT IN TEACHING ENGLISH FOR A2 LEVEL

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Annotation
In this article we will study a methodology called communicative language teaching or CLT. We will also look at and analyze the impact of this teaching method on language teaching. Today. Since its inception in the last century, the CLT has served as a major source of influence on language teaching practices around the world. Many of the issues raised by communicative teaching methodologies remain relevant today, but newcomers to the profession may not be familiar with them. Therefore, this article serves to review what we have learned from CLT and its relevance today.

Keywords: Language teaching, methods, methodology, skill, communication , potential to learn new languages.

“ We will resolutely pursue the state youth policy without any deviations. Not only will we continue, but we will raise this policy to the highest level that we need today.

We will mobilize all the forces and capabilities of our state and society so that our young people can think independently, have high intellectual and spiritual potential, and grow up to be happy people who are not idle to their peers in any field around the world.” Based on these views of our President, we, the youth, must show our strength in the world and make it a priority to further develop relations with our partner countries. Therefore, language is the main bridge in the development of cooperation in this area. In order to strengthen the bridge of communication, we, the youth, need to learn the language in depth and mobilize all our strength and capabilities.

The growing need for good communication skills in English has created a great demand for English language teaching around the world. Millions of people today want to know English well or ensure that their children are fluent in English. Opportunities to learn English are provided in a variety of ways, such as formal instruction, travel, study abroad, as well as the media and the Internet. The global demand for English has created a huge demand for quality language teaching and learning materials and resources. Students set ambitious goals on their own. They want to be able to master English with a high degree of accuracy and fluency. Employers also require their employees to be fluent in English, and fluency in English is a prerequisite for success and progress in many areas of employment in today’s world. Therefore, the demand for appropriate teaching methodology is as strong as ever.

The main purpose of learning a foreign language is to give our students the opportunity to communicate with it. It is a process of coming to the point of understanding the language and here the communicative approach comes first in teaching and learning the language. In recent years, the communicative approach has become increasingly popular and is a commonly effective way to facilitate second language learning.

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Communicative Approach

The communicative method of language teaching originated in the 1960s. Due to the attention paid to the implementation of this idea by several scholars and the government, this method has become widespread internationally. Also, all textbook teachers quickly applied this, and English language teaching specialists developed special curricula.

The most important features of communicative language teaching methods are:

1. Only target language is used in classroom lessons.
2. Most of the speech activities practiced in the classroom involve self-exchange in unplanned speech.
3. The focus of all classes is on the exchange of information, not concepts and knowledge about language and its forms.
4. Lessons often consist of only grammatical explanations and assignments. It should be borne in mind that Grammar must be accepted as an additional product of participation in various communicative activities in the classroom.
5. In the normal type of lessons, the students get stuck in a rut. Such students have difficulty in communication even though they know the rules and grammar well.
6. Students' mistakes, especially grammatical errors, are not corrected directly by the teacher. They are completely ignored.
7. In the communicative method, the teacher is not the central person in the classroom, he or she serves as the sole provider of feedback. Classes are often held in small groups or in pairs, with the teacher walking around, listening, and assisting when needed.

According to the new concept of education, the main purpose of teaching English is to develop the communicative competence of learners, that is, to master the language as a means of intercultural communication, to develop the skills of using a foreign language as a means of modern world culture.

Working with young language learners in elementary school can be both a rewarding and demanding experience. For students and teachers to make the most of this experience, we need to be clear about what we want to do. We need to try to figure out what the language of learning in school requires from young children and what it can offer them. We also need to consider how these demands and needs affect teachers.

Young learners do not come to the language room empty-handed. They bring with them an already established set of instincts, skills, and characteristics that help them learn another language. We need to identify them and make the most of them, as well as achieve a super result through it. For example, children:

- have the ability to interpret meaning without already understanding individual words;
- has great skills in the creative use of language;
- they can learn indirectly, not directly;
- they can find interest in everything they do and enjoy creating;
- They have a broad vision;

All you need to do is give them an outlet and the support they need to keep going.

Although the child may not understand individual words from an early age, he or she is able to

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understand what is being said to him or her. Intonation, gestures, facial expressions, actions, and situations all help to convey unfamiliar words and phrases. By understanding the message in this way, they begin to understand the language and begin to communicate. In the next adult life, we all retain this first source of understanding, along with knowing the language. This is a key part of human communication. Children come to primary school with this ability developed. They use it in the whole school education process. For example, even if they think their native language skills have already been identified, they may find it difficult to follow verbal instructions and information. Most importantly, especially in terms of language development, their ability to translate messages is part of the way they learn new words, concepts and phrases in their mother tongue as their language expands in response to new school themes and layers of knowledge.

Thus, when children encounter a new language in school, their same skills help them interpret new sounds, new words, and new structures. Teachers need to support and develop these skills. We can do this by making sure that we make full use of gestures, intonation, demonstrations, actions, and facial expressions to convey meaning in parallel with words. We should also try not to upset children's desire to use the skill.

In the early stages of mother tongue development, children can apply even a small amount of knowledge they have learned from the language source. Although they do not know grammar and forms, they use them effectively and creatively in the communication process. They are also creative with concepts. Children also create words with similarities or even invent new words, which are then included in the family dictionary. This phenomenon is the radical development of language. In order for children to make effective use of the creative language skills they bring with them, teachers need to:

- the desire to communicate forces them to find some way to express themselves;
- The language that requires practice is unpredictable, not just asking children to repeat phrases, but encouraging them to actively create language for themselves.

That is why games are so useful and so important. It's not just because they're fun. This is partly because the fun element creates a desire to communicate, and partly because the games can make it unpredictable. Even though teachers control the lessons very strictly, children sometimes seem to feel something out of the corner of their eye and remember it better than they actually need to learn. Sometimes this can be frustrating for the teacher, but the opportunity can change us in the language room to our advantage. This is part of a much more complex phenomenon of indirect learning.

Language activities that involve children to guess which phrase or word someone has come up with are very good practical examples of this phenomenon. When it comes to children, they are not trying to learn phrases: they are trying to guess their attention correctly. However, once they have completed the repetitive assumptions, they confirm only half of the words and structures. They will have absorbed the phrases into their minds. Perhaps they have changed their pronunciation. Guessing is actually a very powerful way of learning phrases and structures, but it is indirect because the mind is engaged in a task and does not pay attention to language. At the A2 level, children's ability to consciously rely on shapes and grammatical patterns is still underdeveloped. In contrast, all children bring a huge instinct to learn indirectly with themselves, no matter how they want to "confuse things". If we want to make

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the most of this asset, we need to fully justify it.

Kids have tremendous opportunities to find and have fun. Sometimes, I have to say, they choose the most awkward moments to have fun! They bring a spark of individuality and drama to many things. When engaging in guessing activities, children almost always hide their dramatic elements in quick cards and incorporate their attitudes toward their classmates 'assumptions. They shuffle their cards under the table and hide them so that others cannot see them. They can win more and more or "No!" as others could not have guessed. They stare hard at the rest of the class, frowning or shining. This is where their identity emerges. In this way, they make the language unique. So it makes a huge contribution to the study. Through a sense of fun and entertainment, children really live in this language. Again, we'll see why games play a central role. But games are not the only way individuals occur in a language class. In addition, the game mode has a whole field of fantasy thinking.

Children enjoy imagination and fantasy. It's not just about enjoyment. They see and imagine everything in their own worlds You test your own versions of the world through your imagination and confirm what it really is by imagining what the world will be like. In the language class, this power of imagination and imagination plays a very constructive role.

Language teaching should be related to real life. But it would be very sad because we were preaching the truth in the classroom, forgetting that the truth for the children included imagination and fantasy. Imagination is the real part of being a child. If we accept the role of imagination in children's lives, it serves as another very powerful motivating factor for the real use of language. Of all the instincts and attributes that children bring to class, this is probably the most important thing for a language teacher. Also, this is the most obvious, so there is no need to work with dots. This special option is not prohibited in all classes and may sometimes be undesirable. Its tenacity and strength are of great benefit to us in the elementary language class. This is one of the most powerful motivators for using language. Kids need to talk. Without speaking, they are unable to communicate. A typical form of early childhood lessons is theatrical play. Theatrical play is characterized by a wide use of game elements, competition, hidden forms of control, functional music, a combination of team pairing and individual work. The teacher should form groups to engage all students

1. Study of the school curriculum (general requirements, requirements for a particular class).
2. Observe the conditions under which the teaching process takes place.
3. Familiarize yourself with the available and additional materials needed for successful operation.
4. Examine the lesson plan available in the teacher's book and relate it to your students 'abilities, personal characteristics.
5. Try to create your own lesson plan that aligns with your intentions:

a) Consider the practical, cultural, educational, and pedagogical goals that should be achieved in the lesson.

b) Select linguistic materials, perform appropriate exercises to achieve the objectives.

c) Think about the "actions" that motivate (excite, motivate) the class and solve them.

d) Choose methods and techniques aimed at better mastering the material and achieving the goals. If they are selected successfully, students will see the results of the work and it will be easier for the teacher

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to draw conclusions.

e) Arrange the course components logically according to the parts of a particular course type.

f) Think about home task, i.e. presentation time, content, size. Of course, it would be nice if it came from the course schedule.

Basic principles of teaching and learning English at A2 level:

1. Each lesson should begin with a greeting and a speech in a foreign language. In the full beginner group, the teacher conducts a conversation with the students. Later, when the students have some experience, the student on duty or another student can do it. The conversation can be arranged in pairs. A foreign language should be used for all classroom activities.
2. Each lesson should have different activities.
3. The lesson should be conducted at a high speed when performing oral drilling exercises. Students can sit while saying a word, phrase, or sentence.
4. The lesson should be timed for each student in the class. The teacher should talk as little as possible.
5. Conditions should be created for students to learn in the classroom. “Language is a skill, so you have to learn it, you can’t teach it,” M. West said. Students need to be taught to learn for themselves.
6. The work done during the lesson should prepare students to work independently at home. In the early stages, it is recommended not to give home task exercises, including language materials that have not been studied in class.
7. The lesson should be equipped with teaching aids and teaching materials that create natural situations to develop students ’ability to listen and speak in a foreign language.
8. Develop ways to check that students understand words that may be linguistically correct.

The oral introductory course allows children to have a clear idea of how language is heard from the very first steps and enhances students ’interest in communicating with language in its communicative function. For children, language is primarily speech. Thus, they are taught to understand elementary commands, queries, statements, and questions, on the other hand, to say something in a foreign language. They can talk about themselves, their friends, things, and things around them.Also, great emphasis is placed on developing pronunciation habits and skills in artistic pronunciation This ensures activity in the lesson. Students must listen to the words of the teacher and classmates. Their memory is enhanced when thinking, seeing, hearing, and listening analyzers work.

Children are different in many ways. They differ in terms of discipline, cultural background, and interest. All teachers are aware of this phenomenon: the same children are always the first to complete the task and may become bored or frustrated. Or half of the students had completed the assignment and the rest had just begun to complete it. Most weak students are bad listeners because it is difficult for them to understand the teacher. The larger the class, the more complex the problems. If we know the effect of such exercises, we can plan a lesson that will not be left in a state of depression or lost in excitement. It is therefore helpful to compile your list based on your class or classroom experience. For example, most teachers say that copying calms children down like magic. The same goes for painting. Competitions, on the other hand, make kids excited and noisy.

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The application of CLT to teaching English in Uzbekistan context has recently been discussed broadly As the CLT method tries to comprise students' in more substantive and interactive learning tasks that contribute both to apprehensible input and learners' language input, the English language teachers in Uzbekistan still consider it challenging and troublesome to apply the method and maximize learning proficiency, especially in EFL.

CLT implementation in EFL context finds many challenges which according to Chang include:

a. lack of teacher-training ;

b. local culture of learning and teaching;

c. language test ;

d. lack of teachers' access to policy making process.

Barriers in implementing the CLT Approach in Uzbekistan -The following part relates to the teachers' perceived difficulties in implementing the CLT approach in our country context. For convenience, this part has further been divided into two categories:

1. Teachers' related issues: Teachers' lack of proficiency in English, work load and their understanding of the implementation of the CLT approach were included in this part. The result of the three items is evident. These items are a genuine concern of the teachers in implementing the CLT approach.

The teachers should be provided computers and they should have enough time to prepare their material for teaching. Then we can expect innovative and creative teaching in applying communicative approach Student-related issues: Students' proficiency in English and their willingness and motivation for participation in classroom activities were the points discussed under this head. Students' motivation can bring good results in improving the situation. If they are motivated and willing to use the target language in classroom, it will create an environment of the use of language which will result in improved communicative competence of the learners and, will also help teacher motivation.

The teacher plays different parts in the teaching process. The teacher performs a variety of roles according to the activities in the classroom. The teacher, as a manager, gives instructions to the students. As an example, the teacher asks students to repeat the sound, then the sentence, to pronounce it. The teacher explains the new language materials and it is this or that informant. The teacher provides materials and instructions to allow students to work on their own. So here he or she is a helper. A good teacher needs to be enthusiastic, creative, patient, and understanding towards the many students he or she works with.

Typically, such formal assessments contain items that attempt to determine an individual's motivation for studying the language. For example, students might respond on a 5 point scale (strongly agree to strongly disagree) to statements such as the following: I want to study English because

- I think it will someday be useful in getting a good job.
- It will help me better understand English - speaking people and their way of life.
- One needs a good knowledge of English to gain other people's respect.
- It will allow me to meet and converse with interesting people.
- I need it for my job.

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- It will enable me to think and behave like English-speaking people.

Because of sentence structure interpretation strategy and sound lingual technique, the British etymologists presented Communicative language instructing (CLT). The current examination centers on educators' recognition with respect to making a CLT domain for improving understudies' open ability at schools. The goals of the examination were to discover the instructors' discernments with respect to CLT in their study hall, to see whether CLT improves understudies' open capability and EFL learning in Uzbek schools, and to recommend measures in regards to making a CLT situation in the homeroom. An instructor may limit himself to a particular strategy/approach or he may embrace an assortment of showing techniques/approaches as per the circumstance.

In Uzbek setting, English language is a necessary subject at school and college levels and action-based schedules have been acquainted with make the understudies capable in English language attitudes. To make their showing more successful, they apply different procedures also which incorporate direct strategy, sound lingual technique and complete physical reaction keeping in see their instructing circumstance. The prospectus is action-based presenting four abilities and syntax in setting. Not with standing, the educators from various nations lack CLT preparing so they applied their own proficient aptitudes to abuse the exercises. They utilized the investigation materials accessible in the book and no other instructing movement was watched. Having fixed understudy seats, gathering of the understudies was unrealistic. Notwithstanding, in one live with moveable seats, the instructor didn't endeavor to lead any gathering work with an explanation that he needs more an ideal opportunity for bunch work. Another explanation given for not endeavoring bunch exercises was that understudies typically begin talking in Uzbek rather than English. Furthermore, restricted pair work was seen in certain classes with a similar explanation that understudy when requested to examine a point in pair, they begin talking in their local language. Maybe the understudies did not have the necessary certainty or might feel restrained to communicate in English to one another so they switch over to Uzbek. This likewise mirrored their low capability in English which was considered as a significant test by the instructors in the poll. It was like wise seen that a few educators having a similar local language utilized Uzbek to clarify implications of troublesome work or ideas. As needs be, such circumstances prevented the way toward making an important and intentional association in the class, advancing student independence and empowering understudies for self-or companion revision. Then again, perceptions uncovered that the instructors endeavored to empower inventiveness among understudies through addressing strategies and the utilization of AV aids.

CLT has got ubiquity over the most recent forty years or thereabouts and in spite of the contradicting sees on the propriety, its achievability of execution has been examined in EFL setting over the world. In Uzbek schools, regardless of specific imperatives, there is an impressive number of English language educators who know about the CLT and are executing it in their homeroom and generally, female instructors are more intrigued by CLT to improve open fitness of their understudies. Another viewpoint to improve informative ability of the understudy is educational plan. As of late, the vast majority of the colleges in Uzbekistan have embraced informative schedule zeroing in on the utilization of language as a method for correspondence as opposed to the standards of sentence structure. Nonetheless, CLT can't

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be successfully actualized because of specific requirements like huge classes, absence of AV aids, issues in directing pair and gathering work, and low degree of students' capability in English language. The current exploration attempted to discover the recognition, practices and challenges of actualizing CLT in the study hall regardless of its viability.

As the significant correspondence furnishes the understudies with a superior chance to upgrade their open ability, it is suggested that:

Teachers may get ready CLT exercises, plan exercises, and make CLT condition to create informative capability of the understudies;

By receiving CLT, instructors may make genuine correspondence the focal point of language learning;

Teachers may give chances to students to create both precision and familiarity with a CLT situation;

Teachers may interface the various aptitudes, for example, talking, perusing, and listening together, since they generally happen so in reality;

In a CLT domain, understudies may incite or find sentence structure rules; Administration may mastermind proficient improvement courses for educators to create CLT condition;

Administration may give instructors admittance to assets and AV helps for successful usage of CLT;

CLT condition may persuade the under studies as they have to convey, all things considered, setting;

Class size might be decreased/balanced for compelling execution of CLT; For powerful CLT condition, appraisal instruments might be created to survey informative capability of the understudies;

Syllabus planner may be planned language educational program to help educators in creating open skill of the under studies.The learner should enter into situations where communication takes place as much as possible to increase his or her communicative proficiency.

Teachers no longer rely on activities that require repetition, accuracy and the memorization of sentences and grammatical patterns; instead, they require the learners to negotiate meaning and to interact meaningfully in the new language. Learners have to participate in classroom activities based on a cooperative rather than individualistic approach to learning; they need to listen to their peers in order to carry out group work successfully.

The teacher adopts different roles. On the one hand she is a “facilitator, a guide and a helper” and on the other hand a “coordinator, an idea-person and a co-communicator”. She talks less and listens more to the students’ output. In addition to that, the teacher also identifies the students’ learning strategies and helps the students to improve them if necessary and shows them how to work independently. Instructional tasks become less important and fade into the background. That doesn’t mean that they aren’t used at all, but with less significance.

These changes give the teacher more scope for variety and creativity and she gives up her status as a person of authority in a teacher-learner hierarchy. It is the teacher’s responsibility to be creative and prepare appropriate material at home. The teacher can also assume other roles, for example the needs analyst, the counselor or the group process manager.

Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

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They can learn from hearing the language used by other members of the group.
They will produce a greater amount of language than they would use in teacher-fronted activities.
Their motivational level is likely to increase.
They will have the chance to develop fluency.
Teaching and classroom materials today consequently make use of a wide variety of small-group activities. Many other activity types have been used in CLT, including the following:
Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.
Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to col- lect information.
Opinion-sharing activities: activities in which students compare values, opin- ions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.
Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.
Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.
Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.
Helping students to understand the purpose of learning and develop their own purpose. A view of learning as a lifelong process rather than something done to prepare students for an exam.

CONCLUSION

Communicative competence as a result of the CLT approach should be acknowledged. This article can prove to be a milestone in this direction. The education department and other stakeholders need to understand the importance of using the CLT approach for helping learners become well versed in English. The syllabus for English language teaching may be revised accordingly. Teachers' training programs should include the use of technology in teaching and a focus on increasing communication on the part of learners should be emphasized. The examination system should not focus only on writing or grammatical skills, but also the evaluation of all language communicative skills should be ensured. Teacher training programs should include the use of the CLT approach in ELT.

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FOUNDATIONS OF PRAGMATISM IN LINGUISTICS AND DEFINING A PRAGMATIC APPROACH IN CONTEXT

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Annotation

The article examines the definition of pragmatics in linguistics, language in relation to the relationship between linguistics and pragmatics. The article describes the importance of holding this relationship for the project of a systematic formal approach to the study of language. The author supports the opinion to consider pragmatics as a scientific study of all aspects of linguistic behavior, since pragmatists include models of linguistic actions, linguistic functions, types of conclusions, principles of communication, knowledge bases, attitudes and beliefs, as well as organizational principles of text and discourse.

Keywords: linguistics, pragmatics, situational approach, context-dependent meaning, sociolinguistics, semiotics, contextualization.

Despite its scientific recognition, the concept of pragmatists remains somewhat mysterious and still difficult to define. This applies both to reading in everyday discourse and in a scientific context. However, when we call attitudes and behaviors pragmatic, we mean that they have actual orientation similarities. People who are pragmatic or take a pragmatic approach tend to take a practical, factual and realistic approach to solving pressing problems and solving everyday problems rather than a theoretical, speculative and idealistic approach. In other words, they take a concrete, situational, action-and-use approach rather than an abstract, situationally independent and systems perspective. Taking a pragmatic stance in everyday social gatherings, as well as in political, historical and related discourses, means to pursue related matters with a purpose and purpose, taking into account common sense and right down to the ground. Such an understanding of the pragmatists as an attitude in non-agricultural discourse, obviously, left its traces in the scientific definitions of this term. In general, we can say that in semiotics and philosophy, pragmatic characteristics characterize those theoretical and methodological approaches that are focused on use and context, and not on any system, and that they view use and context as creating significant analytical excess.

While this essentially applies to linguistics in general, there is no generally accepted definition of pragmatists in linguistics that would refer to one single, uniform field of study. In modern linguistics, we can define a narrow and broad way of differentiating between pragmatists (of which the former sometimes refers to the "Anglo-Americans" and the latter to the "continental [European]" tradition of the pragmatists, see Huang 2007: xi). According to the narrow view, pragmatic approaches are understood as the systematic study of what and how people understand when they use language as a means of action in a specific context and for a specific purpose. Thus, the contextual dependence of

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meaning is a central component of the more narrowly defined accounts of the pragmatists, which focus on several key issues that can be mapped to related issues in other modules of language theory, such as grammar and semantics. These issues include disproportion / dexism (versus anaphora), assumptions, consequences (versus consequences), and speech actions (versus sentence types), to name just the most prominent topics.

Pragmatism is mainly concerned with communicative action and its relevance in context, examining actions in relation to what is action, what constitutes action, what conditions must be satisfied in order for actions to be successful, and what actions are associated with context. These research questions and the object of research require the adoption of measures in general and communication measures in particular, which should be perceived as relational concepts, appropriate actions and context, corresponding actions and communicative actions associated with communicative actions and interlocutors, and correlating the interlocutors with the fact that they done with words in context. The concept of the constituent parts as a whole requires a clear consideration of the theory of context, the reflection of dynamic processes based on the relationship between the parts and the whole, which goes beyond the clearly delineated framework of the study..

Pragmatism is often conceptualized as the science of using language, the study of context-dependent meaning and the study of the meaning given by the speaker, assuming the presence of language, the user's language and context, on the one hand, and context-independent meaning, on the other. In order to reflect its multifaceted nature, definitions tend to focus not on what is pragmatic and what it does, but what it is not and what it does not do. Most conceptualizations give credit to Charles Morris's definition of "the study of the relationship between signs and interpreters" (Morris 1971: 6) and Austin's distinction between the constative and the performing (Austin 1971). This can lead to words being spoken and spoken. Against this background, the study of invisible meaning (Yul 1996: 127), the science of the uninitiated (Mei 2001: 194), the study of meaning as it "arises in the use of language" (Marmaridu 2000: 1) and the study of linguistic acts and communicative action and their relevance are considered pragmatic. (Bublitz 2009; Van Dijk 2008; Fezer 2004, 2007).

In general, we adhere to a much broader point of view and understand pragmatics as the scientific study of all aspects of linguistic behavior. In particular, pragmatists include models of linguistic actions, linguistic functions, types of inferences, principles of communication, foundations of knowledge, attitudes and beliefs, and organizational principles of text and discourse. Pragmatists are concerned with meaning in context, which, for analytical purposes, can be viewed from different points of view (speaker, recipient, analyst, etc.). It bridges the gap between the system side of the language and the use side and binds both sides at the same time. Unlike syntax, semantics, sociolinguistics, and other linguistic disciplines, pragmatists are determined by point of view rather than by the object of study. The former precedes (actually creates) the latter. Researchers in pragmatic fields work in all areas of linguistics (and beyond), but with a special perspective that makes their work pragmatic and leads to new conclusions, as well as to rethink old conclusions. The center of pragmatic action (from the Greek pragma 'act') is linguistic action (and interaction); it is the center around which all accounts in these reference books revolve. Pragmatists are primarily concerned with communicative activities

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in any context. The multidimensional research paradigm of the pragmatists has given new directions and perspectives in the arts and humanities, philosophy, cognitive science, computer science, and social sciences. Pragmatic approaches are used in the field of information technology and social sciences, especially in the fields of economics, politics and education.

From a pragmatic point of view, the use of language and its use in interaction are primary, in contrast to language as a system of signs or a set of rules. A pragmatic perspective studies not only individual words, sentences or even individual texts, but also entire speech events or language games in a real social context, taking into account both the current state of affairs and its relationship with previous and subsequent actions. She rejects the localization of language in a limited segment of acts of speech, understanding and response, or within the framework of the individual's consciousness. It displaces the view of language as an abstraction without changes in the speaker, region or time of the language as an uncultured, non-social, static, impersonal fact, independent of context and discourse. Pragmatism goes beyond the perspective of written texts with their carefully grouped grammatical sentences, encompassing everyday conversations and the "clutter" of language in real-world embodied human contexts, where participants with personality, feelings and goals interact in complex ways with physical objects and other actors within institutions and communities.

The fact that pragmatism overcomes any narrow emphasis on language as a system of signs or a set of rules, of course, does not mean that the pragmatist (unlike other scientific disciplines) tries to describe language without using a systematic level of theoretical abstraction. Ultimately, and in order to create and provide a solid scientific foundation, pragmatists, like any other scientific theory, must make the transition from the token level to the type level. For a pragmatic researcher, specific linguistic events (and their contexts) are meaningful only if their properties and limitations can be integrated under similar conditions into the general concept of language and communication. While pragmatists are at the level of other scientific theories in this regard, they surpass them in various ways, in particular by adopting a constructivist perspective that allows new contextual, situational, and cognitive variables to be included. Thus, a pragmatic description of a language means going beyond the description of a language as an autonomous, limited type of principle and taking into account extra-linguistic phenomena and conditions arising from the context and the specific situation of using the language. The transformation of contextual and related conditions into prototypical conditions (and thus theorizing them) is a pragmatic excess. If pragmatism is more of a perspective or orientation to the use of language than a specific theory or a specific research object, then data scientists become of great importance. In linguistic research, as Saussure understood, it is the point of view that determines the object, and not vice versa. In a tradition that grew out of natural language philosophy, intuition and the occasional observation of individual writers provide material for analysis. Introspection counts as data. All early work on speech acts, assumptions, and inferences was based on introspection and invented examples in imaginary contexts (Austin, Searle, Strawson, and Gries).

Other traditional areas of pragmatic research have been based on authentic evidence from the outset. Indecision / dexicality, discourse markers, particles and the like are ubiquitous in texts, and therefore examples for study are easy to collect. As the corpus of spoken language became more accessible and

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reliable, the problem of evidence versus introspection became itself. Scientists no longer needed to guess about the distribution and frequency of language subjects. One can start with a small pre-selected corpus representing a specific set of elements or interactions to determine the range of functions for a particular linguistic characteristic, before proceeding with a general search in the large corpus to determine the distribution and frequencies in the corpus as a whole; a small corpus representing specific contexts for thorough qualitative analysis. In contrast, large corpus studies can provide impetus for research by illustrating a range of subjects or contexts not found in a small corpus and proposing hypotheses for testing. For statistical purposes, it is probably always better, since scientists tend to correlate frequency with typology (more often this is more typical). On the other hand, the growing interest in multimodal data and description in speech interaction research has brought researchers back to a small, carefully annotated corpus. By their very nature, studies of prosody, gaze, gesture and details of interaction with objects in a particular physical setting must be based on a narrow recording and transcription of a particular event: The large corps is extremely difficult to manage under these circumstances..

Many pragmatists believe that linguistic data should be as authentic as possible, captured in real life contexts, where something is at stake for the participants. But the whole question of recording, often with video cameras as well as microphones, raises the spectrum of the Observer's paradox. How natural is linguistic interaction when a technical apparatus is required to record it? Some pragmatic scholars believe that the use of language should be understood in terms of ingrained practice as part of the social world. In it, listening and speaking are forms of action, in accordance with the interpretation of the production and reception of speech as embodied social facts (Hanks 1996), as well as practice as joint implementation of things, ways of communication, beliefs and values, depending on participation in the activity (Wenger 1998 ; Eckert 2000). Conceptualizing speech and listening from a practice perspective allows the participant to naturally acquire non-verbal behaviors, including gaze, posture, and gesture in face-to-face communication (Goodwin 2003). This has implications for what counts as data, how much context should be considered, what should be recorded, and how much detail.

The analysis of context-sensitive meaning is at the heart of the pragmatic approach, and for this reason context is one of its key research objects. Theory, practice, and implementation of context are also relevant to various fields of research ranging from philosophy and computer communication to cognitive science, in particular dialogue management, artificial speech production, artificial intelligence, knowledge dissemination, robotics and information technology. The heterogeneous nature of the context and the dependence of the concept itself on the context made it nearly impossible for the scientific community to agree on one common definition or theoretical perspective, and often only one minor aspect of the context is described, modeled or formalized (cf. Ackman et al. 2001; Blackburn et al. 2003; Bouquet and others 1999). Due to its multifaceted nature and inherent complexity, the context is no longer considered an analytic simple set, but is viewed from the point of view of the whole part as an entity containing subobjects (or subcontexts). A layered view of context contains a number of different perspectives. First, the context is conceived as a frame of reference, the task of which is to delineate content, delimiting it, and at the same time to be delineated and limited by

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less close boundaries to each other. The nature of the relationship between different frames is a structural whole made up of interconnected frames (Hoffman 1986). The script based on the Gestaltic-psychological figure dominates the psychological and psycholinguistic aspects of the context. It is also accepted in cognitive pragmatists, which is reflected in the theoretical concept of context as a bow, figuratively speaking. The individual layers are interconnected, and the order of their inclusion corresponds to the order of their availability (Sperber and Wilson 1995), which is reflected in the inference and other types of reasoning.

Second, the context is seen as a dynamic construct that is organized internationally through and through communication. This view is prevalent in ethnometology (Garfinkel 1994; Goodwin and Duranty 1992; Gerritaghi 1984), inter-action sociolinguistics (Gumperz 1996, 2003), and sociopragmatics (Bublitz 2009; Fetzer 2007, Schmidt 2003), where the context is given the dual status of process and product. Dynamic perspectives are based on the premise of indecisive social action and collaborative context-building. In paradigms focused primarily on quality, context is inextricably linked with adjacency pairs, conditional relevance and a system of rotation at the micro level, as well as with an institution at the macro level, the order of which is determined using context-independent and contextual-context-context sensitive constraints and requirements.

In linguistics, a language is usually learned independently, taking into account the use of the language, but not for the user of the model. The language system contains constitutive subsystems of phonology, morphology, syntax and semantics. They can be assigned the status of stand-alone modules, as is the case with formal paradigms. They can be viewed as coherent subsystems, as in the case of systemic functional grammar (Gallidey 1994), or as dialectically related subsystems with fuzzy boundaries, such as the cognitive paradigm (Givin 1993, 2005), where the use of language is dialectically related to the language system and user of the model. Language is seen as a dynamic construct that changes through structured use in a context in which the grammatical and pragmatic aspects of the interface are interpreted (Ariel 2008: 257-259). The dialectical connection between the constitutive subsystems of the language requires an explicit adaptation of pragmatic interfaces. A pragmatic approach to the object to be considered does not presuppose the isolation of the object, but its connection with the conditions of its use and with the user.

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USE OF WORDS AND PHRASES RELATED TO THE NORMS OF ETIQUETTE IN THE STUDIED FOREIGN LANGUAGE
(on the example of Uzbek and English languages)

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Annotation
Speech (or language) etiquette is an accepted set of forms, commands, signs, and situational requirements for the expression of words. This article seeks to provide information on the importance of developing socio-cultural competencies in foreign language and mother tongue teaching and evaluates language etiquette in language teaching and learning. A comparative analysis of the use of speech etiquette in the process of language teaching on the example of English and Uzbek languages is given.

Keywords: language etiquette, foreign languages, language teaching, culture, politeness.

Most people learn foreign languages to communicate - to be able to speak and understand. In the early stages of teaching any foreign language, teachers introduce the language etiquette of the language being studied in order to better understand and appreciate aspects of the culture. This is because in many cases language learning begins with “Hello” or “My name is ...” and so on, and there are also big differences between the languages being studied and the native languages that describe these languages and their speakers. This suggests that language etiquette should be part of the process of teaching and learning any language. Learning foreign languages at any level is characterized by the interaction of many factors such as mother tongue, culture, level of education, psychological factors, and so on. The difficult task facing a teacher is to develop socio-cultural competencies in foreign language teaching. The American Council on Foreign Language Teaching noted in its standards that communication for learning a foreign language is the foundation of learning a second language, which today is the basis for teaching and learning a foreign language. Many methods and conditions are available, among others individual or group teaching with or without a teacher. Regardless of the method used in the teaching and learning process, a second language should be included, the cultural aspect of the language and the study of the cultures that use the language should be introduced so that students can understand that there are different people, languages and cultures in the world.

Etiquette, as one of the most visible manifestations of moral culture, governs the external culture of the individual, and the observance of the rules of behavior in relationships. In fact, the concept of "label" originated in ancient Egypt in the 2.5-3 thousand years BC. The term etiquette originated in the late seventeenth century. However, ancient sources suggest that the rules of etiquette in the form of taboos, rituals and customs have existed in tribes since ancient times. Failure to follow such rules was tantamount to betraying the community or tribe in which one lived. Initially, such rules covered not

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only moral, but also legal, economic, religious and blood relations. Every member of the team obeyed him unconditionally. Thus the rules of etiquette in this period are independent.

Later, these rules were separated independently and began to be considered only at the level of ethical norms. In the ancient East, including in the Samaritans, written monuments regulating human behavior were reflected on the scrolls. In ancient Egypt, however, these rules were expressed not through a set of laws, but through fiction. Such rules were especially divine in Samir. It is said that failure to do so will be repaid in the wrath of God. The ancient Scandinavian literary monument "Edda" contained not only the rules of sitting at the table, but also the rules of wishing honor to the host. Such norms of behavior determined the direction of development of society, lifestyle, people's worldview, society. This led to the emergence of the etiquette of life, the political etiquette, which, along with society as a whole, also marked the external relations of states, accepting without norms and concepts, and applying it directly to social life, does not give the expected result, because modern etiquette criteria, rules and requirements cover all spheres of social life.

Today's etiquette protects human moral relations. However, the moral requirement of etiquette. the delicacy, the sincerity, the sincerity in the compliment, that is, the absence or weakness of the inner morality, does not justify the actions taken. In this sense, it is difficult to achieve the expected result on this path without high moral knowledge and worldview. For, as the ancients said, “When it became clear that everyone should know that knowledge, in practice, he would need it. So know that the they are always in danger, if they want to do something, they do not know the science of action ... "

The rules of etiquette lead to etiquette, etiquette - to kindness, kindness - to morality. sometimes a universal, positive behavior that can serve as a model for human history - a set of actions, as a spiritual phenomenon that determines the level of human maturity, is important not only for the development of the individual, but for society as a whole. a culture that meets the requirements of the time new branch of science that serves to beautify the way of life and to cultivate a system of relationships. Speech etiquette refers to the linguistic symbols and rules of use that are currently accepted in this society in order to establish a communication between the interlocutors and to provide communication in an emotionally positive tone according to the state of speech. For example, phrases on speech labels in Uzbek and English: mening hurmatim bilan - with my respect, marhamat- here you are, yoqimli ishtaha / bon appetite, choy va shakar - tea and sugar, sog '- salomat bo'ling - stay healthy and etc.

Speech etiquette is a universal linguistic phenomenon, the morals of which are characteristic of the Uzbek and English languages. At the same time, each language has its own dictionary of words and phrases that reflect the national identity of speech.

When communicating with each other, people transmit this or that information, this or that meaning, convey something, ask something and perform certain speech actions. However, before you can start sharing information, you need to access voice communication, and this is done according to certain rules. We hardly notice them because they are familiar. The rules of etiquette are governed by the rules of etiquette - a system of stable expressions developed in the spoken language and used in the establishment and maintenance of communication. This address: Dear Sir or Madame/ Hurmatli,

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Good morning / hayrli tong and so on, accept my condolences- hamdardligimni qabul qiling, you are absolutely right/ siz yuz foiz haqsiz , I would like to invite you/ Sizni taklif qilmoqchiman...

Speech etiquette includes everything that expresses a friendly attitude to the interlocutor, creating a comfortable environment for communication. A rich set of language tools allows you to choose something that suits the speech situation and is convenient for the addressee, whether you set the tone of the conversation, sincere, simple or, conversely, formal.

As shown, the culture of teaching as part of foreign language teaching is very important and the dynamic nature of the culture should not be lost in the process. The natural culture of students in the classrooms and their cultural differences should be recognized and respected by teachers. This will help all participants learn a foreign language and its culture. If the socio-cultural competence of the learner is well formed and developed in the process of language teaching, it can be almost equated with native speakers in terms of culture. At the same time, it should be noted that even if the rules of cultural etiquette are strict, the norms are constantly changing. Finally, the main purpose of teaching and learning foreign languages is to communicate, understand and comprehend. Teaching the rules of culture and language etiquette plays a big role in achieving these goals.

In general, the comparative study of some lexical semantic groups of Uzbek and English speech etiquette is of great importance for reflecting the rules of etiquette and culture in these languages.

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FUNCTIONAL PROPERTIES OF PHRASEOLOCAL UNITS IN FRENCH

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Annotation
Phraseology is a special part of wealth of each language in which the originality and uniqueness of the language and the people are shown. In this article functional properties of phraseological units and its semantic features in French are highlighted.

Keywords: PhU, functions, lexical meaning, structure, speech, language, functions of phraseological units.

Colors play an important role in human life. Color is the meaning of life. Phraseological units, phrases, expressions and proverbs increase the meaning and effectiveness of our language if we connect such colors with our language. The use of such units in speech has the potential to demonstrate the intellectual potential of the speaker. Therefore, the functions of phraseological units in the language system should be emphasized. When we analyze the concept of 'function' in general, we see that it is the function of language units and the speech units based on them that perform in speech. For example, words are the most basic nominative units in a language. They have the property of expressing the thing in existence - objects, actions – states

When analyzing the functions of PhUs, Kunin noted that they should be divided into two types:

1) Fixed functions are functions that are common to all PhUs)
2) Variable functions (specific to some PhUs)

Nominative, communicative and cognitive for all phraseological units functions are characteristic. The communicative function of PhUs is manifested in the fact that it serves to express a particular idea in the speech process. Of course, PhUs are used to convey certain information to the listener at the moment of speech, which confirms that they are a communicative unit. The nominative function is manifested in the naming or expression of certain objects, actions, or situations in the material world of phraseological units. The nominative function of PhUs is characterized by the filling of gaps in the lexical layer of the language and is divided into two types: neutral nominal and nominal.

Neutral - the nominative function is mainly specific to the phraseological integrity, the main task of which is to name a particular object or subject, not to reveal its stylistic features. The nominative function of PhUs is also characteristic of phraseological confusions based on semantically fully figurative meanings. Only modal and exclamation PhUs do not have a nominative function. A function that is directly related to a nominative function is a cognitive function. Because what is in existence is that we reflect objects as we understand them in society. They find their reflection in our minds. PhUs are a social phenomenon just like language. Because PhUs are discovered in a certain society, by certain individuals, and are used as a communicative tool in that society. Kondakov describes cognition as follows: "The process of cognition includes imagination, intuition, foresight, imagination and other states of thinking."

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The nominative and cognitive functions of PhUs are indirectly related to the communicative function. The above functions are related to the communicative function. On this basis, the hierarchical relationship in the phraseological system is formed. The semantic function inherent in PhUs is directly related voluntary (from latin word "voluntas-desire") the deictic, lattice and other functions of the semantic function. The voluntary function is the desire. This function is typical for some phraseological units. For example: souhaiter (la) bonne chance à qn - good luck; ne souhaiter que plaie et bosse- always looking for an opportunity to fight; Je vous en souhaite- congratulations to you!

Before we talk about the function, let's talk about deixis. The word deixis is wool In scientific terms, it means to point to reality, to point to reality. Demonstration refers to the units that perform the function of a sign as a deictic expression. Some linguists use the term "indexical" in relation to expressions. Nowadays, the dexters of person, time, and space are differentiated. PhUs can also act as a deictic tool in some cases. The space dexterity serves to indicate a specific location or direction of movement. Phrases that fall within our scope of research can also accomplish this task. An example of a time dexter is PhU, which represents a time-related situation: For some PhUs, the resultant function is also specific, which is to indicate the cause of the action or situation that FB is expressing. The most important function that is unique to all units of language, including phraseological units, is the pragmatic function. Pragmatic goal orientation is one of the characteristics of phraseological units . Stylistic function is a characteristic feature of most phraseological units. This is because phraseological units have a denotative meaning as well as a connotative element. This suggests that PhUs at the moment of speech express a specific stylistic function. The methodological functions of phraseological units are diverse - varied and colorful - some of which are natural and arise from the internal nature of phraseological units. The rest are of an individual nature, related to the aesthetic skills, willpower, innovation in the use of language tools of one or another word artist, the first of which can be called the linguistic, uzual stylistic functions of PhU, and the latter are the occasional stylistic functions of speech. . The methodological functions of them are general, constant for PhUs, implemented in any text, and they are related to the specific categorical features of phraseological units. When Gavrin analyzed he showed that they had several functions.

1) Speech compression function. PhUs, especially those with a speech form, have the property of narrowing speech.

2) The function of figurative expression. Many phraseological units serve for a concrete, visual image, the person being the object, the event becoming the figurative expression of the event. For example, such PhUs are subject to metaphors, analogies, as well as figurative formation in artistic and journalistic speech. The figurative expression function is more characteristic for them who have a figurative representation of an internally impressive form. Sometimes phraseological units give a strong figurative "radiation" to the whole text without figuratively naming a particular concept.

3) Assessment function. For different structural languages of phraseological units, the function of naming an object or event as well as evaluating them negatively or positively is characteristic.

In some cases, the evaluation function of them takes the nominative function in the background, and sometimes in phraseological units the nominative meaning prevails. PhUs are expressive - evaluation

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of the composition of the evaluation paint, emotionality and expressiveness. it is understood to give a negative or positive description of the person. The interpretation feature is definitely involved in interpreting the meaning of it. If the semantic structure of PhUs has an evaluation semantics, phraseological units is explained by quality, regardless of the structural-grammatical structure of the phrase. use words that express an evaluation semantics such as “extremely”, “very much” in the context of this comment nildi. The emotionality of phraseological units is related to the expression of their different emotions, subjective attitudes towards person-objects. The emotionality of phraseological units arises as a result of the simultaneous realization and imagery of two meanings. Indeed, phraseological units have the ability to express emotional traits such as fear, joy, suffering, amazement. Stylistic functions, which are characteristic of PhUs, include hyperbolization and intensity functions.

4) Expressive function. The word "expression" is Latin and refers to the affective activity of speech, a feature that is lexical, grammatical, and so on.

For example, phonetic, lexical, grammatical changes in the structure of PhU lead to an increase in the level of expressiveness. Some aspects are permanent, while others are specific to specific phraseological units . Proverbs and sayings have a cumulative function, which has a special place in the phraseological fund of the language. Because proverbs are a generalization of people's education, they lead people to the right path, to goodness. The function that is directly related to the cumulative function is the directive function. As mentioned above, the pragmatic function is one of the characteristic features of phraseological units.

PhUs, expressed in words, serve as a compensatory function, as they express the mental and emotional state of a person. After all, the use of such phraseological units in the moment of speech serves to express the emotional state of a person. All the functions analyzed above are lexical meaning in nature. However, when phraseological units are used in text, they can also perform an occasional function based on longitudinal functions, such as a function of amplifying meaning, and a function of giving additional meaning. When a particular phraseological unit is used in a speech, it can perform different functions at the same time. In short, phraseologies, when used in speech, simultaneously perform different functions, making speech effective, vivid, and colorful.

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ORGANIZATION OF EXTRACURRICULAR ACTIVITIES IN A FOREIGN LANGUAGE

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Annotation

This article provides detailed information on the ECA in FLT. It also provides examples and clear analysis of how important it is to apply this method to life**.** Extracurricular activities in foreign languages are of great importance in the educational process. They complement foreign language classes, expand and deepen students' knowledge, and develop skills. Most importantly, students' interest in foreign languages will increase. Improving the methodology of organizing and conducting extracurricular activities in a foreign language will contribute to the improvement of the educational process.

Keywords: Extracurricular activities, knowledge, skills, extra academic activities, FLT, educational methods.

Extracurricular or extra academic activities refer to those activities which took place outside the realm of the normal curriculum of education. The term appeared in the 19th century in European and North American schools and universities though some examples of extracurricular activities such as competitions and drama dated back to ancient Athens and Sparta . Extracurricular activities are used today to improve students' communicative, social and artistic skills. They are usually conducted under supervision of educators to guide students towards a particular behavior or a skill. Researchers argued that extracurricular activities are necessary for the appropriate growth of students and for the improvement of their self-confidence, intelligence and personality.

The main examples of extracurricular activities which have received interest from researchers are: academic, athletic, community service clubs, performance organizations, cheerleading clubs, social fraternity, sorority and volunteering. There is generally-accepted definition of the term ECA, and whenever researchers attempt to define it, they describe it in the form of examples of activities. Some researchers even use synonyms such as 'out-of-class experiences' to describe extracurricular activities . All the educationists and educators have realized the importance of extracurricular activities in academic life. These activities keep students refreshed both physically and mentally. Students can learn time management with help of these activities can make students wiser in managing their time. They also learn multitasking through it. The team spirit in the students also enhances with these activities. These ECA can help language learners to find out their interests. When they get opportunity to choose from a number of ECA, they come to access which activity are they most interested and comfortable are.

Extracurricular activities in foreign languages, as well as other subjects, are an integral part of the general educational process. In the context of education reform, the importance of extracurricular activities has increased significantly. The experience of advanced foreign language teachers shows that

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properly organized classroom and extracurricular activities help to improve the quality of students' language skills. Increase their practical skills and abilities. Also it increases their creative activity, initiative, and ultimately helps to nurture our spiritual values in a spirit of deep respect for labor. Nowadays, no one can recognize how important and necessary it is to conduct various extracurricular activities in a foreign language with students. In recent years, the methodological literature has published a number of articles and collections in the field of extracurricular activities of students and advanced experience of students in foreign languages.

Developing the individual characteristics of students is undoubtedly one of the most important tasks of extracurricular activities. However, working with students who are particularly interested in learning a foreign language is poorly covered in the methodological literature, and students face difficulties in choosing organizational forms of working with such students. Therefore, these problems can be solved by being aware of the innovations in the experience and methodology of teachers.

When conducting extracurricular activities with students, the teacher solves the general educational and pedagogical situations, as well as the situations facing the lessons. However, the nature of extracurricular and out-of-school work makes it possible to identify the specific tasks facing the student. First of all, the lack of interest and strict programming requirements for students 'voluntary participation in this work allows the teacher to create a wider environment in the classroom than any other language environment that enhances students' speaking skills. Conversations with foreign tourists, volunteers, communication with people who have traveled abroad, or who are fluent in a foreign language, or strict participation in meeting nights, watching non-dubbed movies, cartoons and other similar forms of language communication for students practical use as a tool provides an understanding of how valuable the skills and competencies generated in the lessons are. All this creates a particularly favorable environment for the development of language skills and competencies created in the classroom. Therefore, the further development and automation of students' oral and reading skills, as well as their skills in the process of learning a foreign language in the classroom, should be considered as a key aspect of extracurricular activities. Certain freedom in the choice of materials and form of work expands the general level of knowledge of students, creates favorable conditions for their upbringing. Indeed, the extensive use of materials in newspapers and magazines that cover the daily life of the country where the language is studied provides an in-depth and thorough acquaintance with the modern life of these countries, educating students in the spirit of patriotism. Extracurricular activities in foreign languages in the aesthetic education of students are much more helpful than in-class activities. When it comes to choosing the right texts for plays, songs, poems for extracurricular evenings in a foreign language, it is a little easier to nurture a love of art and beauty in students' lives than in the classroom. The method of spending the nights (stands, showcases. Albums, art music at night) helps in the same way. Extracurricular activities from the classroom, by their very nature, allow for much more consideration of students' individual interests and capabilities. The teacher can assign different tasks to students based on how well they have developed their oral, reading, and writing skills and abilities. This, in turn, provides an opportunity to increase students' interest and inclination to learn the language. Therefore, the main purpose of extracurricular activities is to increase the level of

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language proficiency in students with a special interest and inclination to learn foreign languages. We will briefly describe what is done in English outside of school and classroom, taking into account the specifics of this work, and move on to consider their content. As mentioned above, the purpose of extracurricular and out-of-school activities is to improve the skills and competencies in the practical acquisition of language, which is a means of communication, that is, to further develop oral and reading skills.

The question naturally arises as to what should constitute the main content of extracurricular work, whether listening and speaking or reading and understanding the text. In the work practice of schools, this issue is treated differently. In our opinion, the main focus should be on developing speaking and listening comprehension skills, reading and comprehension of the text and the forms of work they cultivate should only complement activities that are largely out of class and out of school. We propose this idea based on the following considerations.

1. First, developing speech in a school setting is a particularly difficult task for a teacher because it takes a lot of time to practice. Since there is relatively little time for language learning at school, it is a good idea to take every opportunity to practice speaking.
2. Second, the improvement of oral communication requires the fulfillment of certain conditions, in particular, the presence of people (at least one person) who know the language being studied. Therefore, oral assignments cannot usually be performed by students outside of school or other learning centers. Reading and comprehension of the text can improve skills by doing homework independently, which should be monitored regularly by the teacher, of course. The experience of advanced teachers shows that these types of skills and competencies vary depending on the stage of teaching in the classroom and extracurricular activities.

Extracurricular activities can expand the knowledge, skills and competencies that students have acquired in the classroom, but the main purpose expected from extracurricular activities is not to impart new knowledge, language acquisition skills, and abilities. In this regard, the question arises as to whether the skill can be engaged in a norm that serves as a basis for the development of skills. Experience has shown that skills and competencies need to be improved mainly on the basis of material that is familiar to students. However, since the thematic scope of the lesson cannot be expanded without increasing the vocabulary, even if the language material is small (refusing to do so affects the students' interest), the language material is very limited.

Given that ECA should serve to motivate students, the teacher may provide such students with more additional language material than other students. The next requirement in the field of extracurricular activities is that the material used in the extracurricular activity as well as the forms of work are interesting and engaging. Any topic chosen by the teacher for extracurricular activities should be educational material for the students. When working on a topic, students need to learn something new from previous lessons, such as new and unfamiliar episodes from the writers' lives, excerpts from classroom work, and online dating. At the same time, the teacher should monitor the students' use of familiar lexical and grammatical material in new, as close as possible to natural, as well as situations. During extracurricular activities, nothing should remind students of the lesson. There is no teacher

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here, only a great "friendly" coach who is ready to help in everything, to direct the work in the right direction. Students do not receive material to read, memorize, and then tell to the teacher. Here they combine specific tasks related to the vital interests of students and teachers. They prepare information about the city, school, interests, etc. for acquaintances and friends. There is no good or bad rating here. But there are beautiful, good and slightly more accurate diaries, albums, showcases that reflect all the work done by the reader.

The usual classrooms and desks are also not needed. The teacher meets with the student in a setting that is more relevant to the topic of the lesson than the solution of the problem. Such a place can be a hall, school garden, park, cinema, museum and so on. Extensive use of games helps to ensure that extracurricular activities are enjoyable. Games are an important tool in children and can be used at any stage of foreign language teaching. But the nature and content of the game should be appropriate to the age characteristics of the students. Another requirement in the field of content of extracurricular and extracurricular activities is that these works should be related to the material of other subjects. This connection is reflected in the definition of the topics of the conversation circles, the organization of excursions in a foreign language in connection with the study of relevant educational material on history, geography and literature. For example, excursions to museums of local lore, theater, cinema and etc. This is another requirement for the organization of ECA , in particular, it is necessary to focus on the voluntary and active participation of schoolchildren. Students choose a form of extracurricular activity based on their needs and interests. However, the student voluntarily assumes certain responsibilities while declaring participation in clubs, nights, competitions, etc., the fulfillment of which is strictly monitored by the teacher.

In teaching the English language the learners are not expected to know not only the languages, but also the culture of the nation which language he or she is learning. In order to gain this aim, we suggest that teachers should carry out the extracurricular works and activities. ECA in foreign languages becomes more and more popular. Cooperative learning groups are typically made up of students or language learners with heterogeneous backgrounds and abilities. By working together to succeed in groups, they learn to appreciate differences in skills, aptitudes, learning styles, personalities, goals and interests. It also helps them to reach higher academic achievement levels. Extracurricular activities usually take three main forms, depending on the number of participants; held in mass, circle and individual forms. Each of them is divided into many types depending on the content and nature of the transfer. Here are some of the main ones, which are widely used in the development of students' speaking skills and abilities., in recent years, as an extracurricular activity in the teaching of foreign languages in EI of Uzbekistan.

Circles can be very diverse, depending on the interests and needs of the students - the district; speaking club, oral translation, art reading, dramatic singing, and public works. The character of most clubs is known by their name. The work of the Conversation Circle is aimed at developing the oral skills and competencies of the students participating in it. Due to the increase in the number of enterprises in our country, the invitation of foreign specialists in various fields, the increase in the number of volunteers, tourists and foreign students, there are many opportunities to invite them to schools, and

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“translators” are the ones who help them communicate with other students need Interviews will be conducted on pre-prepared topics in the translators' circle. The club is in close contact with the country studies circle, travels around the country where the language is studied, translates and follows the speeches of the members of this circle into a foreign language and vice versa.

During the Foreign Language Science Week, the members of the club organize interesting showcases, exhibitions or publish posters, bringing interesting information to the attention of all students. Extracurricular activities can also be done by members of the circle to create and decorate plans for competitions, Olympics and various nights. They organize various games and play a managerial role. In recent years, the establishment of foreign language libraries has become widespread. It is possible to create various circles, language centers under libraries. In addition to the librarian, they can be led by library activists, who regularly hold public events, parties, competitions, readers' conferences, meetings. The library will have a list of recommended foreign language literature, a note on how to work with a book in a foreign language. Consultations are scheduled for library members. Counselors not only help students understand a difficult part of a foreign language text, but also check and take into account how effective students are in independent reading. Evening morning meetings are also a form of extracurricular activities. Nights or rituals can be of three kinds according to their content.

1. Evenings, morning rituals dedicated to meeting someone who is interesting to the students.
2. The life and work of a writer on the red calendar days, the struggle for peace, for the strengthening of friendship between the peoples of the world themed evenings, morning performances dedicated to themes and so on.
3. Creative report on the work of groups, classes, clubs and individual students. These activities are determined by the topic of oral speech development outlined in the program. However, the very expression of the topics, their presentation and processing, should help to develop the creative initiative that is manifested in the students in the selection and development of the material.

A number of topics can be conducted in different variants at different stages of training. Many Methodists also have opinions in determining the theme of the activities to be held in the circles. For example, A. Amirlyubov, I. V. Rakhmonov, V. S. Setlin in their co-authored textbook "General methods of teaching foreign languages in high school” recommend the following topics. These topics are determined by the stages of study. V - VI for classes.

1. What can we tell our foreign friends in a foreign language.
2. What do you know or have learned about “the lives of your peers abroad”?
3. A night of storytelling in a foreign language.
4. Night of proverbs and riddles in a foreign language.

For grades VII - VIII.

1. Young people are fighting for peace.
2. Map of the country where the language is studied.
3. An evening dedicated to an important day.
4. My favorite writer.
5. What did we learn from foreign language newspapers.

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6. Meeting night with foreigners.

For Grade IX

1. Youth in the Struggle for Peace.
2. What do you know about the statesmen of the countries where the language is studied?
3. Technical information evenings on the pages of foreign magazines and newspapers.
4. Famous poets and composers of the country where the language is studied.
5. Literary musical montage.
6. A night of meeting with foreign friends.

Once the teacher has selected the topics, he or she can roughly identify the materials that can be used in the lesson, such as mantles (adapted or original), audio CDs, pictures, albums, and movies. Each topic can serve to develop the skills and abilities of any type of speech activity, but it is quite clear that some topics (Attractions, Writer's Scholar's Creative Way, etc.) allow the development of monologue speech, while others e.g. Topics such as "In the store" and "In the kitchen" are more natural in dialogic speech. Excerpts from some materials, such as literature on audio discs, can be used more effectively to develop listening comprehension skills from exercises and texts, while others can be used more effectively to develop speaking skills and competencies.

Some gifted students may also be given individual assignments. Finally, the teacher considers how the skills and competencies of the club members can be applied to their creative work outside the club, especially at one of the public events. Individual forms of work. Both group work in foreign languages and circle work are done through individual work with students. Individual forms of work require individual and individual work with each participant of mass and group activities. In order for students to be able to play a small play in a foreign language well, the teacher should read the role texts, practice correct pronunciation, intonation with each performer at the beginning of the preparation. The teacher conducts separate pre-work with each of the participants of the literary montage in a foreign language, and so on. In addition, the teacher will work individually with students preparing a presentation in a foreign language for other students at night or in class. It can be information about the life and work of a writer, his work in general, or a characteristic of some of his works, and so on. Teacher helps the speaker select the literature he or she should use to explain the report or plan. He or she will then review the report in advance to correct any errors in the speaker's speech. Individual forms of teacher work are also used to guide students who are particularly interested in learning a foreign language and who demonstrate their ability in the field to read foreign language literature.

CONCLUSION

In summary, the complementary nature of extracurricular learning systems in foreign language teaching is to increase students' knowledge of a foreign language, develop their personal development, as well as creativity, innovation, and pragmatism. All of these results suggest that teachers 'ability to reinforce external thinking skills by students will be a determining factor in the quality of education in the future. The role of extracurricular activities is invaluable in training personnel who are able to think independently and express themselves freely. In addition to, on the eve of the ongoing reforms in the

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field of education, inspired by the decision of President M.Sh.Mirziyoyev to improve the system of teaching foreign languages, attention is paid to the deepening of English in all spheres. In almost every school where English is taught, there are different forms of English clubs, such as speaking, drama, country studies, young translator clubs are proof of our point. Olympiads, knowledge tests and other spiritual and educational events are held at the school, city, district and regional levels as English and extracurricular activities in teaching English.

In-service training courses and trainings are held to enrich the knowledge of English teachers on specialties and teaching methods. In order to promote the experience of advanced teachers, methodical association meetings are held once a month in various educational institution. The meetings discuss open lessons, best practices, exchange views on advanced pedagogical technologies in foreign language teaching.

It should be noted that extracurricular activities not only rationally and comprehensively apply the theoretical knowledge and practical skills of students in the relevant profession, but also strengthen the mutual learning abilities and skills of students, their intellectual mobility. It can help to learn to language learners not only a new foreign language, but also critical and creative thinking.

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FORMATION OF MONOLOGICAL SPEECH SKILLS FOR STUDENTS IN RUSSIAN LANGUAGE LESSONS

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Annotation
This article highlights some of the techniques and strategies of teaching the Russian language used by the teacher in the national audience. The application of advanced technologies and teaching methods, contributing to the formation and development of monologue Russian speech of students of national groups, their practical mastery of speech in a non-native language is proposed.

Keywords: Practical language skills, monologue speech, communication skills, language exercises, speech exercises, pedagogical technologies, interactive methods, work in small groups, Cluster, Venn diagram

Currently, the education system of Uzbekistan is aimed at the formation of a highly educated, intellectually developed personality.

This education system is aimed at entering the world educational space. "... First of all, we need to educate the cadres of a new formation, acting as initiators of reforms, possessing a strategic vision, deep knowledge and high qualifications. That is why we have begun reforming all levels of education - from preschool to higher education. Science and education are of paramount importance for increasing the intellectual and spiritual potential of not only young people, but also our entire society, "stressed the President of the Republic of Uzbekistan Shavkat Mirziyoyev.

At the present stage, it is necessary to move from learning as a function of memorization to learning as a process of mental development. A sufficiently high level of mental development will allow students to use the acquired material in speech practice.

Knowledge of several languages in our time has become a necessity for every educated person. The main goal of learning any foreign language is practical knowledge of it. In this regard, it is important to note that the study of the Russian language by students of national groups is designed to contribute to the formation of an educated, comprehensively and harmoniously developed personality. For teaching the Russian language, like any other language, is the development of students' thinking, the improvement of the expression of thought by new means.

Methodological science is based on different approaches to teaching the Russian language: system-functional, structural-semantic, communicative and others. When teaching Russian to students of ethnic groups, the most acceptable, in our opinion, is a communicative approach. For this, exercises with a communicative orientation are used in the classroom.

This method involves teaching a non-native language through communication. The entire learning process should have a speech orientation, which is ensured by the functionality of the language

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material, situational awareness, the use of tasks of a communicative nature, as well as the individualization of the learning process.

Students of national groups in the Russian language classes master the language system, studying language material at the lexical, grammatical and phonetic levels. This process is aimed at developing skills and abilities in various types of speech activity: listening, speaking, reading and writing, which should ensure the participation of students in real speech communication. It is necessary to remember the relationship between speaking and writing in the work on the development of students' coherent speech skills.

Speaking is a type of speech activity with the help of which the oral form of communication is carried out. Oral speech is realized in monologic and dialogical forms.

A dialogue is characterized by the emergence of replicas in the process of communication of two or more persons. Speech in dialogue is relatively curtailed by the use of incomplete sentences, supplemented with non-verbal elements (gesture, facial expressions) and is situational. Monologue speech, in contrast to dialogic speech, is an expanded type of speech. The ability to build a monologue statement is a difficult skill, and it must be formed in the learning process.

The main goal of teaching speaking is the mastery of students in oral speech. The teacher must clearly understand what speech skills and abilities need to be formed in students, what grammatical, lexical material and what samples of monologue speech to use in the Russian language classes.

The formation and development of monologue speech of students of national groups is facilitated by language and speech exercises.

In the methodological literature, it is noted that language exercises are designed to create a speech message and are aimed at solving a specific problem.

Speech exercises are aimed at developing the ability to create a speech message in situations that are closest to situations of natural communication.

Methodists distinguish the following types of language exercises:

1) imitative;
2) exercises for repetition of a speech pattern;
3) exercises for changing the pattern (substitution exercises);
4) exercises for building statements, in which sentences of different structure are combined.

The use of the following speech exercises serves to form monologue speech:

1) exercises to reproduce a given text with some changes;
2) highlighting the semantic parts of the presented text, drawing up a plan text (message);
3) retelling (full, short) of the listened (read) text;
4) drawing up a situation or story based on key words, according to plan, etc .;
5) a description of a painting or a series of paintings, etc.

Speech exercises aimed at teaching unprepared speech are also useful:

1) exercises based on a picture, a film;

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2) based on the life and speech experience of the students themselves.

The listed types of exercises are designed to enhance the mental activity of students, provided that the teacher adheres to the basic principles of teaching: feasibility, purposefulness and motivation of actions.

In modern conditions, there is an urgent need for new pedagogical teaching technologies that ensure the development of the personality of each student, his activity. Such technologies make it possible to create learning conditions when a student seeks to get good results from his work and in the future to successfully apply them in practice.

The use of new pedagogical technologies, interactive methods is one of the most effective ways of teaching a foreign language (including Russian as a non-native language) today.

The educational process in interactive learning takes place in the conditions of active interaction of all students and is based on cooperation: teacher - student, student - student. Classes become more interesting, the material offered by the teacher is easier to digest.

In the Russian language classes, along with traditional teaching methods and techniques, we also used such interactive methods as Venn diagram, Cluster, work in small groups.

At the beginning of the lesson, the lexical topic of which is "Great poets of two nations - Alisher Navoi and A.S. Pushkin", the group is divided into small groups for the convenience of work. After reading the text, a question-and-answer conversation is conducted on the content, and then the groups are invited to draw up a Venn Diagram. This task aims to find out, firstly, how well the students have understood the text, and secondly, to form the ability to highlight the main thing in the read text. Control of the assignment is carried out in the form of a presentation conducted by one of the students from each group. After the presentation of each small group, opponents from other groups complement and express their opinion on the issue. Thus, coverage of all students of the group is carried out, when everyone has the opportunity to participate in the discussion of the topic. It is known that preparatory and speech exercises serve for the formation and development of writing skills. The exercises used should be of a communicative nature, i.e. contribute to the development of students' communication skills.

Lessons using interactive methods not only expand and consolidate the knowledge gained, but also increase the creative and intellectual potential of students. Therefore, Russian language classes should teach students to express their own thoughts.

A productive type of speech activity, like speaking, is written speech. Speaking gets an outlet in written speech in the form of a written presentation of its own monologue speech.

Composing is the most difficult type of writing. You need to start training with the simplest type of essay - an essay based on a literary work, a picture, a film.

Work on the lexical topic "Autumn" can be interesting and productive. At the first stage of work on the topic, students get acquainted with the poem by Alexander Pushkin "Autumn". The group is then asked to create a cluster on the theme "Autumn", in which students express their ideas about this time of year, using the words and phrases they already know. Clustering is a pedagogical method that develops thinking variability, helping students think freely and openly about a topic. At the end, students are

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invited to compose a short story on the theme "Autumn in Uzbekistan", which reflects the vision of each student of the features of this time of year in their region.

The use of speech and language exercises, interactive methods in the process of teaching the Russian language to students of national groups makes it possible to solve several problems simultaneously. The proposed methods form and develop monologue speech, communication skills and abilities, help to establish emotional contacts between students, and activate their mental activity.

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