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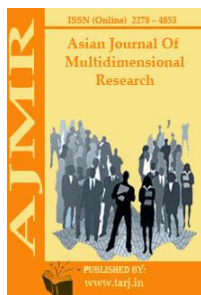
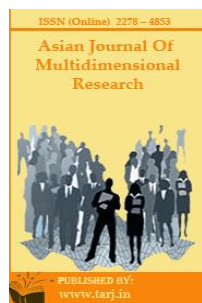# TRANS ASIAN RESEARCH JOURNALS
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Special Issue

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FOLKLORE MOTIVES IN THE WORKS OF S.A. YESENIN

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ABSTRACT

The article is about Sergei Yesenin's works and his contribution to the Russian folklore. In this article there are given examples of his poems and they were analyzed. As a conclusion, we can say that as much we speak about poetry of Yesenin, so much we learn about Russian folklore. And Yesenin's innovation as a great poet lies in the fact that he was able to take brilliantly the experience of folklore, the experience of the archaic man, able to decipher the "iconic epic of the universe", was able to combine cosmic and artistic reality, ritual and Logos.

INTRODUCTION

Sergei Yesenin's work is inseparable from Russia's spiritual life and its rich national song culture traditions. His natural talent with amazing naturalness combined high poetry and living reality, folklore and singing origin and deep individuality.

To the heights of artistic skillYesenin rose from the depths of folk life, which determined the entire character of his poetry. He was born in the village of Konstantinov, Ryazan Province. Inoneofhispoemshewrote:

У меня отец — крестьянин,

Ну, а я — крестьянский сын.

Yesenin's love for rural Russia, for nature, everyday life, oral poetry has carried through all his creativity. The folklore beginning can be clearly seen already in the first poems of the poet. Some of them are entirely built on traditional song material. It is true that the motives and images of oral lyrics slightly changed under the pen of the poet: the text appeared new substantial details, strict rhythmic contours took poetic lines. The poet was attracted mainly by love situations, the invitation of the bride on a date, treachery sweet and caused by this event experiences of the young man, reflections of a young girl about her unfortunate fate, which she predicted the signs of nature, and so on. Putting an element of engagement in his poems to the

forefront, Yesenin usually set himself two tasks: first, he sought to preserve in the plot of his original traditional spirit, and secondly, made every effort to ensure that his work sounded as original as possible.

The reforms he made in one text or another took various forms. Previously, in the creative practice of Yesenin developed a way related to the introduction of his own lyrical hero in the traditional plot scheme. What this artistic operation represents can be seen in the example of the poem "Подвенкомлеснойромашки..."("Under the wreath of wild chamomile...")(1911). The material for him was a folk song, which tells about a girl who lost a ring and with it hope for happiness:

> Потеряла я колечко,
>
> Потеряла я любовь.
>
> А по этому колечку
>
> Буду плакать день и ночь.

Yesenindescribed this poetic event as follows. He did not make the main character of a girl dreaming of marriage, but a village carpenter: he fixes a boat on the river bank and accidentally drops the «кольцомилашкивструипенистойволны» ("cutie ring in the jets of the foamy wave"). The pike fish takes the ring away, and then it turns out that the girl he loves has found a new friend. The poet, retelling the folklore story, concretizes it, and as a result, new, author's images emerge:

> Не нашлось мое колечко,
>
> Я пошел с тоски на луг,
>
> Мне вдогон смеялась речка:
>
> У милашки новый друг.

The new images enlivened the lyrical action, thus giving it a touch of reality. This, in fact, met the poet's task at the first stage of his work with folklore. Later Esenin began to follow different rules, creating works with an oral and artistic basis. He began to strive to, without losing touch with the traditional text in its nodal moments, to move away from it in the selection of poetic images and details. In this case, variative and new poems appeared, only remotely resembling the original.

Their contact with the song was expressed only in one or two common storylines, while the vocabulary, syntactic phrases and the system of pictorial means did not have a certain addressee.

An illustration of this technique is the poem «Зашумелинадзатономтростники...» ("Stunned over the cane sunken...") (1914). It resonates with the famous folk song «Помню, я ещемолодушкойбыла...» ("I remember I was young..."). However, with separate strokes of the plot the Esenian verses are close to another folk lyrical text. In particular, they are similar to the song «Грушица, грушицамоя...» ("Pear, my pear..."):

> Пойду в зеленый сад гулять,
>
> Сорву с грушицы цветок,
>
> Совью на голову венок...

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Брошу венок мой я в реку,

Погляжу в ту сторонку:

Тонет ли, тонет ли венок?

Тужит ли, тужит ли дружок?

Yeseninhas reduced this text to a single chorus. The wreath in his poem is just one of the signs that "predict" the young girl's fate:

Погадала красна девица в семик.

Расплела волна венок из повилик.

To this example, the poet joined many others, which do not exist in the song "Грушица, грушицамоя..." ("Pear, my pear ..."), but which are skillfully kept in the folklore style, reflecting the true nature of folk beliefs and recreate the real procedure of fortune-telling.

As a conclusion, we can say that as much we speak about poetry of Yesenin, so much we learn about Russian folklore. And Yesenin's innovation as a great poet lies in the fact that he was able to take brilliantly the experience of folklore, the experience of the archaic man, able to decipher the "iconic epic of the universe", was able to combine cosmic and artistic reality, ritual and Logos.

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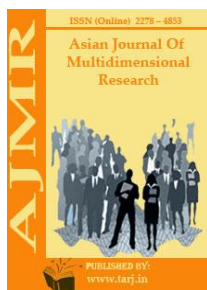
USING OPEN DIALOGUES IN ESL LESSONS

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ABSTRACT

The article is about dialogues, especially about open dialogues and their variations. There is also shown the ways of using them in the ESL lessons. It will be useful for young teachers to use them in their lessons. You can use dialogues to introduce and practice a function, structure, orvocabulary, and to illustrate degrees of politeness, levels of formality, and valuesand attitudes of the target culture. You can also work with students to analyze writtendialogues for any of these features. This often leads to practice in responding to conversationalcues but not to initiating conversation. However, such dialogues have value inallowing students to produce their own responses.

KEYWORDS: *Dialogues, Open Dialogues, Grammar, Conversation, Oral Speech, Context, ESL Textbooks.*

INTRODUCTION

First of all, let's speak about dialogue itself. What is it? Why do we use them in our lessons?

Dialogues are popular activities in ESL textbooks for a number of linguistic as wellas cultural reasons. You can use or adapt dialogues to:

• demonstrate grammar in context

• facilitate conversation

• provide recreation such as a skit

Dialogues usually present spoken language within a context and are thus typicallylonger than drills. However, those used for oral practice should be short sostudents remember them.

For a controlled open dialogue, make a cloze-like dialogue where you write downpart of each student's dialogue but leave blanks in the dialogue for each student tofill in, as in this example:

A: Do you know if the library is open on _____?

B: Yes, _____.

or

No, I _____ think so.

A: What hours is it open?

B: _____ open from _____ to _____.

Variation 2

Another variation on open dialogues is a dialogue with choices such as this telephone conversation dialogue. Student A and Student B each have different handouts.

A: Hello

B: Hello, Can I speak to Thuy?

A: This is Thuy

B: Thuy, do you want to comeover for coffee?OrHi, Thuy. This is Mary.Do you want to come overfor coffee?

Variation 3

Advanced textbooks sometimes present a variety of expressions and vocabulary thatcan be used to convey similar meaning, such as:

• *Well, I guess I'd. . . .*

• *Oh, I might. . . .*

• *I think I'd. . . .*

In this dialogue, students choose from among the expressions presented in order to carry out the dialogue:

A: If you could . . .take 3 things to a\Suppose you desert island, whatcould . . . would you take?

B: I could\would probably take my dog.

A: That would bea good idea!Is that right?

Teachers instruct students to practice the dialogues with a partner, using these cuesfor A. If you could:

• *have 3 wishes, what would you wish?*

• *Meet any famous person in the world, who would you choose?*

• *live anywhere in the world, where would you live?*

Variation 4

Final variation will be more interesting as it incorporates free practice by having students continue a dialoguebeyond what is scripted. You may have students present their dialogue to therest of the class.

Cue Card Dialogues

Instead of using a standard printed dialogue or open dialogues, you can give studentsmore linguistic input by using cue cards that give instructions for performinga sequence of

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communicative acts designed to fit in with a corresponding sequenceon a partner's card. You can make these yourself or adapt them from standard dialogues.Many intermediate textbooks employ this format for presenting dialogues.

Here are sample cue cards for a dialogue on asking directions.

Card A

You have just moved to a new neighborhood. You ask your neighbor whereyou can find the following places: the bank, the grocery store, post office,the school.

Card B

A new neighbor asks where to find local services. Use this information tohelp: bank—2 blocks north; grocery store—around the corner to the left:post office—next to the bank; school—on the corner of Main Street and 3rdAvenue.

1. *Politely ask for a cab.*
2. *Give your address.*
3. *Confirm address.*
4. *Thank the receptionist.*
5. *Say goodbye.*
6. *Say hello. Give nameof cab company*
7. *Repeat address.*
8. *Say the cab will be thereright away.*
9. *Say goodbye.*
10. *Call a Cab*

So, what can we say as a conclusion? Dialogues are primarily used to provide speaking practice but can also developlistening. You can use dialogues to introduce and practice a function, structure, orvocabulary, and to illustrate degrees of politeness, levels of formality, and valuesand attitudes of the target culture. You can also work with students to analyze writtendialogues for any of these features. Dialogues are useful for listening to andpracticing pronunciation, intonation, and other phonological features. Like drills, they are usually materials for guided, rather than free, language practice.

You can combine dialogues with writing by having students make comics withpictures and bubble dialogue boxes to fill inIn open dialogues, the teacher provides only one half of the dialogue. Studentsinvent the other half. This often leads to practice in responding to conversationalcues but not to initiating conversation. However, such dialogues have value inallowing students to produce their own responses.

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THE ROLE OF ARTISTIC PSYCHOLOGY IN THE METAPHORICAL HARMONY OF MAN AND THE REALITY OF LIFE

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ABSTRACT

In this article, in the novel "Rebellion and obedience" by Ulugbek Hamdam, the author analyzes the artistic psychological description of a person on the path of development in the center of an integral complex metaphorical system of being. The novel "Rebellion and obedience" is based on the method of metaphorization of reality. In it, a person experiences vertigo about who he is and what powerful being he possesses. The reason for this is a riot. After much agony, he obeys. Allegedly thus proves its existence. Finds answers to certain riddles. Literary critic U. Dzhurakulov said that one of the artistic principles arising in the Uzbek prose of the new period is a metaphorical (metaphorical) perception of reality: "The plot and image acquire a generalized (typological) essence. The language of history is built on a series of characters. The composition of the work is replaced by a metaphorical model. At the beginning of the novel "Rebellion and Obedience" the conclusion of the young, curious Akbar is depicted, but as the plot changes, he grows up, has children, and by the end of the work becomes his teacher - doctor. In the novel, various psychological methods and tools, such as portraiture, dialogue, monologue, sleep, psychological emblems, emotional movements, landscape, hallucinations, appear as independent independent methods of artistic metaphorization. First of all, this testifies to the improvement of national aesthetic thinking and a serious renewal of spiritual status in modern Uzbek prose. The gradual development of these principles also serves as an important stage in the development of the great epic genre - the novel. Thus, U.Hamdam successfully passed a very complex process, such as a metaphorical generalization of the world and man in a novel, the main genre of epic creation.

KEYWORD: *Novel, Life, Person, Character, Image, Artistic Psychology, Metaphorical System.*

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INTRODUCTION

In Uzbek novels of the period of independence, the relationship between man and being, the desire for a metaphorical harmonization of real reality and the inner world of man began to become a kind of principle. As can be seen from the works of writers of the 80s, such as M.M.Dost, T.Murad, E.Azam, A.Azam, N.Eshonkul, A.Yuldosh, Z.Kurobloy kyzy, S.Wafo, L.Borihan, I.Sultan Like U.Hamdam, the same aspect is evident in prose 90s. The method of metaphorical harmonization of the phenomenon of man and the universe is found in almost all genres of prose. In storytelling and novels, this aspect is manifested in a unique way. Literary critic U. Dzhurakulov said that one of the artistic principles arising in the Uzbek prose of the new period is a metaphorical (metaphorical) perception of reality: "The plot and image acquire a generalized (typological) essence. The language of history is built on a series of characters. The composition of the work is replaced by a metaphorical model. As a result, the spatio-temporal scale of history is expanding. The scope of meaning is expanding. " [1.1].

In the work of U.Hamdam, the first story about a metaphorical way of expressing the reality of life in harmony with the inner world of man was "Loneliness". The protagonist of the story "Loneliness", which became a symbol of the thirty-year-old Uzbek intelligentsia, became a metaphorical generalization of the image of a lonely person who is looking for a solution to his loneliness in the face of spiritual, social and everyday problems. Thus, U.Hamdam successfully passed a very complex process, such as a metaphorical generalization of the world and man in a novel, the main genre of epic creation. At the center of the entire complex metaphorical system of being, man raised his many years of experience on the path of artistic psychological depiction to the highest level in his novel "Rebellion and obedience."

As we have already said, the novel "Rebellion and obedience" is built on the method of metaphorization of reality. In it, a person asks who he is and what his strength is. This reason is given to the rebellion. Obedience comes after much suffering. As if he were proving himself . Finds answers to specific puzzles. But no servant can fully comprehend the Creator, reach the essence of his existence. Because a person received very little knowledge about this. The science of mysticism also says that those who intended to understand Allah are those who have taken steps to understand themselves, and they cannot face the truth if they do not approach Allah through such good deeds.

From this point of view, the concept of rebellion in Hamdam's novel "Rebellion and Obedience" cannot be understood in the same way as the rebellion of Western modernists. The overall content of the novel, the plot design do not allow such an interpretation. On the contrary, under this rebellion a metaphorical interpretation of eastern self-consciousness arises.

An analysis of the novels of U.Hamdam clarifies an important aspect of the author. Creating the image of a teacher embodying a conceptual idea in the novels of W. Hamdam is interpreted as the ideological teacher of Muhammadjon aka Yusuf in the novel "Balance" and Tabib Akbar in "Rebellion and Obedience." The similarity between the images of the two spiritual teachers lies in the fact that they both leave their families and live alone. The author refers to verbal methods of artistic psychology when creating the image of Muhammadjon aka, as well as to complex, non-verbal methods of communication between minds when creating the image of the Doctor. Romannavis' work reveals the problem of a person living in a busy space and time, from simple to complex, from the individual's world to the interpretation of universal values.

An analysis of the psychological methods and means inherent in the novel "Rebellion and obedience" leads to the conclusion that several "I" live in the main characters and that these "I" enter into conscious communication. Even without a separate statement, an understanding of unexplained events is manifested through the writer's skill:

- The creation of the universe, as well as Adam and Eve, their expulsion from paradise with devilish tricks;
- It becomes clear when people living in space and time unite fate in themselves.

The author maintains compositional parallelism between the two realities until the end of the novel. The story of finding the bliss of sin and forgiveness is absorbed into the composition of the work. Each protagonist in the novel, even episodic protagonists such as Larisa, walks the path of sin and repentance in the fate of a slave, generalized in the fate of Akbar and the Doctor.

Literary scholars S. Sadik in the interpretations and analysis of the novel Otauli "Rebellion and obedience" show an almost close relationship. They say that in "Rebellion and obedience", elements of Roman thought are not at the level of Balance. Although the language and expression style of the work is unique, the characters are not well described.

In the process of reading and analyzing the novel, various manifestations of a person's psychological existence seem to swell. The events of the work consist of three parts, eighty-eight chapters, which are logically connected in a consistent manner, and the verses of the Quran and the interpretation of reality are combined. The composition of the novel uses a variety of artistic inserts, without which it is difficult to find the logic of the phenomenon, more precisely, what is rebellion, what is obedience.

One of the most successfully used psychological methods in the novel is an internal monologue. Examples of this method of expression are the psychological world of such characters as Yusuf in "Balance", Samandar in "Sabo and Samandar", Akbar in "Rebellion and obedience", alone in their own world, more precisely, suffering in the arms of incomparable internal contradictions. "The internal monologue is the intangible, egocentric and closed speech of the character; direct form of artistic psychologism. This is conditionally perceived as a process of thinking (feeling) in the human mind"[1. 2]. Indeed, the internal monologue helps Akbar to clarify, understand and comprehend his psychological disorder. An internal monologue allows each character to understand the psychological world. The writer creates a psychological landscape, adding symbolic meaning to natural phenomena, changing seasons, in which they go in parallel with the psychological state of the protagonist and serve a specific purpose: " : "It was white snow. Akbar, who was hurrying from the subway to the office, slowed down when he reached the alley. Dressed in a legendary dress, he stared at the trees, longing for long thoughts, and a poem emerged from his mouth:

"It's snowing," he said.
The Divine Clothing of the Gardens
(R. Parfi)

In general, the study of plot and compositional forms, manifested by psychology in the novel "Rebellion and obedience", confirms that the characteristic feature of the main characters of the novel - interconscious psychological communication is also reflected in the compositional structure of the work.

When it comes to the basic methods of artistic psychology, it is first necessary to clarify the method of narration of the writer. The image of the inner world of a person can be given both

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from the language of the first person and from the language of a third person. Each of these forms of storytelling has different possibilities. The narration in the first-person language creates a realistic illusion of the psychological image of the protagonist.

Storytelling in third-party language is characterized by a wider range of possibilities in the chapter on images of the inner world. At the same time, the author without any restrictions takes the reader into the inner world of the character and reveals the climatic conditions of the soul in a deeper and more detailed way.

A distinctive feature of U.Hamdam's research on the characteristics of heroes is reflected in the fact that the hero is "estranged" from people, drawing conclusions from what he saw and experienced throughout his life. When they are tired of problems that have not been solved for centuries, they want to be "locked up". In the same way, all the described events are described and analyzed from the psychological world of the protagonist. Literature K.Juraev admits that the writer's personality is clearly visible in the description of events in "Rebellion and obedience". Only the creator's skill is that all the images that he creates are different, one is not like the other, individual, unique.

Psychological details embody the inner world of man. A heartbeat is a form of psychological detail that expresses the form of psychological detail, such as behavior elements, facial expressions and pantomimes, as well as paralinguistic elements, such as laughter, crying, and speech pace (I). V.V.Strakhov) or details of a character's dynamic portrait (facial expressions, plasticity, meaningful movements, speech directed at the listener, physiological changes). Such a detail, which refers to the "summation-determining" form of psychological description, was described by the literary critic A.P.Skaftimov "Verbal (noverbal) description of feelings" [1. 3] government.

The exposition portrait consists of a set of typed characteristics that reflect the constant, stable qualities and qualities of a person, regardless of the psychological state of the character. He is artistically generalized and at the same time embodies the signs of forces that influence the fate of the main characters. An example of this is the portrait of the Doctor in the novel: "The medicine is this: once you cry with a patient, and the next day you laugh with him. As much as Tursunboy's death crushed the doctor, Nigina was just as happy that the girl was recovering day by day. Yes, the doctor was like that. When he began to treat each patient, he struggled with the pain of this patient, rejoiced more than anyone when he was overcoming, and when he was overcoming, he could not find a place for himself and felt helpless "(p. 59).

The dynamic portrait takes the form of individual details scattered throughout the novel, when there is not enough space for a detailed description of the appearance of the main character in the play. The author can refer to the portrait again and again to enrich the protagonist with new aspects and capture changes in appearance and behavior. At the beginning of the novel "Rebellion and Obedience" the conclusion of the young, curious Akbar is depicted, but as the plot changes, he grows up, has children, and by the end of the work becomes his teacher - doctor. The author manages to fully describe his main character: an image and a portrait can be given simultaneously. Providing a portrait in this way determines the naturalness of the character, revitalizes him. Ulugbek Hamdam is limited to a few vivid details in the description of the protagonist and allows the reader to fully imagine this, a task that, of course, can only be performed by a keen reader. The refore, the goal of the writer is to engage the reader also in inter-communication. This, through the psychological image, the spiritual world of the

protagonist, the psychological world, is clearly visible. He skillfully uses psychological methods and means to deeply illuminate the heart, the inner world of the image.

Uzbek novels of the period of independence are guided by the principle of changing attitudes to the inner world of a person and the use of complex artistic means in a psychological analysis of the world of the soul. Of course, this aspect is associated with the formation of a real image of people of that period, the rise of a person to the level of an artistic conceptual problem in the context of social and psychological problems.

Having his legal status in the literary process of the new period, U.Hamdam was able to create his own method of individual artistic and psychological analysis, combining symbolic and figurative methods against the background of the image of real reality. First of all, this testifies to the improvement of national aesthetic thinking and a serious renewal of spiritual status in modern Uzbek prose. The gradual development of these principles also serves as an important stage in the development of the great epic genre - the novel.

In the novel "Rebellion and obedience", universal problems and values are artistically reflected through the author's Islamic philosophical views. The philosophical observations of the author are a deep, interconscious psychological communication, human creativity and the essence of life, artistically developed in a unique style based on the Koran, a pillar of Islamic philosophy. In the novel, from simplicity to complexity, from the individual's world to the interpretation of universal values, the human psyche and time, living in a busy space and time, are artistically expressed through a syncretic image of a poetically metaphorized real life. In the novel, various psychological methods and tools, such as portraiture, dialogue, monologue, sleep, psychological emblems, emotional movements, landscape, hallucinations, appear as independent independent methods of artistic metaphorization. Psychological communication between the mind and the subconscious of the main characters provided a unique compositional structure of the novel. In the novel, the writer's method of narration became the main tool of psychologism. The writer made extensive use of non-verbal means of psychological images, such as verbal (through speech) and facial expressions, facial expressions, gestures, posture, in revealing the character's character. The play depicts not only the appearance of the main character Akbar, but also the psychological world formed by external influences - the drama of the soul. Rebellion and obedience in a sense are a logical continuation of the balance. Because in this novel, as in "Balance", the processes of creation, the fate of man, the process of understanding himself and the Creator are described. While the socio-psychological analysis resulted only in equilibrium, in "Rebellion and obedience" the method of metaphorical generalization, a poetic modeling of vast universal reality predominates. In the same spirit, "Rebellion and obedience" is a novel with a new content and a new form.

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THE INTERPRETATION OF THE WILLOW IMAGE IN UZBEK FOLKLORE

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ABSTRACT

The poetic image of willow is very versatile and it has reached the level of the poetic symbol in the Uzbek folklore. At lyrical song emphasizes the importance willow as a symbol and its artistic and aesthetic functions. His poetic image became a symbol of ancient beliefs and cult of trees. If we pay attention to genres of Uzbek folklore among our people, almost all of them are represented by the tree. Willow is found not only in folk songs, but also in proverbs, riddles, fairy tales, and legends, which is why this image can be considered as one of the most original images of Uzbek folklore. In nature, there are various types of willow, such as white willow, black willow, weeping willow, and sambit. The whole poetic image has become a symbol of the ancient beliefs and cult of trees. For this reason, willows are related with water or identifiable in song, and when referring to willows, it is usually considered to weeping willow. In songs, the experiences of parents, children, hair of ladylove, and lovers can also be expressed through willow. The ancients worshiped the tree as a human being, always alive and in motion. He saw the confirmation and conviction of this idea in the fact that plants and trees change with the seasons. Therefore, primitive man avoided "torturing" them by surfing, cutting, and breaking them as much as possible. Although this issue has not yet been the subject of separate research in Uzbek folklore, the belief in trees, their interpretations in folklore M.Alaviya, B.Sarimsakov, S.Ruzimbaev, O.Safarov, A.Musakulov, Valuable ideas are found in the books and articles of folklorists such as Sh.Turdimov, D.Urayeva. On the basis of such epic interpretations, as well as the fact that the poplar grows only in the sky, without shade, in folklore it carries such symbolic meanings as "pride", "arrogance", "cowardice", "dry beauty". Thus, the image of a poplar is also observed in folk art, mainly in the image of a man, a young man in love.

KEYWORDS: *Willow, Image, Poetic Symbol, Proverbs, Riddles, Fairy Tales, Legends, Uzbek Folk Songs, Contagious, Black Willow, Fertileness, Mourning Ceremony.*

INTRODUCTION

Folklore is the basis and component of folk art culture. As well as being the historical foundation and foundation of spirituality, it is also a source of endless possibilities that enrich and develop its current state. Because in today's globalization, the role and importance of art culture, including folklore, in ensuring the maturity of society, the depth of social consciousness and the richness of the human spiritual world is growing. Because folklore works embody the living connection and inheritance of ancestors and generations, because they are directly connected with the social life of the people, it gives everyone a sense of belonging to their people, its history and future, dreams and aspirations. in practice, it helps to build on high ethical ideals. That is why collecting, studying and publishing it has always been an urgent task.

Level of study of the subject

Folk beliefs about trees are rooted in pre-Islamic religious mythology. Although this issue has not yet been the subject of separate research in Uzbek folklore, the belief in trees, their interpretations in folklore M.Alaviya, B.Sarimsakov, S.Ruzimbaev, O.Safarov, A.Musakulov, Valuable ideas are found in the books and articles of folklorists such as Sh.Turdimov, D.Urayeva. Based on the existing ideas about this, it can be said that the ancient people's ideas about the origin of man led to the transfer of the image of the tree to the concept of man. Early humans, by comparing the tree and human characteristics, compared them and saw one as a symbol for the other. Similar notions have led to the parallel, parallel use of the image of the tree and man in folklore.

Research methods

The article examines the origins of the concepts of belief in trees, their unique artistic interpretation, symbolic representation on the basis of historical-comparative methods.

The main part

In the samples of Uzbek folk songs about trees, along with the images of poplar, maple, spruce, walnut, pomegranate, mulberry, the poetic image of the willow has a special place. The image of Tol is found not only in folk songs, but also in proverbs, riddles, legends, fairy tales and epics, which in this sense can be recognized as one of the unique artistic images in Uzbek folklore. The Explanatory Dictionary of the Uzbek Language explains the word "willow" as follows:). "[6.136-137] Among our people there are such types of willow as black willow, willow, sambit willow.

In Uzbek folk lyrics, the poetic image of the willow is very diverse and has risen to the level of a poetic symbol. The lyrical song emphasizes the symbolic significance and artistic and aesthetic functions of the willow. The poetic image of the willow has become a symbol under the influence of ancient beliefs, the cult of trees. If we pay attention to the genres of Uzbek folk ceremonial folklore among our people, in almost all of them the image of a tree is one of the leading images.

Terak **ekmay, tol eking,**

*Tol***ning soyasi yaxshi.**

Juvon **olmay qiz oling,**

*Qiz***ning qilig`i yaxshi** [3. 54]

In the above song, first of all, the parallelism of the images of poplar and willow with the images of a woman and a girl draws special attention. For this reason, the image of a tree and a human being are chosen in parallel in the song. Why? To answer this question requires an approach to the event from the point of view of the poetic development of myth-ritual-folklore. This is because the first factor in the parallel song is the primitive totemistic views formed on the basis of the mythological ideas of our ancient ancestors, while the second factor is the ritual and tradition based on these totemistic views. are habits. After all, our people have a number of traditions associated with poplar and willow trees.

Folklorist Shomirza Turdimov, who has studied the use of symbols in Uzbek folk songs, emphasizes that the image of a willow comes in the symbolic sense of love, husband, man, life, destiny, male love [5.70-71] Indeed, willow branches a shady tree growing in all directions. It gives shade and beauty to the place where it grows. Its shade is pleasing to the body and pleasing to the heart. In this sense, he is reminiscent of a passionate lover, a passionate man - the head of the family. Based on this similarity, parallelism was created and a highly artistic song was created. From this it can be said that the image of a willow in the song is used to express the image of a lover, a man. Thus, the image of a poplar is also observed in folk art, mainly in the image of a man, a young man in love. But people often interpret the poplar as an epic "cowardly lover." According to one of his legends, an enemy invaded a country and began to seize wealth and women as booty. The battle was fierce. Then a cowardly young man saw that his beloved daughter had been captured by the enemy, but he hid in the basement, knowing that his life was precious.

The girl felt it and cursed the boy. Under the girl's curse, the young man turned into a poplar. It is said that the leaves of a poplar tree tremble in the wind. On the basis of such epic interpretations, as well as the fact that the poplar grows only in the sky, without shade, in folklore it carries such symbolic meanings as "pride", "arrogance", "cowardice", "dry beauty".

Thus, in the first two verses of the quartet, the characteristics of willow and poplar trees are described on the basis of mutual comparisons, thus logically paralleling the image of man, and in the following verses serve to clarify the main idea - the role of land in the family. That is, the poplar is tall, beautiful and glorious but does not cast a shadow; If the wind can't stand the wind and the leaves are constantly rustling and the nerves are damaged, the willow is shorter than the poplar, and although it is slender, it is more resistant to disasters and canopy in hot weather is done.

It is known that in life there are similar lands in terms of their nature and character. With this in mind, the song emphasizes the need for women to be vigilant when choosing a partner for marriage, to be fascinated by the young man's erect figure and beauty, and not to get lost. At the same time, the song says that men should choose a clean and pure girl not a woman, when choosing a spouse. Because cleanliness improves human life.

> **Tol ichidan tanlab olgan,**
>
> **Tol chovkanim bolam, alla.**
>
> **Gul ichidan iskab olgan.**
>
> **Gulu rayhonim bolam, alla.**

In the example, the mother and child are interpreted as the parallels of the willow and the flower, the mother as the tree, and the child as its fruit. "According to its historical roots, animistic imagery, the poetic image of a flower associated with the cult of plants, expresses the meanings of women, puberty, love, children, happiness or unhappiness, desire, desire, sorrow. [2].

"Tol" is one of the most widely used symbols in Uzbek folk songs. The image of a willow is also found in the following verses from the folk play "The Child runs Away":

<div align="center">

Hovligacha mayda tol,

Mayda tolga payvand sol,

Olgan yoring yosh bo'lsa,

Aldab- suldab yo'lga sol.

</div>

In this song, the image of the "mayda tol" reflects the age of man - childhood.

In our way of life it is customary to cover the roof with willow, poplar or reeds and willow twigs. A reference to this reality can be seen in the following verses:

<div align="center">

Quda xolam tomini

Toldan yopgan yor-yor.

Tol xivichdek qamishni

Qaydan topgan, yor-yor.

</div>

It is also common for shepherds to make a shepherd's staff out of willow. The following verses point to this:

<div align="center">

Erta sahar boraman qo'yxonamga,

Kevaganim yarashar bo'yginamga.

Tol tayog'im tayanib, turib qolsam,

Suluv qizlar keladi uyginamga [7.73**].**

</div>

The following song compares a fruitless mulberry tree with a fruitless willow tree:

<div align="center">

Qanday onam bor edi,

Tol yog'ochday soyalim,

Tut yog'ochday mevalim.

Soyasida yotganim,

Mevasidan totganim.[1.83]

</div>

The totemistic and poetic views on trees are unique not only to the Uzbek people, but also to the primitive worldview of all mankind. Even in ancient European mythology, the gods of fertility were originally conceived in the form of a tree. It is said that Attis, the goddess of fertility, was raised to the level of the spirit of the trees, then the king of plants, and finally the god of human form. In an ancient painting, Attis is depicted with wheat ears and fruits in his hand, pine seeds, pomegranates and other fruits on his head, and wheat ears sticking out of his hat.

Voy jigarim, teragim,

Bor kunimga keragim.

In the song, Terak is chosen not only as an image, but also as a rhyme for the word "kerak" in the second verse. A similar situation is observed in the following verses:

Bog'ing bo'lsa teraklik,

Imoratga keraklik.

Ering bo'lsa chiroylik,

Yur, bazmga kiraylik [1.7].

The poplar in the example is an expression of the idea of a future family. In the songs, the images of poplar and willow, in contrast to spruce, maple, and elm, are often accompanied by the image of water due to the influence of the cult of water, and in real life, willows and poplars are often planted on the banks of ditches.

Numerous sources confirm that poplar was also a cult object among the Turkic peoples. For example, L.I. Klimovich says there was a shrine called Bogozterak in Turkestan's Ili Valley. Childless women bowed to the tree three times, hugged it three times, and bowed three more times. Other sources make it clear that in ancient times, willows were believed to have the ability to produce offspring. The wedding applause for the bride and groom in the ceremonial songs is also indicated by the image of a willow:

Eshik oldi mavjim tol,[1]

Mavjim tolga qo`ling sol.

Men fotiha aytayin,

Katta-kichi(k) quloq sol.

Atta bo`lsin, fatta bo`lsin,

Zuvalasi katta bo`lsin.

Tol chivig`i qildan bo`lsin.

Chilobchini puldan bo`lsin.

The poetic image of the willow has become a symbol under the influence of ancient beliefs, the cult of trees. For this reason, willow is associated with water or its determinant in songs, and when we talk about willow, we usually mean willow. True, the comparison of willow twigs to hair can be the result of a simple simulation. But it is also important to remember that the image of the hair is associated with magic. The ancients' views on the magic of hair, and the fact that the willow tree grows on the water's edge in real life, according to the magic of contagion, also gave the willow magical functions.

The ancients worshiped the tree as a human being, always alive and in motion. He saw the confirmation and conviction of this idea in the fact that plants and trees change with the seasons. Therefore, primitive man avoided "torturing" them by surfing, cutting, and breaking them as much as possible. He was afraid of offending them and ruining their livelihood. However, as a result of the development of human thought, these ideas lost their power, and traces of these

concepts became symbolic in folk art. Therefore, in the works of folklore, the images of man, plant and tree are usually equated. Beautiful girls are compared to a flower, brave men are compared to a maple, and lovers are compared to a willow. For example, in folklore and written poetry, the state of love is often compared to the image of a willow:

<blockquote>

Majnuntollar egildi,

Yor egilmaydir menga.

Kelib holim so'rmaydi,

Qanday ko'ngil beray unga.

</blockquote>

In the following teams, the name Labi Hovuz and Ark are mentioned as talmeh from the famous historical monuments that have become a symbol of ancient Bukhara:

<blockquote>

Shirbudunda majnuntol,

Majnuntolga payvand sol.

Saylga kelgan qizlarning

Suluvini tanlab ol.

</blockquote>

Even in the genres of folklore, such as epics and fairy tales, after the death of the heroes, the growth of plants such as flowers or thorns (that is, symbolically chosen depending on the nature of humanity, his service to the people) on the grave is a tree. and traces of ancient beliefs about plants.

In the songs, the feelings of parents, children, spouses, and loved ones can also be expressed through the image of a willow:

<blockquote>

Mening dardimni sen tortgan,

Sening dardingni men tortgan.

Kechalari tol chiviqdek,

Ikkimiz chirmashib yotgan.

</blockquote>

In lyric poetry, even when a poetic image reaches the level of a symbol, its meaning in a particular text is limited. But in the minds of the people there are many ideas and concepts associated with that word, which also have an effect when you listen to a certain text.

Black willow has a special place in the poetic images associated with the willow. Folklorist B. Sarimsakov admits that people believe that black willow has a stronger magical power. In this case, black willow is not considered a benefactor. Rather, it is seen as a means of attracting evil spirits, demons, and harming living things around them, especially humans. [4] Therefore, when a child is born, the cradle is not used for the building under construction, but the coffin is made of black wire for the mourning ceremony. For example, when a person dies, he or she is placed in a wooden coffin made of black willow and carried for burial. The belief in the tree is evident in the habit of swaying back and forth. Turkish scholar S. Fedakar, in his article "The lament tradition among the Uzbeks", emphasizes that mourning items are an integral part of mourning folklore [10].

People's beliefs about trees are also reflected in proverbs and riddles. Articles about willow can be divided into two groups. Proverbs with positive colors: "Grandfather planted a willow, made a name for himself", "There is no honey in a bad bee, there is no willow in a dry land", "If you plant a vine, plant a willow", "Willow" If you sow, wet the bottom, If you sow, make the bottom desert "and so on In the second group, the image of the willow has a negative connotation: "The willow is not a tree, the stranger is not a father", "My destiny is from the willow, My command is from the willow" [9].

CONCLUSION

In conclusion, the concepts and traditions associated with trees have been preserved among our people for a long time. They are of scientific and aesthetic significance due to their antiquity, tradition, and the fact that they contain evidence of various beliefs. In them, the image of a willow carries a special symbolic meaning.

The genetic roots of fiber-related images are very complex. Because they still have faith in mythological cults. They are based on the totemistic ideas of primitive people and their beliefs about the plant kingdom. There are many customs and traditions associated with willow.

They fly on the willow, the girls tie willow twigs and willow leaves in their hair, even if they see a willow in the morning, it means goodness, and they make a coffin from black willow, which observes a person to the eternal world. This evidence suggests that the genesis of the willow symbol is based on belief in tree cults.

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METHODS FOR TEACHING ESL VOCABULARY

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ABSTRACT

This article analyses the importance and advantages of vocabulary methods in teaching English as a one of the essential feature in EFL classes and its importance on learner's acquiring language. In this article, several different vocabulary methods for teaching ESL classes are outlined. Some teachers are unaware of the possibilities of vocabulary methods. Some of them think that vocabulary teaching methods are not suitable for classes which impact the discipline problems and conducting these methods would make the class be noisy. It's a good idea to think about how students will recall a word when sitting for an exam and use this as your starting point to determine how you want your students to remember what you have taught them. In other words, don't teach new words in a vacuum. As well as for developing speaking skill the students must organize a good condition to enlarge their speaking vocabulary, to increase the fluency of speaking. The internet is chockfull of photos and pictures, and there are a variety of photostock websites to choose from. If you have a knack for drawing, you can make your own pictures or create your own characters, but make sure that these are large enough for everyone to see clearly don't have access to a smartboard. Furthermore, by using these methods and strategies teachers can concentrate learners' attention to the subject easily and have strong impact on them. Learning language doesn't mean to know only the structure or vocabulary but the most important thing learning how to use language for communication, how to speak and make people to understand what we speak about.

KEYWORDS: *ESL Classes, TEFL Classes, Techniques, Realia, Definition, Vocabulary Building, Strategies*

INTRODUCTION

Vocabulary is crucial to a student's language development and communication skills. After all, without eduquate words, it's difficult to relate thoughts, ideas, and feelings about who we are and how we interpret the world around us. Learning language doesn't mean to know only the

structure or vocabulary but the most important thing learning how to use language for communication, how to speak and make people to understand what we speak about. As well as for developing speaking skill the students must organize a good condition to enlarge their speaking vocabulary, to increase the fluency of speaking.

Main part:

What is the best way to teach vocabulary?

Create a context around words you teach

It's a good idea to think about how students will recall a word when sitting for an exam and use this as your starting point to determine how you want your students to remember what you have taught them. In other words, don't teach new words in a vacuum. You want to create a contextual experience (an interesting story, a dialogue) that leaves a deep impression so when the time comes for your class to recall a particular list of words, they'll be able to access these words with little trouble.

Teach relevant vocabulary

Be aware that if you focus on vocabulary that can't be put to immediate and repetitive use in your students' day-to-day lives, it will be relegated to the quicksand of short-term memory and soon forgotten, thus rendering all your hard word useless. Choose vocabulary that is connected to your students' lives and can be easily applied to their world outside of the classroom.

Consider your studens' age

Teach ESL Vocabulary to Children

If you are teaching children, remember that they are innately, remember that they are innately curious and love to learn about things that surround them.

Teens, on the other hand, need vocabulary to help them understand the books they read, music they listen to, or the shows they watch, as well as words that can help them express their feelings.

Adults need the appropriate TEFL vocabulary to help them relate on both a personal and business level, and they rely on you to give them the best and most common words and phrases that will help them improve their communication skills.

What are the techniques for introducing and teaching new vocabulary?

Show images or drawings

Because drawings and photos are fairly universal and understood by most people, this is perhaps the best way to present new vocabulary. The internet is chockfull of photos and pictures, and there are a variety of photostock websites to choose from. If you have a knack for drawing, you can make your own pictures or create your own characters, but make sure that these are large enough for everyone to see clearly don't have access to a smartboard. Keep the composition of your photos or drawings simple, as too many things happening at once can confuse students.

If you like, you can also create a couple of characters that your students can relate to and use them throughout your course to present new ideas. When used consistently, students form attachments to the characters and will rely on them when learning new concepts.

Draw ESL Vocabulary

Present vocabulary with realia

Realia is essential to the learning of ESL vocabulary. For a lesson on how to describe the flavors of different foods, condiments, herbsand spices. As you give your class a taste of each ingredient, announce what it is and give them the accompanying statement that incorporates the vocabulary you are teaching. Example: This is sugar! Sugar is sweet. These are potato chips! Potato chips are salty. This is mustard. Mustard is sour.

Introduce new words in the context of a story or article students read

ESL readings are of great value because they expose students to vocabulary they might not encounter in their day-to-day lives, but that is useful nonetheless.

To pre-teach vocabulary that students will encounter in the reading you've choosen, you can follow this structure:

1. Make a list of 10 to 12 words that will be found in the reading and go over these verbally with students prior to starting the lesson.

2.As you go through the list, ask your students if any of them know the meaning of each word.Give them time to discuss words and guess the meanings if they're not sure.(it's a good idea to have two or three words that students already know, as this gives them familiar ground to stand on).

3. As students call out the definitions they know, write these on the board, but leave a blank space next to those that are not known.

4. Try to teach these words by drawing a simple picture or acting the word out, if possible you are still unable to get your students know that they will be able to figure out the meaning when they've read the text, and remind them that you will make sure everyone will understand the vocabulary by the time the lesson is over.

Prop Tip: Tell your students to not copy the definitions in their notebooks until you've finished the first part of the activity. The reason behind this is to make sure that your class is to make sure that your class is focusing on the lesson, listening to one another,and exchanging ideas,instead of getting hung up on copying words from the board.

As you continue the lesson, have students read the net one sentence or paragraph at a time (depending on class size).

Don't interrupt as they read unless they are having great difficulty with a particular word.

Once everyone has had the opportunity to read out loud,go over the words the don't understand,including those that are not in your initial vocabulary list,and remind students to underline or circle words they have difficulty pronouncing or do not yet understand.

Readings should always be followed by questions,first verbal and then written,to give students the opportunity to test their newly acquired vocabulary words and commit what they've learned to long term memory.

Homework that involves students writing their own sentences or answering predetermined questions,will also help to reinforce what they've learned in class.(Be sure not to use multiple

choice questions or short answers,as these do not aid in the reinforcement of either writing or speaking in the target language).

Finally,always be sure to check homewok and review what students have learned from the previous lesson.

Use translation from the students' first language (yes,sometimes it's okay!)

During these sessions,students are encouraged to ask questions about things that interest them or help them to communicate in school or at work.Be sure to say away from topics that are too personal,such as pick-up lines,asking someone very private information,or topics you know should not be discussed in class.

These lessons are usually short and can be complemented with ESL role-playing or ESL games which encourage students to put their new vocabulary to immediate use.And always be sure to ask the appropriate questions that promote verbal repetition.

What are vocabulary building strategies?

Antonyms and synonyms

In order to build vocabulary,it's a good idea to not only use the words from your chosen vocabulary list but to also incorporate their synonyms and antonyms.

Using opposites to teach new vocabulary gives students the opportunity to learn twice as many words.To make a bigger impact on your students' learning process,use pictures to illustrate sentences,or put words into short sentences that tell a story.

Pro Tip: When answering yes/no questions, students should use complete sentences.Short answers do not help in the acquisition of new vocabulary and sentence structure or motivate students to practice their language skills.

Another way to incorporate antonyms into a lesson is by asking simple question in which students get to choose the answer that suits their needs.Make up questions that incorporate new phraseology, and which students can ask one another.

How to make vocabulary fun with TEFL vocabulary games?

Games are an essential tool in the ESL and TEFL classroom.They allow students to think outside the box, put what they've learned to immediate use, create experiences with their classmates, and break away from lessons that could otherwise be tediuous. These popular games and activities can be used to teach ESL vocabulary.

CONCLUSION

To conclude, it can be said that these methods of teaching vocabulary are essential tool to have in a teaching box but it pays to be aware of where you want them to go. Some teachers are unaware of the possibilities of vocabulary methods. Some of them think that vocabulary teaching methods are not suitable for classes which impact the discipline problems and conducting these methods would make the class be noisy. These strategies are very important in teaching vocabulary for ESL classes because they give students an opportunity to enlarge their vocabulary. Furthermore, by using these methods and strategies teachers can concentrate learners' attention to the subject easily and have strong impact on them.

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USING WARMING-UP ACTIVITIES IN ESL LESSONS

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ABSTRACT

This article explores effective ways to use "warming-up activities" in English classes. This method is considered as a way to switch a student from his native language to the language studied, and to set the student in a positive mood. Examples of warm-up exercises and situations of their reconciliation in the lesson are given. The purpose of this article, using and systematizing warming-up activities in the lesson, is to help students enter the language environment after they come to the English lesson after studying other subjects, prepare to communication in English, and give students a positive attitude for the rest of the lesson. Agree, it's much more interesting to study with a teacher who starts the lesson with an interesting game or funny story, and not with the simple "How are you?" and "Open your books". If he calls the wrong letter, the teacher draws on the gallows part of the human body. During the game, 6 attempts are possible. You need to win before the gallows are drawn completely. Most often, students find the work in pairs less scary, because each student speaks at the same time and the speakers have only one listener. Depending on the atmosphere in the class, we can voluntarily change the exercise for the entire class, include work in pairs or in groups.

KEYWORDS: *Training, English, Teaching Methods, Warm-Up Activities. Ice-Breakers, Language Learning.*

INTRODUCTION

Warming – up activity is short in time and does not require special preparation exercises, contributing to the formation of a psychological and pedagogical climate in foreign language lessons, helping the teacher establish interpersonal contact with students, allowing repeating the lexical and grammatical material defined by the teacher.

And also warming-up activities is a great way to raise the mood of students, distract them from everyday problems and set them up to communicate in English. When working with teens, using warming-up activities will make your lesson more lively and interesting. Agree, it's much more

interesting to study with a teacher who starts the lesson with an interesting game or funny story, and not with the simple "How are you?" and "Open your books".

Warming-up activities are especially indispensable when you are working with a new group. Usually, students do not like teachers to change, and in the first lesson, students' attitudes toward a new teacher can be wary or hostile. warming-up activities will help you melt the ice and make your students more friendly.

As usual, even warm-up activities can seem threatening to very shy students. Especially those exercises in which one person speaks about himself in front of the whole class fall into this category. You can ease the tension by reorganizing the exercises so that the student, answering the class, avoids the monologue, where the pressure is concentrated on one person. Most often, students find the work in pairs less scary, because each student speaks at the same time and the speakers have only one listener. Depending on the atmosphere in the class, we can voluntarily change the exercise for the entire class, include work in pairs or in groups.

Some exercises can be used as an easy break in hard work. Some exercises can be used to divide the class into groups, pairs and can be used for all types of group work.

There is a wide variety of techniques for starting the lesson and this is what makes the lesson bright and interesting for students.

1. General topic questions

This is the most common exercise to switch to English. To make it interesting for the student, connect it with the main topic of the lesson or a topic that your student will be interested in discussing. And, of course, warm-up should correspond to the level and age.

For example: Internet

Do you often use the Internet?

When did you first use the Internet?

What is the best thing about the Internet?

Who uses the Internet most in your family?

2. Continue the word

The teacher writes any word, and the student's task is to continue with the word that begins with the last letter of the previous one. And so, in turn, you can continue until the time runs out. You can complicate the game by writing down words of only one subject, or with only a certain number of letters, or one part of speech. The game is suitable for both children and adults.

3. Hangman

This is a classic and very popular game around the world. The teacher makes a word and indicates the number of letters on the board. At the same time, he also draws a gallows without a person, as in the example. The student guesses the word hidden by letters. If he calls the wrong letter, the teacher draws on the gallows part of the human body. During the game, 6 attempts are possible. You need to win before the gallows are drawn completely.

4. Name as many as you can

With this game you will work out the speed of thinking of your student in a stressful situation. The student's task is to name as many words as possible in 1 minute on a specific topic and not get off. The complexity of the topics you adapt to the student level. Exercise is very fun precisely because of the time limit and will certainly cheer up your student for the whole lesson.

5. Mixed letters

This game is loved by both adults and children. The student's task is to guess the word by rearranging the letters. A word can be either complex or simple - it depends on the level of the student. Such a worm-up can be used to switch to the topic of the lesson and then discuss it, or check the word that was given to the student at home.

6. Tongue twisters

English tongue twisters are a great opportunity to practice student speaking speed. Such a game will stir even the sleepiest student. One and the same tongue twister can be read out several times, each time increasing the speed of reading. The teacher can also participate by setting an example for his student.

7. Make the longest word

Did you know that Pneumonoultramicroscopicsilicovolcanoconiosis is one of the longest words in the English language? It consists of 45 letters and is in fourth place in length. Write this word or any other on the board, and the student's task is to make as many words as he can in a certain amount of time.

8. Discuss an idiom/proverb

This is one of the most typical exercises, but even it can be made very exciting. It's enough to pick up an interesting idiom or proverb and discuss it with your student. It's best to choose them according to the topic of the lesson or the interests of your student. Then such a warm-up will definitely go with a bang.

9. Two truths and a lie

This is a great game to get to know your students better. Each task is to write 3 interesting facts about yourself with the condition that two of them will be true and one false. Then everyone guesses what is true and what is false.

10. Word association

An excellent task not only to warm up and switch to English, but also to remember and practice vocabulary. You name a word, for example, "winter," and your student's task is to name his association with that word, and so on in turn. For example: winter - snow - snowman - holidays - presents ...

Warm up is an extremely useful tool for starting an activity on an energetic note, as well as a great way to make the class think English. It is important that your workouts encourage students to use the language as much as possible. All the techniques presented were tested and used in the lessons.

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TEACHING DIFFERENT SKILLS OF STUDENTS IN THE CLASSES BY DIFFERENT WAYS

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ABSTRACT

In this article you will find a few tips to get you started with teaching speaking and listening skills to young learners. The aims are:to think about what you say in class and to make your language more accessible to your young learners, to think about how you can make listening fun and easy, not hard and boring. Avoid getting them to repeat sentences such as; 'What is my name?' or 'Is this a book?' Not only do you know it's a book, so the interaction isn't very interesting, unless the book is hidden in a bag and they are having to work out the contents, but also the response is limited to a 'yes' or 'no' answer. Yes, teaching helps to understand it. If teacher wants children to learn English or to be interested in English she must work hard and try to use new methods of involving students. As we know year by year students are getting independent, full of energy, but not knowing how to use this independence and energy is bringing to the loss of very "genius" children. When they are listening they should always have something to do. They need a reason for listening. You could allocate part of the song to a small cluster of children so they have to listen out for their part and sing along to that part only. . If they recognize the words they will be much more motivated. This is valid not only from a language point of view but also from a logical point of view. Listening to a song you know and like is always an enjoyable experience. Familiarity helps children feel secure.

KEYWORDS: *Speaking and Listening Skills Of Young Learners, Tips, Interactive Methods, Learn, Analyze, Role-Play, Drama, Movies, Cartoons And Pictures, Independent, Types Of Activities, Listening To Music, Songs And Working With Them*

INTRODUCTION

Before beginning I wanted to add the words of Jumayeva Sh. Sh. about teaching and children "Teaching children is a challenge. They are fidget. They like to play. Let them play though they are students. Let them be children as even teacher is a child in the heart. As I have been working

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as a teacher I understood what it is to be creative and communicative, well-educated and intelligent. Yes, teaching helps to understand it. If teacher wants children to learn English or to be interested in English she must work hard and try to use new methods of involving students. As we know year by year students are getting independent, full of energy, but not knowing how to use this independence and energy is bringing to the loss of very "genius" children. Most members of the language teaching profession realize that their students' learning potential increases when attitudes are positive and motivations runs high. And it is on the hand of teachers. (JumayevaShahloShokirovna, "Drills and Dialogues in English Lessons", International Journal of Scientific Research and Modern Education, Volume 4, Issue 1, Page Number 40-43, 2019.)

In this article you will find a few tips to get you started with teaching speaking and listening skills to young learners. The aims are:

- To think about what you say in class and to make your language more accessible to your young learners
- To think about how you can make listening fun and easy, not hard and boring

Listening - Instructions

Remember you are their model so always think about how you are going to introduce an activity before you go to class. Writing out instructions as part of your lesson plan will really help you to notice what language you are using with your young learners. You may find that your language is too complex for the beginner pupils.

Imagine yourself as a beginner learning a new language and see if what you say is too difficult to follow. You may need to modify what you say. Instructions, if well thought out and accompanied always with demonstration, can be communicated purely in English.

Listening - Class management

Don't panic if you don't speak the children's first language. This won't prevent a bond forming between you and the children. If they know you as the person who only speaks English then they will always want to communicate with you as much as possible in English.

Discipline can be easily understood by young children through your facial expressions and smiley/cross faces drawn on the board.

Feedback can also be understood clearly when you use your face to help express whether or not you are pleased with the work they produce.

Listening - Using a song

- Prepare the learners before they listen to anything.
- Show them pictures of characters from the song.
- If it's a song about teddy bears then bring in some teddy bears to show them. If the teddy bears sing sections of the song then use them as puppets and make them actually sing the song.
- Use actions as much as possible to accompany songs so that the children can participate. This will help build their confidence, increase their enjoyment and give them extra clues as to the meaning of the words they are listening to.

They should predict, 'imagine', what they are going to hear. Again, sticking with the teddy bears, ask them if they think the teddy bear is happy or sad.

When they are listening they should always have something to do. They need a reason for listening. You could allocate part of the song to a small cluster of children so they have to listen out for their part and sing along to that part only. For example in my lesson I asked student to be attentive as they had to fill the gaps in the lyrics which I had given them before listening the song "Hero" by Mariah Carey.

Use the same song again and again. Listening is a difficult skill so building their confidence is vital at all stages of language learning. If they recognize the words they will be much more motivated. This is valid not only from a language point of view but also from a logical point of view. Listening to a song you know and like is always an enjoyable experience. Familiarity helps children feel secure.

Speaking - Songs and chants

Using songs and chants in class gives the children a chance to listen and reproduce the language they hear. They are working on the sounds, rhythm and intonation.

Remember when you speak or sing keep it simple but very importantly, natural so that when they copy what you say they can have a chance of sounding natural.

Speaking - Whole class chorus drills

If you have a large class make sure the language they produce is not just confined to stilted whole class repetitions of sentences produced by you. If the class tries to speak at the same time they automatically slow down and the intonation and rhythm are lost. Whole class repetition does of course have its advantages as it allows weaker students to build confidence with speaking without being in the limelight. Do chorus drills as described above but limit them and always move on to letting individuals speak.

Speaking - Real language

As with listening, make sure they always have a valid reason for speaking. The more realistic the need for communication, the more effective an activity will be. In other words get them to ask their neighbour 'Do you prefer chocolate or strawberry ice-cream?' rather than saying; 'what's my favourite food?' This last question is just asking the children to guess rather than think. Avoid getting them to repeat sentences such as; 'What is my name?' or 'Is this a book?' Not only do you know it's a book, so the interaction isn't very interesting, unless the book is hidden in a bag and they are having to work out the contents, but also the response is limited to a 'yes' or 'no' answer. Closed questions are ok to lead onto something more with low level learners but be aware of not using them too often.

Speaking - Further suggestions

Vary the types of speaking and listening activities you do. Keep them interested by introducing new approaches to speaking in class. This could mean talking to different people, talking to different numbers of people, speaking as a whole class, half a class or in small groups.

For different levels in the same class you can ask them to listen for different things. Ask the weaker ones to tell you how many teddy bears there are in the song and the stronger ones to tell you what the teddy bears are doing in the song.

To make one activity suit all levels ask them to practice saying between five and ten sentences. This way the quick finishers have more to do and the weaker pupils still feel they have achieved the task if they have practised only a few sentences.

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THE CORE OF THE RUSSIAN LANGUAGE HOMONYMY

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ABSTRACT

The essence of homonymy of the Russian language is studied in this paper. The phenomenon of homonymy is a topic that has been covered in linguistic literature for a long time. It is considered by such scientists as V.V. Lomonosov. Vinogradov, Fomina M.I., Popov R.N., Akhmanova O.S., Lipatov A.T., Rakhmanova L.I. and others. The topic should be considered topical. On the basis of the analysis of linguistic literature an idea of how the phenomenon of homonymy is illuminated in modern science is given; different approaches in the definition of homonymy are analyzed; the history of illumination of this question is familiarized. The homonymous words are characterized first of all by the fact that they correlate with this or that phenomenon of reality independently of each other, so there is no associative conceptual-semantic connection between them, typical for different meanings of multiple words. It is practically impossible to mix homonyms when implementing lexical meanings. For example, nobody will think that we are talking about the key as a "spring, source" if, standing at the door, they are asked to give the key, i.e. "an instrument for activating the lock".

KEYWORDS: *Semantics of Homonyms, Root, Derived Homonyms, Sound And Grammatical Coincidences, Homoforms, Omographs, Homophones*

INTRODUCTION

From the different lexical meanings of a multi-digit word should be clearly distinguished words that are in a homonymous relationship with each other. Semantic variants of one and the same word are only such formations which, from the point of view of modern linguistic consciousness, appear before us as related, closely and directly related meanings, from which one represents the main, the initial, and the other or the other - secondary, derivative. (бой часов; бой – битое стекло; слушать музыку, слушать дело в суде…).

In scientific and linguistic literature the essence of homonymy is not clearly understood. The main work on this issue is an article in the journal "Issues of Linguistics" V.V. Vinogradov "On

homonymy and related phenomena" In this article, V. Vinogradov defines homonymy and delimits the phenomena adjacent to it.

Rosenthal D. E. agrees with V.V.'s point of view. V. Vinogradov, that lexical homonyms are words that sound the same but have completely different meanings. He gives a definition of homonymy - a sound and grammatical coincidence of linguistic units that are semantically unrelated to each other. Greek. *homos*is*thesame*, *onyma*is*a name*.

Fomina M.I. offers a more extensive definition: lexical homos are two or more words of different meanings that coincide in spelling, pronunciation and grammatical design.

In lexicology there are two types of homonymous words - complete and incomplete (or partial homonyms).

Complete lexical homonyms	Incomplete (partial) homonyms
words of the same part of speech, in which the whole system of forms	words of the same part of speech, in which the whole system of forms does not coincide.
наряд – clothing *наряд* - disposition	*завод* – plant *завод* – mechanism actuation device
do not differ in pronunciation and spelling, coincide in all case forms of food and number	the second word has no plural form and the first word has it.

By structure, lexical homonyms can be divided into:

Roots	Derivatives
non-derivative basis	originated from the word formation, a derivative basis
Брак- defect in production (factory defect) Брак- marriage (a happy marriage)	Сборка-verb-collect action Сборка-skirt assembly

Fomina M.I. offers other names: simple, or non-derivative, and derivatives. Non-derivative homonyms are most commonly found in noun names. In the derivative homonymy of nouns and verbs, researchers, following V. Vinogradov, usually identify such varieties:

1. The homonymous derivatives of the base consist of two (and more) identical homomorphs. *Лезгин-к-а* (part of the word lezgin) и *лезгин-к-а* (typeofdance)

2) Homonymous derivative bases consist of morphemes that do not match the sound design. *бумаж-**ник*** (paper industry worker) *бумаж-**ник*** (paper wallet)

3. In a homonymous pair of words, the derivation of the base is felt only in one word, while the other (or others) has a morphological process of simplification. *Осад-ить – осаждать* (to be besieged, that is, surrounded by troops). *Осад-ить – осаждать* (allot part of the sludge) *осад-**ить** – осаждать* (make the whole race slow down, go backwards, just sit down a little)

4. One of the homonymous bases is derivative, the other non-derivative. *Нор-к-а* abbreviation of the word *hole нор-**к**-а* animal and animal skin

A derivative homonymy among verbs (the process most active in modern language) arises in such cases when one verb merges with its base, losing its morphological distinction or

detachment, while another verb, homonymous with the first, retains its semantic functions as a separate morpheme.

The homonymous words are characterized first of all by the fact that they correlate with this or that phenomenon of reality independently of each other, so there is no associative conceptual-semantic connection between them, typical for different meanings of multiple words. It is practically impossible to mix homonyms when implementing lexical meanings. For example, nobody will think that we are talking about the key as a "spring, source" if, standing at the door, they are asked to give the key, i.e. "an instrument for activating the lock". Thematic correlation of words is different, and the use in the text (or live speech) of one of the homonymous words excludes the use of another. (Unless, of course, there is a special collision between them and a certain stylistic task).

So, lexical homonymy is observed among words of the same parts of speech. At the same time, two or several lexical homonyms (full or partial) are characterized by absolute identity of sound and spelling complexes, i.e. external structure (*отстоять* - to stand up to the end, *отстоять* - to be at some distance, *отстоять* - to defend) and all (or part) grammatical forms (initial change in cases, presence of the same number forms in three words being full lexical homonyms: банка - vessel, банка - shallow, банка - special transverse seat in a boat).

Different ways of appearance of homonyms determine the difference of their types in a given period of language development, in its given state. Completely different are also the processes leading to the matching of the outer shells of whole words and individual word forms.

In the course of the research, we decided to dwell on V. V. Vinogradov's view that a homonymy is a linguistic phenomenon that arose as a result of the disintegration of a multi-digit word and as a result of word-forming processes of the language.

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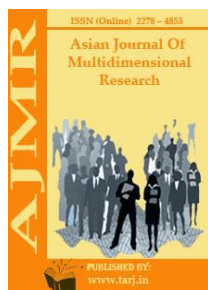
POEMS ABOUT TYPES OF, NURALI"

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ABSTRACT

In southern Uzbekistan, EPOS about Nurali, the son of Avaz, a child of the son of Gurugli, are widely known and popular among the people. About NuraliThe Epic was originally written in 1945 year, while over the next 75 years folklore scientists have discovered that the epics about Nurali are more than twenty, and about forty variants have been recorded, several epics have been published. The epics about Nuraliare being studied as four according to the biography of the protagonist. 1. Epics related to the birth of Nurali ("Nurali's birth", "Nurali'syouth", "Nurali andfive hundredMullabachcha", "Tuqqizyuzkuntuy"). 2.The epics of Nurali's teenage years ("Oysanam", "Suluvkhon", "Nuraliningyutulishi", "Jorxunmaston", "Suvparisi"). 3. Nurali's youth, marriage to adulthood, friends about having children ("Gupponoy", "NuralivaSemurg"). 4. Epics indicating that Nurali is an epic ruler ("Jahongir", "Emirqul", "Sherali"). All the epics of the series "Nurali" show how the epic hero is perfected. The adoption of physical games, as well as military games, exercises such as horse-riding, fighting, fencing, speeding, sniper training for the birth of a friend Nurali, the study of good manners, dexterity, agility, courage qualities are consistently explained. From the epics about" Nurali"," Mallasavdogar " is the most common. So far, more than a dozen variants of the Epic have been recorded and the network has been published. The children of Gulnor and Nurali, whose wife Uzumkoz was purchased by Ahmad , are told of the suffering they suffered when there is no substitute in the epic. Upon returning to the land of Avaz, he learns the story and finds his wife and children. Ahmad leader, who slandered, will be punished. Nurali" series poem is also praised for his generosity and patriotism, and it is noted that goodness will be in triumph. People appreciate the fact that relatives appreciate each other, the alliance. In our opinion, Ahmad's immortality has a broader social basis, that is, if he dies, then the world of evil will end, as long as he is the embodiment of evil. So, as long as there is a reproach, hypocrisy, slander, Ahmad lives, he also goes from the epic to the epic and fights andstruggles with the world of good.

KEYWORDS: *Epic, Category, Epic Hero, Biography, Illuminating*

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INTRODUCTION

Under the friendship of southern Uzbekistan, the epics of the biographical category about Nurali and Sherali, in particular, about his sons, are firmly established and widely distributed among the descendants of Avazkhan, which are part of the series of Gurugli. It is a huge task to categorize and analyze the epics belonging to all the sets of horoscopes recorded from the representatives of the schools of horticulture, and considering that the volume of one study does not allow us to raise, solve this task, we seek to base our thoughts on the example of epics related to the genealogical category instead. In addition, the peculiarities of the traditions of the Kashkadarya schools of Surhondaryabakhshi, the breadth of the distribution circle and the character of survival, artistic delicacy of the poems associated with the children of the only Avaz reflect and play an important role in showing its place in the common uzbek friendship.

Writing the first samples of the Epics, which form the biographical series "Nurali", which belongs to the genus Avazkhon, begins with the variant OmonniyozOlloberdiev in 1945 year. And the fact that the epic hero has a friend of Nurali about the son of Avaz, is the first time folklore scholar H.Zarifov, then his followers and the people will confess and explain their initial scientific thoughts[1]. Many folklorists, when thinking about" Nurali", mainly refer to the option of FozilYuldoshugli.

The first about the epics of the constellation" Nurali " created a relatively large research work called folklore scientist Q.Mamashukurov analyzes about 20 variants of the epic in the dissertation" ideological-artistic basis of the epics of the series" Nurali"[2], which divided them into three categories and expressed their relationship.

Although K.Mamashukurov first introduced good thesis about the variants the" Nurali "category, in particular, about their motives, and came to a rather successful conclusion, but still leaves the issue open about the friendship schools of southern Uzbekistan, that is, the variants of the epics of the" Nurali " category are included in the object of analysis, when it is not emphasized

The researcher correctly named the epics associated with the name of Nurali, the son of Avaz, a biographical series with light, and they will be in three groups, depending on a period, character and feature in the biography of the protagonist:

1. The plot depicts a relatively completed period of life of the main epic hero/son of FozilYuldoshugli, MamatrayimBakhshi, Umirsafar, variants of Qora Bakhshi Umirov, Omonniyoz Olloberdi's variants

2. The plot depicts a period of the life of the epic hero, more precisely the youth / BozorOmonov, the variants of the son of QuziRuziyev, Rakhmatulla Yusufugli, MuminRahmonov, Yusuf Utaganugli's variants.

3. Related to Nurali's childhood, his defeat or sale of epics /epics such as"mallasavdogar", "Nurali and Gulinor", "Gulgunpari", "Avaz and Ayzaynab", "Nurali's defeat", "Suluvkhon"/.

We primarily focus on materials collected in the following years mainly on the Avazhon genealogy category:

A / Nurali biographical series;

B / Nurali genealogy;

C / we think Sheralishould be learned to distinguish it from the categories. The Avazhan genealogical category includes such categories as" Nurali's birth"," Nurali's youth"," Nurali and five hundred mullabachcha"," Jorkhunmaston"," Oysanam"," mallaSavdogar"," Nurali's salvation of Avaz"," Nurali and Semurg"," Zulfiddin"," Amirkul"," Sherali"," Sherali's band"," Jahongir".

Also included in the category of Avazhon genealogy are the epics that determine the features of life, struggle, biography and character of the eldest son of Avaz.We consider it worthwhile to analyze not only as Mamashukurov, but also the following types on the basis of archival materials and the sources that we have laid down for many years, like the stage of the development of the biography of each person, when grouping the epics of the "Nurali" series in this order, the life of the epic hero

1. "The epics of Nurali's birth, childhood, years of study."Nurali's birth"," Nurali's youth"," Nurali and five hundred Mullabachcha" ,,nine hundred day wedding "and a small category named " mallasavdogar".

2. The epics of Nurali's teenage years   "Oysanam", "Suluvkhon", "Nurali's swallow", "Jorkhunmaston", "Suvparisi".

3. Nurali's youth, grown up years "Gupponoy", "Nurali and Semurg"/.

4. Poems showing that the main hero Nurali is a hero, the worthy successor of the Avaz dynasty is an epic ruler / "Sherali", "Jahongir", "Amirkul", "Nurali will save Avaz", "Sherali will be a band"

In this grouping, we were based only on poems written from the Sherobod School of friendship. It is for this reason that the works, which describe the life of the hero relatively fully, like Q.Mamashukurov, become part of the activities of the hero, are the epics, in which it is possible to create an independent poem about each courage of the hero, as shown by epic traditions. Therefore, an attempt to positively assess the works that fully describe the biography of the hero leads to the erroneous conclusion that in itself the second type is immature, incomplete comrades.

However, for the first time some of the series of the "Nurali" category in the repertoire of the representatives of the Sherobod School of friendship were included in the scientific research and Q.Mamashukurov's analysis on the basis of available opportunities and resources is important in the study of the friendship of southern Uzbekistan.

As we thought about the" Nurali " biographic category from the Friends of the" avazkhon " genealogical category, we selected QodirBakhshiRahimov as an object of analysis, aka-ukaQoravaChoriUmirov, ChorshanbiBakhshiRakhmatullayev, QahhorBakhshiQodirugli and partly the friends on this topic in KhushvaqtBakhshi repertoire. There are the following reasons for this:

First of all, none of the epics from the category "Nurali" in the repertoire of Bakhshi, whose name is mentioned, have yet been taken as an object of separate scientific analysis.

Secondly, the same Bakhshis are the eternal followers who saw the teacher of the KashkadaryaSurkhandarya friendship today and the coach who is preparing five or ten pieces ofapprentice in the same time.

In the third, The Epics, which we are analyzing, are written in close proximity to the requirements of practical folklore studies.

Fourthly, the constellation "Nurali" represents the idea of our people to continue their genealogy without interruption, reflecting the connection between ancestors and generations.

On the main ideological directions of the epics of the prose of the generation of Avazkhon, it is necessary to dwell on the composition of ,,Tarkibadakhshon" which was originally written by ChoriBakhshiUmirov.

The composition of the epic" Tarkibadakhshon" covers many events. Folklore learnerM.Jurayev The idea that the number three magics of represents the three world – sky, ground, underground realms is quite detailed reflected in the course of the events of the epic "content"[3]. What attracts our attention is not only the analysis of the witty mind, ingenuity, which showed many directions of theme, the unprecedented heroism of Avaz, even more courage than Avaz, dedication, but also the connection points of the Genealogical and Avaz genealogy.

The poem begins with the traditional motivation-dreaming. The same motivation abounds with the second - the infancy of Gurugli. One of the reasons why the epic hero wants to get married in old age is probably the hope that the soul will not disappoint, whether he will have a child. At this time, when a difficult task is put, there is no one to do it.

When it comes to carrying out the work of Gurugli, even though Gurugli brought up forty young men from forty countries and brought up in a manner, unworthy, heroic, Intrepid, domesticated, Gurugli, their silence is again a seed to the motive of theft. At rest, when there is such a mental tension, it always turns out to be a substitute field.

Avazis always portrayed as a faithful to Gurugli, justifying the eaten salt, a worthy child of the epic hero. However, the fidelity of the pronoun does not always correctly assess. The reproaches, slanders, views as coming to him are regularly continuing. For this reason, the substitute content makes a request to Gurugli as soon as the journey ends:

> *Holsiraydi, labim toza qotgandi,*
>
> *Bu tanamga jabr-zulm o'tgandi,*
>
> *Intizor deb Isfaxonga ketganda,*
>
> *Tog'ang Ahmad o'g'il-qizim sotgandi.*[4]
>
> Tired, my lips are clearly cooled
>
> It was my body that was oppressed,
>
> When longing goes to Isfahan as,
>
> Uncle Ahmad sold my son-daughter.

The same soul, firewood, please note that the composition shows that the ,,Tarkibadakhshon" poem is a posthumous work from the" mallasavdogar " poem, which belongs to the" Nurali "category, according to its place in the sets of the" Nurali", that is, from this point we return to the study of the "Nurali" category from the genealogical category.

The second point that caught our attention is that the Avaz faced Zulfizar, the daughter of the King of Kuktosh, who was bound to become a dragon sucking on the Poloponmountain. Zulfizar, who survived thanks to Avazhon, devotes himself to Avazh because he freed:

Аждаҳардан сақлаб қолдинг қонимди,

Фидо қилай сенга азиз жонимди,

Бағишлайин гулдай бўган танимди,

Зулфизарман, бўлай сенга эрка ёр, [5]

You saved the Dragon Blood,

May I offer you my dear life,

Dedicate identified flowerly garden,

Zulfizar, let me give you a chance, –

When that is achieved, the substitute will refuse. However, the intervention of the kingSaidhan in the process of events is based on the second marriage of Avaz. That is, when Saidhan comes alone, saying to his daughter that after Avaz has bound in dragon's mouth, again soul to himself, what will I do if my child has left, die until he lives without offspring, Zulfizar is alive, standing with a substitute. When Saidhon knows who Avaz is, when his daughter survives, the heir to the throne says that the son is forced to have no children:

Эшитганда, болам, менинг сўзимди,

Қаратмагин ерга мени юзимди,

Номард деб ҳам ўйламагин ўзимди,

Бир фарзанднинг орқасидан фарзанд бўл,

Мен берайин ёлғиз бўлган қизимди. [6]

When I heard, my child, my word,

Do not draw my face to the ground,

Do not even think that Coward was my own,

Be a child behind a child,

I had my daughter who was lonely let me give.

Not only because Saidhon saved his daughter, but also in search of a successor to the throne, he can invite Avaz to his childhood and persuade his daughter to marry him. The thought-out replacement for Zulfizar with a wedding-watch can not stay here, because it must fulfill the main task. Going on a journey, says to Zulfizar: "I have a son in a circle, a horse is light, if you give birth to a son put his nameSherali, if you see a girl you know yourself"[7], these words will serve as an alternative to the beginning of the biographical series "Sherali" about the next generation of the substitute or his second son. Although it is not complete "Tarkibadakhshon", the composition of which can link the poems sets of gourmets, in other words, category "Gurugli". This epic, which combines the categories of Gurugli - Avazhan - Nurali - Sherali, in this or that sense, has also preserved the features of southern Uzbekistan's friendship in terms of its ideological direction and development of its images.

We will also try to check these features on the example of two points related to the epic-the series"Nurali" and "Sherali". In fact, " folklore works are great historical documents of the past, the same folk materials give convenience to the interpretation of some pages of the past fromwhich they came out and the study of the life of people who lived in that same marriage[7]."

We touched on the epics associated with the above luminous biography, emphasizing the need to study it into four.Nurali's birth, childhood epics / "Nurali's birth", "Nurali's youth", "Nurali and five hundred mullabachcha", "mallasavdogar" /also describes the coming into the world of the epic hero and the troubles that have arisen since childhood.A large part of the epics of this category are the so-called variants with the name "mallasavdogar". We are capable of more than 20 options of this epic BakhshiRahimov. We chose those that were written from QahhorBakhshiQadirugli, ChoriBakhshiUmirov, ChorshanbiBakhshiRahmatullaev. Because the five variants recorded from the four fortunes are much more thorough with the preservation of epic traditions, fortune, ideological direction in themselves, surpass all manual options, even published ones.

Waiting for the birth of the light of Nurali gift of the friend of „Mallasavdogar", the forty-day wedding Kahhorbakhshi variant, the election of the king of Choribahshi, the gift of Gurugli, the gift of Gurugli begins with the events of the blind bet on the way to the guest, forced to visit the land. In each of the four options lay two lines of plot[8].

The first is that the incoming guest will overcome the pronoun to the plural and become a friend and in any way out of the genitive[9]. Because, the second incident, Ahmad leader, is obliged to sell the Children of Avaz, so that the replacement is not in a Chambil[10]. Once the same condition is fulfilled, the second, of course, comes from the condition of convincing Gurugli thatAvaz has left the wheel. Only in the option of ChoribahshiNurali and Gulinor are sold without permission from Gurugli[11]. Sharp differences are also confronted when opening the hero character, overcoming obstacles on the way, introducing additional plot lines, while maintaining similarities in the options[12].

The variant of the gift of Qodirbakhshis characterized by its artistic Highness, The fact that events are consistently connected, the psychology of the hero is given extreme subtlety. The poem begins with the events associated with the birth of the state Nurali, which in other variants do not meet. That is, when the son of the beautiful Hasan's Ravshan is born gives a wedding to country, but the daughter of Avaz, Gulinor ignores the birth. A bitter substitute goes to his father and says that she intends that if she gives birth to a beautiful son, she will give a wedding. The arrival of the expected son into the world will give rise to the fulfillment of the condition of the son, will give impetus to the recent development of events.

Events in the option of happiness of Avaz will continue almost the same as in the option of happiness of Qahhorbakhshi[13] until he reaches the girl who is the guest chasing him on the Tajangriver and is blinded by the girl. If, in the option of Qodirbakhshi, lick the eye of the substitute with the tongue of the Girot, then in the gift of laughter, the substitute will lie blind for forty days and will provide him with food of the Girot. When Gulinor went and told his father that Avaz was blind and remained on the road, The King of Shirvon sent Twenty-five thousand troops and ordered to bring the Avaz. They throw a net in the Olatov and grab the Girot and return to the trail that the substitute is dead. With the help of ChiltonsAvazwill bewoken andcome Shirvon with opened eyes. And after two years, he escapes, taking the Gulinor from his

bosom. He will overcome the king's arms that follow in his footsteps along the way andGirot will not let to go Chambil wreath when he wants to leave the nest after looking for his children.

An interesting episode is included in the variant of ChoriBakhshiUmirov[14]. That is, when the malla merchant takes away the Children of Avaz, Qoraman and Olaman chief will face a gang of robbers. Qoraman and Olaman, who captured the caravans, are retreated more than a thousand lines to introduce the identity of the universe to the listener (reader). The king of Iran, Humayun, walks on the Chambil and dies in the Hand of the Avaz. His brothers Husayn and Husniddin took the throne of Iran, leaving Humayun's wife Hilala unattended. She thinks when I see having children, the Hilala goes out of the country with the thought that king would kill my mother-in-law as it turned out and in order to save two sons approaches a mountain. "Let my children stay after me and feed on the crows, let them bury themselves," said the Hilola, who had dried the sill from hunger, dehydration, sucking poison into the chest. But even if this event is carried out over and over again, the children will survive. Because "together with mother's milk poison did not affect infants, the rest of the children were immortal." While the Iranian Mullah faces a merchant mother-child named friend, the brother is caught and here is a message from the past-returning case, giving the Yard /House/ throws. Hilola darkens his son, begins to call his dotes the universe. Children learn to insert the way they grow up. Even after Mullah Dust is killed and plundered his property, his mother dies in grief for this stigma and grief. Poison from infancy was a robbery that he did, not cutting a sword, did not pass to his brother for an adult. These same robbers pull the light and Gulinor and Avaz from the Malla trader to get his father's revenge. Avaz is once wounded by them in battle, and then only through his eyes knows that the arrow affects them, and in this way frees the Children OfQoraman and Olaman. The fact is that it was from "Qoraman and Olaman", ChoriBakhshi incorrectly entered it to "Merchant of the malla".

ChorshanbiBakhshi variant stands close to the variants of Jura Eshmirzaugli and KhushvaqtBakhshiMardonkulov. However, based on all the major events in the gift of Chorshanbibakhshi, the efforts are strong, all the heroes, the personages will move with a clear goal, the event of the 360 martyrs associated with antiquity will be included. As in the published variant of JuraEshmirzaugli, the situation of retreat from the circle of decency, epic traditions do not meet. The published variant is inferior in all respects to the Chorshanbibahshi variant.

The second option, sung by Qodirbahshi, is characteristic of the representatives of the Boysun School of friendship and is completely different from the options we have considered. The similarity is only in the sale of their children and their finding. This option begins with the fact that after Avaz sees a bad dream and goes out on a hunt because of the offer of Gurugli. Even in seven days on the plain Lake, the substitute, who could not hunt for anything, faced the traders who came to the attic and asked moneyfrom them. But as soon as Khayitovsar does not give a monary, he will get used to fight with him and drive away with the caravan, and after Khayit refuses to pay money to the Avaz, his property will be taken and put in prison. Much more after the occasion comes from the king of Egypt to the Chambil and invites Gurugli to the wedding. ButGurugli do not even want to go to the wedding and send someone. However, when asked who will go to the forty-year-old with Ahmad's proposal, Avaz will not be afraid, as always, except for a substitute. AndAhmad the old accompanied Ahmad Ovsar out of prison to kill Avaz on his wedding trip. As soon as Egypt goes and returns to fulfill the conditions of the Sanamgavhar, AhmadOvsar repeatedly commits suicide, but the sensitivity of Girot, the substitute with the help of chiltonsAvazwill survive. The reasons for the sale of children of

substitutes in this variant are also different. He went in search of a Gurugli, Ahmad remained in Chambil. he lay down as a wedding-watch. Ahmadinsults   passingNurali. AndNurali, having asked his mother for a horse, joins with a dove, and Ahmad turns over the son of his Ahmad from the horse and takes away uloq. Ahmad therefore has bad image of Nurali, Gulinor and Uzumkuz.

The first type of poems light does not show great heroism, but it is also not so passive. In them, the pronoun is actively involved. After all, the patronymic of the father is necessary for the child to find the right perfection, to embody good qualities, to grow up as a hero. Therefore, it is still inappropriate to demand heroism from the seven-year-old Nurali. However, this type of poem also features characteristic of the future epic hero bravery, perseverance, protection of or-shame, patriotism, hatred of the enemy, the formation of qualities that distinguish between good and evil are in the spotlight.

In the variant of ChoriBakhshiUmirov, Nuralidefends Malla merchant, through him justice, the head of the robbers defends against Qoraman and Olaman. He breaks down their guys in a solo fight. Or, when his father throws a substitute Qoraman, a glade of Light will throw away Olaman from the horse. Also in all variants it is recognized that the young Nurali does not see to lick at the enemy, to tell the secret, and even to tell who is his child. The conclusion is that although the heroism of the first type of poemAvaz is shown in the general plan, People who are also learning to call Nuralipassive, do not give grounds. Because in the spirit of the events of these epics, in many episodes, the people are shown that their hero is a successor, a new generation is formed, suitable for him as a substitute, grandfather is a worthy successor to the father's Affairs.

In order to depict the epics in the variants of" Mallasavdogar", it is necessary to first determine the problem posed in the work, the ideological orientation of the work, or the ideological intention of the bakhshi and the school gifts to which it belongs.

For this purpose, it is desirable to analyze the condition of the image of Ahmad in the work, taking into account the norms of the task assigned to him by Gurugli, as well as the task entrusted to him by Nurali, as well as by Avaz. Only then we be able to determine the ideological and artistic features of the epic, the personality and skills of the poem, the peculiarities of the school of friendship. Because the image of Ahmad is given to Samarkand, Bukhara and other schools of friendship as his true counsel, sponsor of the epic hero, and even revered and glorious, who served as the ruler in place of him when he went on a journey anywhere. In this place, he is truly among the people in honor of the transfer of "uncle is greater than the seven fathers". At the same time, he is sometimes seen as a cunning man even in the Samarkand friendship. However, this is to a lesser extent. And in the friendship of kashkadarya-Surkhondarya, where there is always Ahmad old, of course, there is some disappointment, there is a more terrible event. /By the way, in Samarkand and other schools of friendship, if Ahmadis respected as an integral part of the rank of poem, then in the South Uzbek schools of friendship, the rank of Ahmad is poorly applied to him, but the ratio of leader is the main one. By replacing the same adjectives and applying the old man instead of the captain, one leg is not too old, one leg is on the Grave, it is emphasized that the unpleasant behavior , which he should think of the world, is not suitable for his age.

Ahmad is blind to seeing especially the successes of Avaz, his glory, his heroism. The reason is that during the period when the events in the epos are taking place, Gurugli is growing, sooner or later he will take his place with someone. The only worthy candidate for this is Avaz. He is

three-sided: a/ since the most Alpine Bahadir among the Sons of Gurugli: B / although adopted, his son and b) clever, thoughtful, faithful, first-caught son of Gurugli for his work punctuality corresponded to the continuation of the work of the epic hero than Hasan.

By the way, in the repertoire of representatives of poetic schools of southern Uzbekistan, the Hasankhan category of epics are practically not performed. It is not a mistake to say that the epics of" Hon dalli"," Hasankhon"," Ravshan " took place by reading and hearing the option of publishing from the repertoire of this oasis. We did not face the fact that in the 60-90-years the elderly performed epic from the Hasankhan series. BoborayimMakhmuradov, KhurramEshbu'rievs are the options performed as a result of reading and mastering the epic "Khon Dali", in which said "Hasankhan"in the world.

M.Saidov, M.As folklore scholars such asMuradov have shown, in the Surkadarya-Kashkadarya friendship, Avaz came out of the first plan, and even sometimes it is described in a way superior to the next created poemsGurugli[15], and Ahmad's inability to become the ruler of the land of a stranger, in particular, a stranger toAvaz.

In order not to alienate the authorities, the replacement must first be avoided. At that time, the succession itself passes to the children of Ahmad. In the category of "Gurugli " series, Ahmad first can not see the fame, reputation of Avaz, then his more intent will lead to an evil hue. In his examples, which reflect the last period in the biography of Gurugli, Ahmad is not only to killAvaz, but even as if to end his generation, the intention comes to mind and does not return from any humiliation for this purpose.

In our opinion, although the attitude to the tradition is strong in the friendship of southern Uzbekistan, in particular in the poems of the "mallasavdogar" category, more real life events are reflected in them, which are also clearly seen in the struggle of Ahmad against kindness.

The main ideological direction of poems in the" Mallasavdogar" category is focused on the activities of Gurugli, Avaz, in particular, Ahmad qari. The times when the epics that we are analyzing occurred looked at the ideal hero, who shook the world of evil, trembling, passing a blow to any enemies, even mythological creatures, Dragons, trembling. The Ideal hero is the one who was born and grew up, able to continue his work to the Chambil, which is a symbol of freedom and prosperity, fullness and happiness, which he built thanks to his labor, struggle, happiness, it is natural that the hero worthy of realizing his dreams, appoints the heir as a ruler.

All poems Gurugli in the category of" Avazkhon" generation resents childlessness, the harmony is felt and visible. But in case of concern in his own head, he relies only on the pronoun, he believes. Because only the substitute will come to the aid of earth as a child, taking upon himself all the pains in overcoming those difficult deeds. The people also know the service of Avaz to the Land of Chambil. Forty young men will also confess to their strength, intelligence. The same cases show that in itself the replacement of the throne of Gurugli is the only worthy candidate. It is natural that any relative of Ahmad or Ahmad, who occupies the throne of Avaz, will be blessed by the legacy of the kingdom. This theme-the struggle for the inheritance was reflected not only in the poem of the series ,,Gurugli", but also in such world-famous poems as "Mahabhorat", "Ramayana", "Manas" - from ancient times. Therefore, the issue of succession to the throne is firmly put on the agenda in the category of all the friends sung by the Bakhshis of southern Uzbekistan, including "Nurali", and Ahmad seeks to lose his generation, and not only to himself, but also to himself, in the way that Ahmad did all the cunning, evil, evil, cunning. In poems ofkashkadarya-Surkhandarya poetic schools Ahmad is interpreted in the style of a

symbolic image as the embodiment of the world of evil, which has all the characteristics that do not correspond to humanity. Ahmad's anger, initially set in a substitute, slowly passes to his wife, daughter and son. Ahmad, who is well aware that he does not have the strength to replace, seeks ways to avenge his children with loss, to be more precise, to get rid of the substitute, to break the relationship of Gurugli and Avaz, and to achieve the departure of a substitute for his own Gurjistan.

In all variants of the friend of the" Mallasavdogar", a girl is closely carried away by various means-fall in love, say at the wedding, in the pretense of coming to the wedding, in any dispute or competition, preferring a replacement, giving her permission, insulting and inviting her to her land. For example, the daughter of the Egyptian King Sanamgavharin the first variant of Qodirbakhshi fell in love with Avaz in a dream, assistant Aykhumari, Zulfizar fell in loveGurugli, the daughter of the King of Baghdad in the gift of Chorshanbibakhshi, and kaniziAykhumar, the daughter of the country of Baghdad in the option of ChoribahshiUmirov, after the land from Shervoncomes the daughter of shakhdorhanGulinor himself to take away the replacement. Only in the second variant of Qodirbahsi comes a young man from the king of Egypt, a constant supporter of Gurugli, Shakhdorhan, to tell his daughter's wedding. Only Ahmad knows that the Bahadir who came in the first four options is a girl, and in all, he asks the girl to give him hospitality, asking her permission from the Gurugli with various arguments, although she takes him to her house[16]. Ahmad, who is not an old man, gives the girl a job, acts tactfully and senseless. But from the Alps girls will hear punishment and eat sticks, and the mouth-nose will be filled with blood and go into the tooth. Every girl who came out of the Palace of Ahmad at midnight /except only for the option of Choribahshi / came to the House of Avazand said, " as devil, now I have come to you, until when on the square you have come to tears. . .there was a bloodshed and a bloodshed. . . group devil, group faithless, group bitch, you're clown..."insulting in his style, he will introduce himself and go away as if you were a young man, chasing him. Such a reprimand, after a bitter sentence, the incredibly angry Avaz hurries the horse without a saddle, even forgetting to take his bag out of his mouth and rides away. Three in some variants of the same departure, five in some, seven years in another will return with victory, overcoming many hardships spent. The first plot line in the" Mallasavdogar" options will end in this way.

According to the epic conditional, the departure of the pronoun causes the beginning of the development of the chief plot. That is, eating his bow from the girls, in a deplorable state Ahmad thought about his actions:

> *Тишимни қариликдан тушди дейман,*
>
> *Тиш оғриққа икки урт шишди дейман,*
>
> *Оёгимга чилла сув тушди дейман,*
>
> *Бетоб бўлиб уч кун мазам қочди дейман.*
>
> *Бул шарманда қулоқни ким бичди дейман,*
>
> *Хон олдига боргилигим қолмади.* [17]

I say my tooth fell out of old age,

I say that the tooth has swollen two urt to the pain,

I say that chilla water fell on my leg,

I say three days of check-in ran tastefully.

Who knit the ear in shame I say,

I did not care to go to the front. –

he is unable to explain how the ear is cut, finding an excuse that the tooth is broken, the tooth is swollen, the flesh of his leg is cut and bruised, lying in check for three days. In the variant of Qodirbakhshi: noskash, , his work is lame, he coughs himself, cunning in the country, ready for slander, the devil's branch..."having learned that there was no substitute for Ahmad, he went on the path of slander[18]. Go to him and say that he took away the girl of the guest who had come, that he was playing the substitute, that he went to the substitute and struck himself, that he even poured his tooth, cut off his ear, that the purpose of Chambil, that the Horn of Gurugli also took away the quirk:

Лашкар тортиб келаман, деди,

Туркман элди қираман, деди.

Кулини совураман, деди,

Гўрўғлини қовураман, деди.

The army will come after him.",

,, I enter Turkmaneli, he said.

I'll blow up the Ashes, he said,

I fry the pike, he said.

After the fathers and servants who hired Ahmad to take such a blame slander, there will be no other measure than to believe in him, and the Children of Avaz will give their discretion to Ahmad. In some options, he himself orders to sell. Ahmat, who received permission from Gurugli, went with his young men and tied Nurali, Gulnur, Uzumkuz, destroyed the courtyard of the replacement and sold the grapes in the option of the three /Choribahshişi, to the slave market. All the time someone who called them a malla trader, who once saved them from the tyranny of substitute robbers, buys in Chambill. Only in the variant of quilling, the wife and children of Avazare sold not in the hog market, but in the Egyptian market. This, in our opinion, is more to interpret the absurdity of the oppression of Ahmad the old. Therefore, even in this variant, Nurali, Gulnor and Uzumkuz do not suffer from another person. Perhaps the mallasavdogarwill live peacefully until the merchant goes in search of an apartment. The remaining options are continued by the Pirates /Chorshanbibakhshi/ or the rich /Chorshanbibakhshi/ chariot / able to torment them, harass them.

If Ahmad's gone replacement for courage Avaz comes back, his children are sold out. Now he is looking for his wife and children to Salt his heart, to find them with difficulty, to punish those who have suffered oppression. When Ahmad hears that Avaz has come, poem in the option of Chorshanbibahshi finds a substitute even if he enters the skin, poem in the guise of a mulch himself, and whoever gives bread and water until he finds his children, then the head is empty, and the head is dead, say that the mole is in the talov. In the option of Qahhorbakhshi, the fighter climbs the Mountain, replacing the running Ahmad with a fist on his head, goes into the ground to the neck, and the substitute leaves to look for his children, saying that he is dead until I come. In other variants, considering the oldness, it is forgiven with concern that "inside a good there

will be one bad". The same old option of a poem by Xushvaqtbakhshi in /also in other poems\ die despite the fact that it provides a good basis the rest of the cause further: "my father I don't know, mother, I don't know, I will be great in the hands of Ahmad. I see as Ahmad both the father and the mother. , there is no purpose raising a hand to the father. What can you say about this? If I do not judge, you can not kill, if I judge, I will be an elder", - said Gurugli, "Yes, Ahmad will not die, even if he commits any crime, because he is an uncle, through Gurugli to the Avaz. Because there is idea in the people: "the uncle is greater than the seven fathers"[19]. When we first commented on this proverb, it was worth it. But in the friendship of Sherabad there is an idea that the uncle is even more valuable if it is disproportionate to the uncle. There is another similar proverb in the people, that is, "support even if your father is a pig". The meaning of these proverbs is that both the father and the uncle are dear. No matter where they are, it is necessary to put their respect in place. By the way, even if the father is bad, it is a sin to have a child call him bad or punish his nephew uncle. The grave of the children of uncle or uncle (regardless of age), who died in the majority of Uzbek seeds, in particular in the Qungirot, has been preserved until now. Since the time of Mother's seed, this habit has been living. People appreciate the fact that relatives appreciate each other, the alliance. In our opinion, Ahmad's immortality has a broader social basis, that is, if he dies, then the world of evil will end, as long as he is the embodiment of evil. So, as long as there is a reproach, hypocrisy, slander, Ahmad lives, he also goes from the epic to the epic and fights andstruggles with the world of good.

WAYS TO EFFECTIVELY USE FERGANA VALLEY ADYR (HILL) LANDSCAPES

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ABSTRACT

Take a look at the features needed to count and matter need to do so using the mountain front landscape in the Fergana valley. According to the law of the altitude zone, brown and light-colored soils are distributed in the area of 400-600m above sea level, typical gray soils at 600-900m and 900 to 1600m dark brown. The plants are mainly ephemeral, ephemeroid and wormwood, cereals and agricultural plants. Increased impacts of human activities on the Adyr landscapes, such as improper use of land, water resources, neglect of land reclamation, crop rotation and improper pasture use, contribute to the imbalance of the ecological balance. It is important to take into account the slopes and subsidence rates of irrigated farmland and to reduce the rate of furrow flow, digging ditches and drains, establishing perennial plantations, and ensuring that the number of livestock in the pastures is normal. Today, such issues as the rational use of nature, the preservation of the environment, the prompt response to emerging environmental problems, as well as the cultivation of high quality, environmentally friendly, competitive products on the world market through the development of agricultural culture. The area of anthropogenic landscapes in the most strongly modified area is 80-90%. In this section, salinity, strong anthropogenic impacts, degraded landscapes, and reliefs occur. In order to prevent them, it is important to pay attention to farming and land slopes, soil cover, and to improve reclamation and recultivation in disturbed landscapes.

KEYWORDS: *Mountain Front Landscape, Anthropoid Factor, Natural Condition, Natural-Technical Systems, Anthropoid Landscape, Magnified, Assessing.*

INTRODUCTION

Today, such issues as the rational use of nature, the preservation of the environment, the prompt response to emerging environmental problems, as well as the cultivation of high quality, environmentally friendly, competitive products on the world market through the development of agricultural culture.

One of the most densely populated areas of the Republic of Uzbekistan, highly influenced by anthropogenic factors, is the Adyr lands of the Ferghana Valley, which are the main irrigated land resources and have favorable natural geographic conditions and landscape complexes for the development of agriculture and various industries.

All landscapes, slopes and slopes that make up the bulk of the Ferghana Valley Adyr landscapes are replaced by landscapes created by human activity as a result of long-term use of irrigated and dirty agriculture. Increased impacts of human activities on the Adyr landscapes, such as improper use of land, water resources, neglect of land reclamation, crop rotation and improper pasture use, contribute to the imbalance of the ecological balance. This leads to a number of environmental processes in the Adyr landscapes, namely, natural and natural anthropogenic processes such as salinization, water erosion, erosion, displacement, and erosion. In this regard, one of the main tasks of today is to assess the formation, development and change of the natural conditions of the Adyr lands in the Ferghana Valley with the aim of the rational use of nature and its resources.

Studying the natural environment of the Ferghana Valley is one of the key areas for the effective use of the Adyr landscapes. For example, the Adyr lands of the Fergana valley are represented by neo- Formation of large folding structures ended at the end of the Paleozoic and early Mesozoic. In Cenozoic there was a new twist rise and disruption. The Adyr landscapes are a 6-8 magnitude earthquake. The geomorphological structure of the territory is divided into alluvial and proluvial species, which are formed under the influence of erosion-tectonic, erosion-denudation, permanent and temporary wastewater. Its climate is caused by its geographical location, relief, atmospheric circulation, solar radiation, wind and anthropogenic factors. It is a semi-desert type of temperate climate zone. The zonal features of the climate change, and the upper and lower hills form climatic types. In particular, the average annual air temperature is 13.50C at 450-500m above sea level, 12.50C at 600m and 7.50C at 1500m. The amount of precipitation varies from 150-200 mm to 600 mm. Inland water is formed by surface and surface water, and the groundwater level is at the depth of 0.5-20m depending on geomorphological and geological conditions of the region. In irrigated agriculture, groundwater levels are high, which varies depending on the season and the rainfall. Ground water mineralization is 0.5-0.9 g / l. Surface water forms rivers, reservoirs and canals. According to the law of the altitude zone, brown and light-colored soils are distributed in the area of 400-600m above sea level, typical gray soils at 600-900m and 900 to 1600m dark brown. The plants are mainly ephemeral, ephemeroid and wormwood, cereals and agricultural plants. The representatives of the animal world are highly mobile, because they are mobile.

Studying and analyzing the main trends in changing the natural conditions of the Adyr lands in the Ferghana Valley provides a basis for its effective use.

So, natural and technogenic systems of the Adyr lands of the Fergana valley are agrocomplex, hydraulic, industrial, seliteb and others. Hydraulic structures play a major role in changing the natural conditions of the Adyr landscapes.

They have created agro-landscape and hydrotechnical complexes that are common in the region.

The natural conditions of the Adyr lands in the Ferghana Valley have undergone a number of changes, influencing various sectors of the human economy, especially agriculture. They include changes in relief, reduction of humus content in soil, formation of agro-irrigational beds, soil

erosion, landscape contamination, development of engineering geographical processes and others.

Changes in the relief of natural conditions in Adyr landscapes occur in the following directions: quarry relief forms due to excavation of land and road construction; meliorative reliefs for irrigation constructions and secondary irrigation schemes; original relief forms as a result of planting gardens and vineyards in the form of terraces on slopes; In the newly irrigated areas, flattened relief forms have emerged.

The trends of soils change have been manifested in humus depletion, cultural degradation, salinization, erosion and more.

Most of natural and anthropogenic systems of the Adyr landscapes are represented by agrolandshaft. They are subdivided into irrigated agriculture, rainfed farming, pasture and meadow landscapes.

Typological classification of the territory is one of the next features promoting effective use of the Adyr landscapes. For example, considering the natural landscape of the area, it is divided into lower and upper reaches, while the slopes of the plains, the slopes, the hills, and the valleys of the valleys.

Adyr anthropogenic landscapes can also be subdivided into lower and upper zones by their location, which in turn can be subdivided into agrogen, celestial, pasture, hydrogen and road urochishe.

Evaluation of the Ferghana Valley hill landscapes is one of the important tasks of today. For example, there is a great deal of experience in the evaluation activities based on the data that have been used to classify landscapes for a particular sector of the economy. This is especially true for agricultural purposes. For example, AA Vidina and Y.N. An example is the work of Tsesapchuk (1961), NB Kopekov (1970), NAKogay (1971).

According to the scientist LI Mukhina (1973), who deals with the scientific basis of the evaluation of natural complexes, three aspects of any evaluation must be clear: the object, the subject and the conditions.

AGIsachenko (1991) points to two parts of landscape surveys that are carried out to coordinate the environment.

1. Comprehensive analysis of human impact on the structure and activity of geotisms.

2. Ability to apply the information obtained from research to address practical issues on the protection, improvement and rational use of geotisms. Based on the foregoing, the valleys of the Ferghana Valley can be estimated based on the following principles. In particular, the natural state of landscapes, features of geological and geomorphological structure, hydrothermal conditions, degree of soil and vegetation cover change, human activities, share and species of anthropogenic landscapes, current state of ecological conditions, main directions of changing natural conditions, evaluated as changed, moderate, strongly altered, highly variable. Each of the assessed regions presents a number of features. Including:

• In the area, which is vulnerable to change, the climate is mainly affected by climate, inland water, and relief, such as grazing. His ability to maintain human activities is 0-30 points. Chust-Pop, Kokand and West Fergana can be included.

• In the changing region, human activities and inland waters, relief, and upland plains are included. The potential for human activities in the area is 31-55 points. The area is covered by a hilly plain.

• In a moderately altered area, relief and inland waters determine the landscape and environmental conditions of the area. The potential of the region for human economic activity is 56-70 points. Kosonsay-Turakurgan and Fergana, and western Andijan.

• Strongly affected anthropogenic conditions and inland waters, including grazing, climate, relief. The potential for human activities in this region is 76-85 points. Uychi-Chartak and eastern Andijan regions can be included.

• The most strongly altered region is the lowland plains, where the main activities are the economic activity of the most advanced people, climate, inland waters, relief. The economic potential of the region is 86-100 points. The area is covered by the hilly lowlands of the valley.

The anthropogenic landscapes are also impenetrable, causing various environmental problems in the area.

Anthropogenic landscapes are 10-20% in the area that has changed significantly, causing pasture degradation, water erosion, wind erosion and salinization. In order to prevent this, it is necessary to ensure the normal use of grazing lands, and the establishment of erosion shelter forests and irrigated arable lands on the basis of scientifically sound hydromeliorative plans.

The area of anthropogenic landscapes in the changing region is 40-50%. In this section, they cause salinity, salinity, waterlogging and all types of erosion. It is important to take into account the slopes and subsidence rates of irrigated farmland and to reduce the rate of furrow flow, digging ditches and drains, establishing perennial plantations, and ensuring that the number of livestock in the pastures is normal.

The area of anthropogenic landscapes in the area of average change is 60-70%. In this section, along with the new anthropogenic landscapes, the degradation landscapes have also emerged. When placing crops in the area, it is necessary to take into account the slopes and soil cover of the land, and to use the existing land instead of creating new lands.

The area of anthropogenic landscapes in the highly modified area reaches 70-80%. In this area there were wounds, abrasions, cracks, creeps and salts. When establishing irrigated farmland and water-intensive cultivation, it is necessary to select land and record the soil, organize drip irrigation, and monitor the technical condition of irrigation sources.

The area of anthropogenic landscapes in the most strongly modified area is 80-90%. In this section, salinity, strong anthropogenic impacts, degraded landscapes, and reliefs occur. In order to prevent them, it is important to pay attention to farming and land slopes, soil cover, and to improve reclamation and recultivation in disturbed landscapes.

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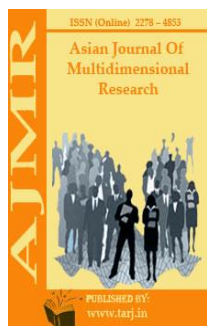
THE IMPORTANCE OF STUDYING IDIOMATIC EXPRESSIONS WHILE LEARNING THE ENGLISH LANGUAGE (FOR NON-NATIVE SPEAKERS)

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ABSTRACT

*This article is devoted to the importance of enriching the vocabulary by learning a number of various English idioms in the process of language acquisition. The scientific definition of an idiom is given as well as the notion of phraseology.Moreover, the article depicts the benefits of using English phraseologicalunits in order to advance and develop more proficient speaking skills of a learner. Moreover, idiomatic expressions can also be based on culture of the target language's country. These idioms carry within them the history, heritage, customs, behavior and culture of native speakers of that language. To such kind of materials we can also add idioms. If we look through the dictionary, it gives us such a definition as: "**An idiom** is a word or, more commonly, a phrase in which the figurative meaning is different than the literal meaning of the grouping of words. That's why, it is recommended for non-native learners when beginning to study phraseology to use appropriate dictionaries. Scientists also suggest using multilingual dictionaries of idioms, where the translation and definition of idioms are given in more than two languages. Learning idioms helps us, non-native speakers of the English language, become more fluent and pronounce the words more correctly along with sounding more native-like.*

KEYWORDS: *Conversation; Phraseology; Idiom; Idiomatic Expression; Mythology; Memorizing; Method; Learning Styles.*

INTRODUCTION

"Humankind develops in the process of verbal conversation" **I.I.Pavlov**

The quotation above, belonging to one of the greatest scientists of the XX century, was totally proved by scholars of variety fields many times. Communication either with people or with yourself makes up an inseparable part of our life. During the conversation with other people, wein order to make our speech multifarious and unique, use a lot of linguistic phenomena like

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antonyms and synonyms, stress and inversion. To such kind of materials we can also add *idioms*. If we look through the dictionary, it gives us such a definition as: "**An idiom** is a word or, more commonly, a phrase in which the figurative meaning is different than the literal meaning of the grouping of words. A branch of linguistics which deals with idioms together with idiomatic expressions is called **phraseology**." Each language of the world has a great number of idioms.It is difficult to imagine but several decades ago phraseological units were considered as the*"gaudy"*decorationsof the language by some linguists. What is more, there was a theory that phraseology was no of great significance and value of study as a separate branch of science.

But later on, with the emergence of great works written by outstanding Russian scientist *Vinogradov V.V.*in the second half of the twentieth century the situation has completely changed. The neglected aspect before was gradually converted into mature and full-fledged science.Nowadays, it is absolutely impossible to imagine our daily speech without using these culturally-marked and vivid set expressions.**[1]**

It is undeniable that idioms tend to make our speech more colorful, vibrant and advanced. For example, in the view of avoiding simplicity and make the speech more complex, it would better to use idiom "**out of blue**" instead of *"suddenly"*, "**once in a blue moon**" instead of *"very seldom"*, "**be at a loose end**" instead of *"be out of work"*, **"be full of beans"** instead of*"be happy".*

It is estimated that the English language consists of more than **25000** idiomatic expressions and they occur in our speech numerous and repeatedly we use idioms in both formal and informal speeches.**[2]** For example, if we come across to a man, who is not in good mood or may be angry with somebody,we say *"One has a face like thunder"*. Imagine that your boss did not pay any attention to your colleague's actions, even though he spoiled the whole project, there you will use another idiom as *"My boss has turned a blind eye on it"*.

The first reason, why non-native speakers learn idioms, is to make their speech well-organized and colorful, and surely avoid from using one and the some phrases repeatedly. The enriching of vocabulary of a speaker can also be included to the first reason, because while learning idiomatic expression you not only learn the whole idiom itself, but each word in these phrases also. The more idioms you know, the wider your vocabulary becomes. However, it is not an easy task for a non-native speaker learner of English to understand the meaning of an idioms for the first time, due to the fact that idiomatic expressions cannot be translated at an easy rate, word by word separately, moreover, not knowing exact meaning of an idiom you cannot even predict the approximate definition to this idiom, because if you set yourself to use an idiom wrongly, when speaking to a native speaker misusing an idiom you may happen an embarrassing situation and it can have side effects. That's why, it is recommended for non-native learners when beginning to study phraseology to use appropriate dictionaries. Scientists also suggest using multilingual dictionaries of idioms, where the translation and definition of idioms are given in more than two languages.

It takes an idiom a long period of time to be originated. Roots of some idioms goes back to ancient history referring to stories, charactersar creatures from ancient Greek and Roman mythology. Most of them, now, have gained a more general meaning and today idioms applied to situations, events or relationship, because they depict or characterize them, so suggestively. For example, **"Achilles' heel"**means*"a weak or vulnerable spot in something or somebody who*

is otherwise strong".**"The judgement of Paris"** which means *"a difficult case or argument to decide, especially one in which there is no solution that would satisfy all parties"*.

In English we can also observe another group of idioms which originated from various religions. For example, **"Mecca for someone or something"**which has the following meaning *"a place that a lot of people visit because it is known for something that they want to see or do"*. **"As poor as a church mouse"** or **"as hungry as a church mouse"** means *"to be extremely poor"*.

Moreover, idiomatic expressions can also be based on culture of the target language's country. These idioms carry within them the history, heritage, customs, behavior and culture of native speakers of that language. For example, in English we have an idiom **"raining cats and dogs".** Its meaning refers to a *"hard rain"*. As an another example for this band can be **"Rome was not built in a day".** Being the biggest city, the center of the world, Rome played a significant role in life of peopleand it was reflected in the language.

In conclusion, it would relevant to say that by learning idiomatic expressions non-native speakers not only enhance their basis of vocabulary, but they improve their knowledge and broaden their horizons by learning history, habits, customs, and culture of English people also. Learning idioms helps us, non-native speakers of the English language, become more fluent and pronounce the words more correctly along with sounding more native-like.

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THE BASIC WAYS TO IMPROVE SPEAKING SKILL IN ENGLISH AT THE BEGINNING STAGE

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ABSTRACT

The article reveals the modern and rather efficient strategies of teaching speaking English at the beginning stage. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. The author has profoundly investigated the works of both local and foreign researchers. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. A person can grow up his speech throughout his life. Psychological and methodological literature contains a number of concepts and many scientific articles on the formation and development of human speech. Including A.A. Leontev it is worthwhile to point out Zimnyaya's works. Since Bygate views speaking as a speaker-internal process, his first level of analysis is three processing stages: planning, selection and production. Under the main headings, he places the knowledge and strategy components identified in componential models. Speaking about the formation and development of oral English speaking skills for students of elementary school age, it is important to focus primarily on speaking, human speech, and the way students speak the teeth are appropriate. . In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

KEYWORDS: *English Speaking, Children, Elementary Stage, Ability, Memory, Method, Language Learning Games, Brainstorming, Role Play, Storytelling, Interview, Picture Describing.*

Special Issue

INTRODUCTION

I keep six honest serving-men. They taught me all I knew: Their names are WHAT and WHY and WHEN and HOW and WHERE and WHO (Rudyard Kipling (1865-1936) Indian-born British writer and poet)

Speaking about the formation and development of oral English speaking skills for students of elementary school age, it is important to focus primarily on speaking, human speech, and the way students speak the teeth are appropriate. The primary function of language is to communicate among people. A person can grow up his speech throughout his life. Psychological and methodological literature contains a number of concepts and many scientific articles on the formation and development of human speech. Including A.A. Leontev it is worthwhile to point out Zimnyaya's works. Because in their works the stages of speech formation are analyzed in the light of the scientific findings and they are linked to the methodology of foreign language teaching and serve as the basis for foreign language teaching. Scientists state that babies and young children are geniuses at acquiring a second language. 'Babies', she says, 'can discriminate all the sounds of all languages... and that's remarkable because you and I can't do that. We're culture-bound listeners. We can discriminatethe sounds of our own language, but not those of foreign languages'.By exposing children to other languages at anearly age, you are giving them the opportunity to tap into their natural ability to hear and distinguish the sounds of other languages, and their capacity to make sense of what they are hearing. Two skill areas must be emphasized if you want to learn to speak English fluently. The first is memory (which is involved in both vocabulary and syntax) and the second is proprioceptive responses (which are involved in both pronunciation and syntax).

What Is "Teaching Speaking"?

What is meant by "teaching speaking" is to teach ESL learners to:

- ❖ Produce the English speech sounds and sound patterns
- ❖ Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003

The speaking-specific model that has been used in teaching and assessment programs is Bygate's (1987) model of speech as a process. It was in fact developed for teacher education to help teachers plan classroom activities in order to support learning. The model is more individually than socially oriented, and it views learner speech as a process. Since Bygate views speaking as a speaker-internal process, his first level of analysis is three processing stages: planning, selection and production. Under the main headings, he places the knowledge and strategy components identified in componential models. He also makes a basic distinction between knowledge and skill, knowledge being what enables learners to talk, and skill being the active component that is involved when they are actively engaged in interaction.

The Common European Framework of Reference (CEF) (Council of Europe, 2001) is a for language education. It is intended to help learners, teachers and assessors set goals for language

learning and give them support to reach them. As a part of this, it contains a range of 'illustrative descriptors' of language ability, including some for speaking.

Children come to primary school with this ability already highly developed. They continue to use it in all their school work. For example, even though their mother tongue skills are already well established, they may well find it difficult to follow purely verbal instructions and information. When this happens, or sometimes simply out of laziness or inattention, children will tend to rely on their ability to 'read' the general message. In fact we can see this happening most clearly when they get it wrong! More importantly, particularly in terms of language development, their message-interpreting skill is part of the way they learn new words, concepts and expressions in their mother tongue as their language expands to meet the new challenges of school.   So when children encounter a new language at school, they can call on the same skill to help them interpret the new sounds, new words and new structures. We want to support and develop this skill. We can do this by making sure we make full use of gesture, intonation, demonstration, actions and facial expressions to convey meaning parallel to what we are saying. At the same time, we must also try not to undermine the children's willingness to use the skill. This can happen when we try to 'pin down' understanding too precisely.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve pupils' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

Language learning games

Bingo - Use numbers, letters of the alphabet, or word families: furniture, fruits, sports, jobs, colors, actions.

Memory - Put 10 everyday objects on a tray. Say what they are in English, cover them. Can your child remember what's there and tell you in English? You can also use photos from magazines or newspapers of different word families.

Alphabet Game - Say a letter of the alphabet. Can your child find an animal, something to eat, etc. beginning with that letter? Or ask your child to write five words beginning with one letter.

Spy - Say that you are thinking of something beginning with a letter. Your child has to guess what it is. Example. «I spy with my little eye, something beginning with W.» «Is it water?» «No.» «Is it Window?» «Yes!»

Twenty Questions - Think of an object or animal. Your child has to ask questions to find out what it is. Example: «Is it big?» «No.» «Is it very small?» «No.» etc…

Definition Game - Give your child a definition, they have to guess what you're defining. Example: «It is very big and it has a long nose.» «Is it an elephant?» «Yes!»

Treasure Hunt - Your child has to find the things, or follow the clues you've written in English.

Role Play

One other way of getting pupils to speak is role-playing. Pupils pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the children that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, pupils can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One children will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, children can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Pupils can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Childrens also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address pupils' speaking ability, but also get the attention of the class.

Interviews

Childrens can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to pupils so that they know what type of questions they can ask or what path to follow, but pupils should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also

outside and helps them becoming socialized. After interviews, each children can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which pupils sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each children starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Children can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Pupils can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- ❖ **Diamonds**: Earning money
- ❖ **Hearts**: Love and relationships
- ❖ **Spades:** An unforgettable memory
- ❖ **Clubs:** Best teacher

Each pupil in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- ➢ Is money important in your life? Why?
- ➢ What is the easiest way of earning money?
- ➢ What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that children are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating

This activity is based on several sequential pictures. Children are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give pupils just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Pupils discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Pupils in pairs discuss the similarities and/or differences in the pictures. (10, 11) Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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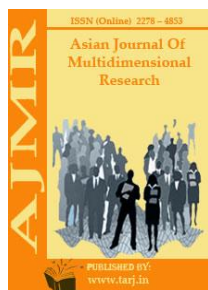
POETIC CONTENT AND POETIC FORM IN FERUZ'S POEM

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ABSTRACT

Muhammad Rahimkhan Soni-Feruz has a special place in the formation and development of the literary environment in Khorezm in the second half of the XIX - early XX centuries and has a special place in the history of Uzbek literature.As a great statesman, he sponsored the development of culture and the arts. As a potential poet, he left a rich poetic legacy. As a great enlightener, he was instrumental in preserving the status of Khorezm, developing it in the new era, and passing it on to future generations. During the reign of Muhammad Rahimkhan II, the literary environment of the Khiva khanate rose to great heights. The literary atmosphere in the palace flourished due to the work of the king and poet Muhammad Rahimkhan Feruz in the development of art and culture, his patronage of the people of art. In the palace, dozens of poets engaged in artistic creation under his auspices. Poets such as Muhammad Yusuf Bayani, Muhammad Rasul Mirza, Ahmad Tabibi, Avaz Otar oglu, Chokar, Rogib, Devoni, Ghazi, Shinosi, Aqil, Gulami, Komyob are among them. Due to the constant patronage of Muhammad Rahimkhan, dozens of musicians and singers have emerged. Among them are such talented artists as Matyoqub Pozachi, Donmas (Kalandar), Masharif Qambar, Khudoibergan Muhrkan, Bobojon dost, Abu Sharif Mahsum, Bobo Bulomonchi, Quryoz ota, Madrahim Sherozi, Mutrib, Safo Mughanni. Muhammad Rahimkhan witnessed many events during his long khanate. He did many good deeds. He built schools and madrasas and educated the youth at his own expense. In short, he wanted his people to be enlightened, educated, enlightened, and tried to create all the conditions for that. The famous orientalist V. V. Muhammad Rahimkhan Feruz, described by Barthold as a "great enlightener", was just as valuable as his socio-political activities. About fifty artists in this environment had a certain level of artistic talent, regardless of belonging to different social categories, professions and nationalities, creating works in different genres.

KEYWORDS: *Ghazal, Classic,Tanosib, Talmeh, Tazod, Rival, Lover, Lover.*

INTRODUCTION

As a result of the influence of Feruz, who had a huge heart, more than a dozen artists emerged from the khan's generation. Each of them arranged at least one devon. About fifty artists in this environment had a certain level of artistic talent, regardless of belonging to different social categories, professions and nationalities, creating works in different genres. Feruz himself left a rich poetic legacy as a poet. The study of these poetic works on a scientific basis, which has not lost its significance in the XXI century, in particular, the study of the scope and genre of the poet's poems is one of the most pressing issues facing literary criticism. The study of the works of Muhammad Rahimkhan Soni Feruz was widespread during his lifetime. Muhammad Riza Agahi in his work "Shahidu-l-Iqbal" about the time of Feruz Shah writes about his high level in the field of poetry, as well as the full coverage of his administrative-political, socio-economic, spiritual and enlightenment activities as a ruler. In addition, Bayani's "Shajarai Khorezmshahi", Ahmad Tabibi's "Majmuatu-sh-shuaroi Feruzshahi", Hasanmurad Laffasi's "Biography of Khiva poets and writers", Bobojon Tarroh's "Khorezm musicians", "Khorezm musicians" It should be noted that the services of Davlatyor Rahim, Shikhnazar Matrasul, Gulsara Ismailova were special during the independence period.

Much work has been done in the study of the literary and social environment of the period, and although many scholars have conducted research, the study of Feruz's work requires more research. The study of Feruz's work, his artistic mastery, is one of the urgent tasks of today's literary criticism.

MATERIALS METHOD

As noted in the textbook "Uzbek literature of the national renaissance", Feruz's creative heritage has come down to us in a fragmented state. Feruz's great teachers Agahi and Kamil Khorezmi repeatedly copied and published the devons. Ahmad encouraged Tabibi to compile his poems and create a devon. But he did not try to collect and publish his poems. That is probably why his creative legacy is not so great. The total volume consists of 2534 verses - 98 ghazals, 7 muhammas, 2 musaddas, 4 masnavi, 7 rubais "[1; 78]. With the help of Gulsara Ismailova, on the basis of manuscript sources 12060, 3446 in the fund of the Institute of Oriental Studies of the Academy of Sciences of Uzbekistan, the poet's office was published under the name "Elga shohu ishqqa qul" [2]. The article analyzes the samples from the poetry collection.

DISCUSSION

Feruz's poetry is varied in subject matter. The thematic scope of the poet's poetic heritage, which seeks to continue the classical poetic traditions with dignity, can be grouped as follows:

1) romantic;

2) religious and enlightenment;

3) social.

The theme of love is one of the main themes of all-Oriental poetry, including Uzbek literature. If we look at the history of literature, we can see that every artist has enriched this old theme with new metaphors. According to the literary critic Rahim Vahidov, "it is absolutely impossible to find a poet who does not sing love and a poem that does not mix the pain of love" [3; 142].

A significant part of Feruz's literary heritage was romantic lyricism, in which he sang love songs in almost all genres, depending on the possibilities of the same genre. G.Ismailova, a literary critic who is directly involved in the poet's work, also emphasizes this:

In his poems on this subject, the poet has repeatedly referred to the dream of visal, the sufferings of hijra, the conflict of soul and soul. The poet began writing poetry on this topic in the early stages of his career. Feruz studied the works of such poets as Navoi, Lutfi, Fuzuli, his great contemporary Agahi, his comrades Kamil and Bayani.

Muhammad Rahimkhan Feruz was a musicologist and composer, as well as an art critic with a perfect knowledge of music. He did a great job with the great thinker Kamil Khorezmi and his son, composer, musicologist Muhammad Rasul, in preserving the status of Khorezm and passing it on to future generations. The depth of Feruz's love poems and the great attention he paid to his artistic perfection can be explained by his perfect knowledge of the science of music.

The artistic interpretation of the theme of love is the basis of any poet's work. Indeed, as a lyrical poet, Feruz sings of pure human emotion - love - with great passion and delight. He praises love in a unique way and puts his heart's feelings into poetry. In his poems, he describes human love in rhythm. He explores the sacred feeling of not knowing time and space - unique methods of expression for the definition of love - and difficult artistic images, looking for rhymes and radii that correspond to the experiences he wants to describe. It should be noted that at this point it is necessary to dwell on the most important of such studies.

> Azmi guliston ayla zulfunga berib ziynat,
>
> Rashk o'tiga sunbulning paykarini so'zon qil.

The ghazal with the radif "Qil" is widely used in Uzbek literature and is found in the works of such poets as Amir, Uvaysi, Fazli, Ado (Sultankhantora Ahrori), Hotif, Nola, Khijlat, Feruz, Furkat, Muqimi, Hazini, Kami, Hamza, Sidqi Khandayliqi. As the poet chooses this radif for the description of the ideas and experiences he wants to express in his ghazal, he enters into a creative contest with the poets who have finished the ghazal in this radif. At the same time, he manages to express in a unique way the feelings, the sufferings of love, which are stored in the depths of the soul:

> Ko'zunga chekib surma, yuzunga urub g'oza,
>
> Lola birla nargisni ul ikovga hayron qil.

This verse shows that Feruz was deeply aware not only of the works of the Khorezm literary environment, but also of the traditions of the poets and writers of the Kokand literary school. He also studied the works of the representatives of the literary environment of Kokand during the reign of Amir Umarkhan through Fazli's "Majmuai shoiron".

The main theme of Feruz's lyrics, known as the "Piri of Romantic Gazelles", is love. The poet has written his own captivating poems on the subject. In his lyrics, the spiritual experiences and sufferings of an ordinary person - a lover, not a king, are expressed. In Feruz's poems there is a symbol of a person with high human qualities - a lover and a unique beauty, sometimes kind, sometimes cruel. According to the lyrical protagonist, the king and the slave are equal in love:

> Garchi erurman tole'i Feruz ila olamg'a shoh,
>
> Lek ul parilar sarvari oldidadurman qul bu kun" [5;63].

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Analyzing this verse, Doctor of Philology Nusratullah Jumahoja states: "This verse shows that there is such a law in art that career closeness between crowned poets leads to closeness of thoughts and feelings. As we read this verse of Feruz, we involuntarily remember Babur's famous rubai:

> Sen gulsenu men haqir bulbuldurmen,
>
> Sen shu'lasenu ul shu'lag'a men kuldurmen.
>
> Nisbat yo'qdur deb ijtinob aylamakim,
>
> Shohmen elga, vale senga quldurmen"[1;78].

ANALYSIS

It should be noted that in Feruz's poetry, as in traditional romantic poetry, the main characters are the lover, the lover, and the rival. In his romantic lyrics, the poet expresses his feelings, his attitude to love through the images of lovers and mistresses. In the poet's lyrics, the mistress is interpreted as an incomparably beautiful. Therefore, many traditional adjectives such as "yor", "mahliqo", "mahvash", "hur", "pari", "parivash", "nozanin", "gul", "jonon" are applied to him. The purpose of love is vision. There is no creature in the world more beautiful for a lover than a lover. Nothing else interests him:

> Lutf etib agar yoring kelsa bazmingg'a, Feruz,
>
> Bu aziz joningni maqdamig'a qurbon qil[2;63].

The opponent is an image that walks side by side with a lover and a lover in romantic lyrics. This image, characterized by such adjectives as "gentleman", "other monk", "stranger", occupies a leading position in the poems of the poet. In Feruz's lyrics, this "third person" is often the main cause of the grief of the lover. The lover's attention is more on it. This, of course, breaks the heart of the lover:

> Ul sanamga o'zga rahbon bor ekandur, bilmadim,
>
> Ko'ngli oning moyili ag'yor ekandur, bilmadim[2;68].

The fact that the lover has a "other guide" - a guide, a "willing heart" - touches the heart of the lover. But the lover is patient with all the oppression of his lover. Yor wants the sunny face to make his eyes shine. He sees this as the only remedy for the pain of longing:

> Ko'zumni ayla ravshan mehr yanglig' orazingdinkim,
>
> Bo'lubtur tiyra, asru torta-torta intizoringman[2;74].

In the verse, the art of tasbeh (*mehr yanglig' oraz*), tazod (tiyra - ravshan) is skillfully used to describe the lyrical romantic mood. As a result, the idea was made effective.

Feruz's love poems are mainly in the traditional direction, and the means of artistic expression are also focused on depicting the hijra experiences of the lover, the beautiful beauty of the mistress, the nozu views. In the image of the poet, the mistress is extremely compassionate, compassionate, every word of which gives life to a dead body like Christ, from her beauty the evening of the lover turns into the morning, the morning of the mourner into the evening. The lover is so pleased with the poet's heartfelt compliment that he wishes him the highest status and happiness from Allah:

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Bu oqshom keldi ul dilbar adab birla salom aylab,

O'luk jismimga jon berdi Masihoso kalom aylab.

Shabistonimni qildi orazining mehridin ravshan,

Ochib ruxsoridin parda quyosh yanglig' xirom aylab.

Ayon aylab jamolin qildi shomim subhga tabdil,

Yuzi hijronida ag'yorning subhini shom aylab.

Kelib yuz nav' nozu ishva birla mehr etib og'oz,

Qoshimda o'lturub dedi tili mu'jiz kalom aylab

Ki: «Ey, hajrimda ko'ngli loladek dog' uzra dog' o'lg'on,

Yururasan bo'yla toki ayshu rohatni harom aylab?

Visolimg'a chu yetting shodu masrur aylabon o'zni,

Bayon ayla menga sen arzi holingni tamom aylab...»[2;19]

If we pay more attention to the poem, we will see that the poet skillfully used such poetic arts as tazad (shabiston - sham - subh, hajr), tashbeh (Christ, the sun, the spot on a tulip), question and answer (dialogue between a lover and a lover), talmeh (Christ). . Through this it is observed that the poet has made the thought impressive, the expression artistic.

As described in the poet's radiant ghazal "Oh Lord", the lover is extremely beautiful, in love with his "worldly beauty" - the poet also wants clarity for his feast. But it only hurts the suffering lover. The portrait of the mistress is perfectly depicted in the poem. This fact testifies to Feruz's mastery of portraiture as well. The poet tries to show the oppression he inflicts on the lover by describing the beauty of each member in the appearance of the wound. In this way the poet manages to give a deeper picture of the psyche of the lyrical hero. But in any case, the lover hopes for the cabbage of grace, is patient:

Yetushti hajridin jonimg'a yuz ranju alam, yo, Rab,

Ko'rub holimni, kam qilmas manga bir dam sitam, yo, Rab.

Sochi savdosida doim qorong'udur manga olam,

Mening bu shomi hijronimg'a yetkur subhidam, yo, Rab.

Jahonoro jamolidin mening bazmimg'a ham bir tun

Yeturg'aymu ekan ravshanlig' ul mahvash sanam, yo, Rab.

Agar lutf aylabon o'z ilki birla bersa bir sog'ar,

Ko'ngulda qolmas erdi orzuyi jomi Jam, yo, Rab.

Na yanglig' sabr qilsun ul quyosh hijronida Feruz,

Ziyod aylar jafosin, aylamas bir zarra kam, yo, Rab [2;18].

In this prayer-poem, too, the theme of love is written with high art. The poet expresses his resentment at the emigration of his friend, and complains of his cruelty. Jamshid says that he does not dream of a cup if he shows kindness and holds the milk with his own hands. Ghazal

praises him for his patience in the hijrah of his companion, who is increasing day by day without diminishing his suffering in the last verse.

The poet makes very appropriate use of the symbols and metaphors that exist in our classical literature in drawing the image of the mistress:

Orazing davrida haryon zulfi anbarmu ekan?

Yo'qsa ganj ustida yotg'on ikki ajdarmu ekan?[2;77]

Oraz is a symbol of treasure in Eastern poetry. And two zulf - a dragon, a snake. According to legend, where there is a treasure, there will be a guardian dragon. The poet skillfully used the art of rhyme in this verse.

Feruz's love poems are mainly in the traditional direction, and the means of artistic expression are also focused on depicting the hijra experiences of the lover, the beautiful beauty of the mistress, the nozu views. In the image of the poet, the mistress is extremely compassionate, compassionate, every word of which gives life to a dead body like Christ, from her beauty the evening of the lover turns into the morning, the morning of the mourner into the evening. The lover is so pleased with such a compliment from the poet's lover that he wishes him the highest status and happiness from Allah.

It is known that the use of the art of talmeh in romantic lyrics - the naming of great historical figures, famous literary and artistic images - has become a tradition in classical poetry.

In the works of the poets who were Feruz's great predecessors, the verses adorned with the art of talmeh are distinguished by their special influence. However, the construction of the whole ghazal on the basis of the art of talmeh is a rare phenomenon that is not found in other poets. The following ghazal of Feruz is an example of the renewal of poetic traditions in terms of its end-to-end adornment with the art of talmeh:

La'li shiriningni ta'rif aylab o'lmish shahdkom,

Anvariyu Fazliyu, Xoqoniyu Masnad mudom.

Chashmi fattoninga nargisni nechuk tashbeh etar,

Soyibu Bedil, Hiloliy, Hofizi shirinkalom.

Vah, ne yanglig' sharh qilg'ay orazing tavsifini,

Unsuriyu Asjadiyu Farruxu Sa'diy, Humom.

Ko'rsa husnung Layliyu Shirinni vasf etmas edi

Xusraviyu ham Navoiy, Jomiyu Shayx Nizom.

O'xshatib bo'lmas yangi oyg'a muqavvas qoshlaring,

Sayyidoyu Nozimu Lutfiy, Kiromiyu Xisom.

Sarvoso qomating vasfin qilurda lol o'lur,

Andabilu Ravnaqu Ziyrak masihiy xush kalom.

Ogahiyu Komilu Feruz, Xolis, Chokaring,

Rojiyu Mirzoyu Akmal, Munisu Xokiy, G'ulom[2;71].

This ghazal can prove that Feruz has a high level of poetry. After all, the content of each verse corresponds and corresponds to the high rank of each poet mentioned in the work. In particular, while talking about the inappropriateness of "likening the fatton of the spring to a narcissus", Feruz mentions the names of Saib, Bedil, Hilali and Hafiz, who rose to the status of high artists in poetry. Describing the unequal beauty of his wife, he came to the astonishing artistic generalization that if he saw this beauty, he would stop describing the great Hamsanavis - Khusrav, Navoi, Jami and Nizami Layliyu Shirin. The last stanza of the ghazal is that in Makta, the names of the poets Chokar and Ghulam are used both in the sense of nicknames and in the lexical sense (slave, servant), creating a unique example of the art of iyham.

Building a poem on the basis of an art from beginning to end is found not only in this ghazal, but also in other lyrical works. To prove this, the following ghazal, created on the basis of the art of repetition, can be cited as an example:

Qilurman yutub shavqi la'lingda qon,

Fig'onu fig'onu fig'onu fig'on.

Yuzung to mani zordin aylading

Nihonu nihonu nihonu nihon.

Ko'zumga qorong'udir ondin beri

Jahonu jahonu jahonu jahon.

Tilarman ko'zung fitnasidin mudom,

Omonu omonu omonu omon.

Erur qoshlaring ishq eli qatlig'a,

Kamonu kamonu kamonu kamon.

Guli husnungga yetmasun dahrdin

Xazonu xazonu xazonu xazon.

Kel, ey sho'x, Feruz ko'ksini qil

Makonu makonu makonu makon[2;75].

It should be noted that the words repeated in each byte served to strengthen the expressed content, increase the impact of the thought, provide melody. The repetition of these words does not bother the reader in the slightest, on the contrary, it leads to the rise of art from line to line, to the deepening of the content, to the emphasis on the idea at the heart of the verses. The fact that the whole ghazal is based on such an impressive repetition from the beginning to the end testifies to Feruz's great skill as a poet.

RESULT

In the poet's lyrics, the theme of love is sung on high curtains. Feruz manages to speak on this ancient theme through beautiful poetic arts, allegorical allegories, and metaphors. As the saying goes, "Love is an old pain, but every heart renews it," there is no poet left who has not written the theme of love in poetry. But every artist discovers a new side of it, in other words, creates something new at the heart of the tradition. As Feruz sings of love, he writes:

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> Ishq bir o'tdurur, nechukkim barq,
>
> Aylamas shoh bila gadoni farq.
>
> Tushsa ondin ko'ngulga bir uchqun,
>
> Kuydurub boshiga solur qaro kun[2;124].

The poet, who skillfully uses the opportunities of such artistic arts as Таносиб (*ўт – барқ*), тазод (*шоҳ – гадо*), ташбеҳ (*нечукким барқ*), tries to give a difficult, new definition of love and achieves it.

The art of husni talil, which means "beautiful proof", is used in Eastern poetry in a unique way in the work of each poet, and plays an important role in the expression of a profound idea in a beautiful artistic form. The following verse by Feruz is a unique example of this art:

> Sayri bog' etsang agar, ey sarvqaddu gulbadan,
>
> Sarv ayoqingg'a qo'yar bosh, chok etar gulpirahan[2;72].

In other words, when a cypress tree leaves a flower garden for a walk, it bows its head to the cypress tree, which is in love with its beauty, and the flower tears its collar out of jealousy of its beauty. In order to prove the idea that "Yor is unparalleled in beauty", the poet skillfully uses the art of diagnosis (cypress puts his head on the leg of a cypress, tears the neck of a flower), ташхис *(сарвнинг ёр оёгига бош қўйиши, гулнинг ёқасини йиртиши)*, таносиб *(боғ, сарв гул)*. Creates the perfect example of art. It can be evidence of an artistic expression of thought or it is in this verse that the poet depicts the unparalleled beauty of the earth through the art of allegory. It is said that the land of Yor is the sun of the beautiful sky. Latofat is artistically described as even better:

> Husn avjining xurshididur, ey mohsiymo, orazing,
>
> Bilkim, latofat ichradur ondin ham a'lo orazing.

In the next verse, the poet, who skillfully uses the arts such as diagnosis (animation), adjective (pure oraz), manages to express the idea in a more beautiful way:

> Kun zohir aylab infiol o'ldi shafaq ichra nihon,
>
> Subhi saodatdin tulu' etgach musaffo orazing[2;53].

That is, on the morning of bliss, when the pure fast of the lover appears, the day hides in the dawn, embarrassed that it is not so bright. Byte analysis as a whole is a rare example of the art of beautiful proof.

In general, the theme of love, which occupies a leading place in the poetry of Muhammad Rahimkhan Feruz, is characterized by the poet with high artistic skill. The poet tries to portray the traditional images of lover, mistress and rival in a unique way, through which he manages to express ideas of great importance. They manage to give a new spirit to the interpretation of the traditional theme of love.

CONCLUSION

The theme of love occupies a leading place in Feruz's poems. The study of the interpretation of the theme of love in the poems of the poet shows that they have a unique artistic interpretation of the images of lovers, mistresses and lovers, typical of the tradition of our classical literature. The

dreams and aspirations of the Creator, the uprisings in the psyche, the inner experiences, the joys and sorrows are expressed through this trinity.

The lover, who is interpreted as an incomparably beautiful in the poet's lyrics, is described by many traditional adjectives such as "yor", "mahliqo", "mahvash", "hur", "pari", "parivash", "nozanin", "gul", "jonon".

In his interpretation of the theme of love, the poet not only continues the creative traditions of his predecessors such as Alisher Navoi, Agahi, Munis in creating a poetic image, but also clearly demonstrates his individual artistic skills. Makes unique creative experiments on the harmony of poetic form and poetic content. Loading too many meanings into a few words can show that a person has mastered the art of expressing an image through unique images.

The interpretation of love in Feruz's poetry corresponds to Alisher Navoi's "xoslar ishqi" in "Mahbub ul-qulub". Describing mazhar - the beauty of the world, in the words of Hazrat Navoi, "a pure eye puts a pure face on a pure face, and a pure heart is aroused by a pure face oshubidin, and with this pure means of mazhar the lover enjoys the true beauty." In this respect, the poet remained faithful to the traditions of our classical literature and developed them.

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THEORETICAL PRINCIPLES OF ATTRACTING FOREIGN INVESTMENT TO THE COUNTRY'S ECONOMY

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ABSTRACT

This article provides a comparative study and generalization of scientific theories on attracting foreign investment to the region. Foreign direct investment is given an independent authorial definition. The directions of economic development of the regions through foreign investment are identified and their important characteristics are indicated. In the context of modernization of the economy, the problem of attracting foreign investment to Uzbekistan and its regions required the development of new strategic priorities. The growing scientific and practical significance of the problem of attracting foreign investment to the regions and the imperfect development of its effective economic mechanism for regions that have chosen the path of innovative development determine the relevance of the chosen research topic, its goals and objectives. OursAccording to our conclusions, J. Dan's Theory of Eclecticism and R. NarulaTheories of "investment development path" are relatively broad and completerepresents economic relations in the international capital movement. Today, the need to restructure the economy of Uzbekistan and its regions, increase their competitiveness and transition to the path of innovative development explores the regional aspects of attracting foreign investment.

KEYWORDS: *Foreign Investment, Marketing Research, Effective Economic Mechanism, Economic Development, National Production.*

INTRODUCTION

The process of globalization of the world economy and the intensification of international capital movements have created great prospects for the development of the national economy by attracting foreign investment for developing countries and regions. In the context of modernization of the economy, the problem of attracting foreign investment to Uzbekistan and its regions required the development of new strategic priorities. As noted by President Sh.M.Mirziyoev, "in order to attract foreign investment, we must take measures to fully demonstrate the investment potential of our country. We can achieve a positive result in this regard if we can carefully formulate investment projects by regions and sectors for investors seeking to invest in our economy "[1].

Today, the need to restructure the economy of Uzbekistan and its regions, increase their competitiveness and transition to the path of innovative development explores the regional aspects of attracting foreign investment.

Requires special research to improve the efficiency of production and use. In particular, the measures taken in recent years to attract foreign investment and the results achieved have shown that it can be a practical factor in activating investment processes at all levels of the national economy. However, the total investment in our country and its regions. The share of foreign investment in the volume is still insufficient. The growing scientific and practical significance of the problem of attracting foreign investment to the regions and the imperfect development of its effective economic mechanism for regions that have chosen the path of innovative development determine the relevance of the chosen research topic, its goals and objectives.

The purpose of the study is to identify specific aspects and priorities for attracting foreign investment to the regions and to improve the socio-economic mechanisms for its implementation development of scientific proposals and practical recommendations.

Generalization of the theoretical basis of attracting foreign investment to the research in accordance with the stated purpose and influencing this processthe task was to determine the factors.

Analysis of the relevant literature

Attracting foreign investment in the region and various regional aspects of the activities of enterprises established with their participation are reflected in the scientific work of a number of foreign and domestic economists.

In particular, R. Vernon [2] identified a link between TTXI engagement and product life cycle, selected the best factors, ideas and doctrines for entering the world capital markets and combined them into one system. Attracting foreign investment in the economies of developing countries.

Russian scientist VK Bugaev analyzed the factors influencing the changes in the level of openness and closedness of the regional system [5], LV Davidova the economy of the country and its regionsdefined the strategic basis of development [6], FS Tumusov defined the concepts of region and territory [7], E. Kocherin classified them according to the characteristics of foreign investment [8], Yu.A. Yudanov analyzed the foreign trade activities of TMK [9] , Z.Vdovenko's research reveals aspects that need to be considered in attracting foreign direct investment [10]. Attracting foreign investment to Uzbekistan and its regions and theoretical and regional aspects of increasing its efficiency A.Kayumov, F.Egamberdiev [11] and A.Sadikov [12], advantages of

inflow of foreign direct investment A.Vakhabov [13], R.Yuldashev analyzed the level of transaction costs [14], investment financing issues Sh.Yuldashev [15], competitive products regional tourism and investment.

The issues of strengthening the activity of O. Hamroev and Nasretdinov [16] are reflected in the research work. The main focus of this research is on the content of foreign investment and its attraction to the national economy. However, no special research has been conducted on the regional specifics of attracting foreign investment to the regions in the context of economic modernization. All these cases show a radical difference between this study and other work done on this topic.

RESEARCH METHODOLOGY

It consists of generalizing the theoretical basis of attracting foreign investment and identifying the factors influencing this process. The methodology used in the article is aimed at identifying specific aspects and priorities for attracting foreign investment to the regions and improving the socio-economic mechanisms for its implementation. Scientific abstraction, analysis and synthesis, induction and deduction in the research process,comparison, grouping methods were used.

Analysis and results

The international movement of capital is important in the development of the world economyimportant because it is the foreign economic and political relations of countriesstrengthens them, increases their foreign trade turnover,accelerates economic development, production volumesincreases, in the world market of manufactured goodsincreases competitiveness, technical potential of importing countries andincreases employment in the country.

But no investor in the world economydoes not automatically invest in other countries and regions. For thisattracting foreign investors to the country's economy, that's theminterest in investing in the country, the region, material in theminterest should be formed.Foreign direct investment in the world economy today five theoretical views justifying the involvement of TTXI in the regional economyavailable.

 These include:

1. Product life cycle theory;

2. The theory of "flying geese";

3. Competitive advantage theory;

4. Eclectic paradigm theory;

5. Theory of investment development path.

Product life cycle theory by French scientist R. VernonDeveloped in 1966. [2] It is the vitality of the product with the involvement of TTXIdetermined the relationship between the cycles. R.Vernon North Americacorporations to Western European countries from World War IIto occupy markets by exporting goods and capital in the next periodthe theory of "product life cycle" as a result of the analysis of the statecreated. R. According to Vernon's research, corporations are in the market for a commodityand they change their development strategies depending on the stage of the life cyclebased on the following directions:

- Production of goods at home;

- Export of goods;

- Transfer of production to foreign markets.

The form of development strategy chosen by the corporation, which corresponds to itdepends on the ratio of production costs and revenues.

The steps are:

1) Stage of production of innovative products;

 2) The maturity of the product, itperfectly formed stage of production;

3) Mass production of the productproduction and export phase.

At the stage of innovative products, the corporation has its own monopoly in the markettakes advantage of the temporary monopoly by taking advantage of the position. This is scientific research for himand experiments have been done on design work and marketing researchto cover part of the investment. The product itselfthe second is Maturitythe Company when it enters the stage of perfect productionfaces a number of competitors in the market. Fight with competitors from the companyrequires large expenditures and this weakens the company's economycan cause Therefore, the company will gradually export the goods andit is required to try to find new markets. This is the situation that has Arisenthe Company's external economic expansion strategy, commodity or capitalexport.

Exporting the product is the second, maturity of the product for the corporation, it is characterized by a perfectly formed stage of production the third is the need for mass production and, thirdly, the need to move abroadoccurs in the stages of selling aside. Typically a corporate brand is viableif it is more interested in exporting it at the maturity stage of the cycle,more than capital exports at the stage of mass production of goodswill be interested.

Competitive environment for the company during the maturity of the productintensifies and becomes very aggressive. Winning the competition from the company during this periodrequired large expenditures for. This in turn is a product to the companyreduces the amount of profit you receive per unit. Commodity or capital for the companyexports is the solution to this problem, freeing it from excessive costs.If goods and capital are successfully exported, the corporation is in businessmaintains its leadership.

However, in the new market, the corporation is cheapas a result of having a workforce and other factors of productionwill be able to reduce production costs. In this case, the corporationacquires the ability to conveniently extend the life cycle of the product. The corporation developed its cheap goods, ensuring its leadership in the new marketwhile re-exporting cheap goods to its market, even in their own home by selling at lower prices than competitorsprovides leadership.

Japanese scientist K. Akamatsu 40-50 of the Japanese textile industry in the early twentieth centuryeconomic developed on the basis of empirical research of annual development. According to development theory, the economic growth of the industry consists of three stagesemphasizes that In the first stage, the network is national to the commoditycannot meet the demand. Part of the demand is covered by imports.In the second stage, the network will produce at the expense of attracting TTXIhas great potential to develop and create new businesses and jobswas In the third stage, the network expands the markets for the sale of products andcreates

more capital accumulation opportunities. Production in the networkrecovery led to the country becoming a product importer to exporteris coming. Based on these studies, K. Akamatsu in the Japanese textile industrygraph the formation of imports (M), national production (R) and exports (X) expressed through, in which the contour of the movement of wild flying geesedetermined the future.

Value time
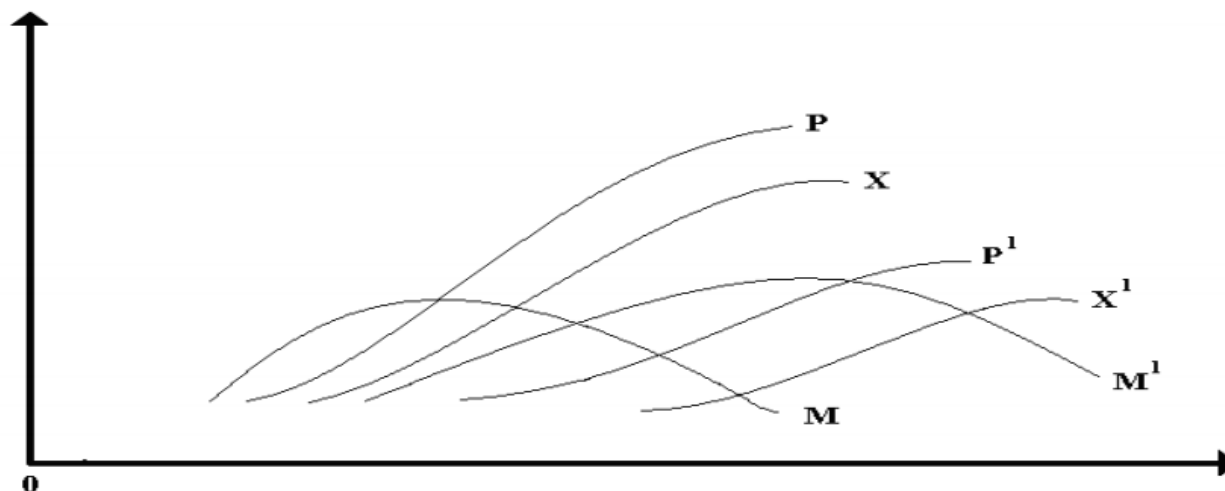
Figure 1. Illustration of the Flying Geese Theory [17]

Japanese scientists Kojima and Ozawa in 1985, then in 1990 and 1992Kodjima studied TMK as a catalyst for economic growth and theirTTXI directions of investment strategy in relation to the host countryfound to be different. The first strategy is trade development and the secondis a strategy against trade development. Aimed at trade developmentTMKs brand aside and in order to earn more additional revenue according to the strategyexport capital. According to the anti-trade strategy, TMK competes in its own homea brand that does not have a significant competitive advantage aside while securing an advantageand exports capital. The goal of such a strategy is TMK companiesto keep the peripheral market within its sphere of influence for a long timefocused.

That is why the countries receiving TTXI are TMCs. Such diverse network investment strategies have their own nationalshould be taken into account in the development of structural policies of the economy. "FlyingThe theory of "geese" is a reasonable foreign economic protection of national productionrequires compliance with the strategy. This theory is country or does not lead to the separation of the region from the outside world, but foreign allows for the efficient use of capital to revive the region's economy. Competitive advantage theory. We know that the science of economic theory A. Smith the competition of firms in the market in a competitive environment since the periodestablishing its dominance over a number of positions to ensure its superiority, proved it necessary to occupy it. This is the situation for companies' todayforced to look for new opportunities and directions to establish dominance is doing.

He described the results of a large-scale study conducted on about 100 sectors in the country. M. Porter began to identify a system of factors that provide a competitive advantage based on research. To do this, it was necessary to find answers to the following questions:

1. Why are some corporations entering foreign marketssucceeded compared to others?

2. Why some countries have high added valueOther countries have attracted foreign direct investment in the sectorbut no?

3. Why investments made by TMCs have led to an increase in the technological efficiency of national companies in some countries, while in other countries industrial modernization has taken place?

M. Porter proved that the strategies of TMK and countries receiving foreign investment are based on taking advantage of the existing competitive advantage, and found that the competitive advantage is in four directions:

1. Advantages of corporate governance;

2. The predominance of factors of production;

3. Demand (market) volume in the country;

4. Advantage associated with ancillary and ancillary networks.

M. Porter called the synthesis of these factors a "diamond of competitive advantage"and that they guarantee the success of capital outflowsimplies An additional factor is the rational investment of the statepolicies and 'lucky situations'.

M. Porter, a country that exports capital, is stable if that capital cooperates with related production in the recipient country can be developed. Local brand suppliers lowers the cost of the product, reduces customs duties and manufacturingreduces extraction costs. It is a recipient of TTXI to donor countriesto study the possibilities of the party and the economic relations with themencourages joining the cooperative chain. M. Porter interacted in the countrythe existence of related manufacturing industries is directly foreigngreat competitive advantages for the country receiving the investment andproved to create opportunities. To do this, public sectors and sectorsstressed the need to encourage the development of clusters on.

For example, the development of a modern food industry in the country, the agricultural sectorproduction of products (milk, meat, spices, preservatives, etc.)packing and packing equipment of appropriate size, accordinglyrequires the existence of a modern retail system; in the countryand separate parts of it for the development of the automotive industry andunits (plastic parts, engines, batteries, etc.)it will be necessary to develop manufacturing enterprises.M. Porter, a country that exports capital, is stable if that capital cooperates with related production in the recipient country can be developed. Local brand supplierslowers the cost of the product, reduces customs duties and manufacturingreduces extraction costs. It is a recipient of TTXI to donor countriesto study the possibilities of the party and the economic relations with themencourages joining the cooperative chain. M. Porter interacted in the countrythe existence of related manufacturing industries is directly foreigngreat competitive advantage and for the country receiving the investment proved to create opportunities.

To do this, public sectors and sectorsstressed the need to encourage the development of clusters on.For example, the development of a modern food industry in the country, the agricultural sectorproduction of products (milk, meat, spices, preservatives, etc.)packing and packing equipment of appropriate size, accordinglyrequires the existence of a modern retail system; in the countryand separate parts of it for the development of the automotive industry and units (plastic parts, engines, batteries, etc.)it will be necessary to develop manufacturing enterprises.The theory of the eclectic paradigm was developed in 1981 by the well-known British scientist

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J.W.Recommended by Dan. The reason for choosing the term "eclecticism" is that J.C.Dan's best factors in TMK's entry into global capital markets,selected their ideas and doctrines and combined them into one system.

J.Danning classified the following advantages that a company can demonstrate in the global capital market: O-advantages are advantages that depend on the internal potential of the investing companies. These include advantages related to the size of the company and its position in the market, such as management and leadership of the company, technical and technological, brand, organizational structure features, and strategy used; I - advantages are the advantages associated with the degree of ownership of their goods and production capabilities in foreign markets compared to domestic producers in foreign markets; L - advantages, benefits provided by the recipient country (preferential taxation system, state participation in financing investment projects, provision of infrastructure services, etc.). According to the eclectic paradigm theory, recipient countries should not rely solely on the cheapness of resources to attract foreign investment.

This factor alone is not enough to attract the necessary foreign investment for the national economy. Therefore, the main focus should be on creating a favorable investment climate. Thus, the eclectic theory argues that a firm can operate successfully with direct investment in a foreign market if it can take advantage of all three advantages at once. For example, if a firm has an advantage only in terms of ownership or location, it will be able to apply unique service methods such as export or franchising in a foreign market.

J. Dan's concept was developed by the German scientist I. Completed by Shten (1989). U.J. Based on the advantages (O, I, L) put forward by Dan, the company tried to show how to choose an expansion strategy. There are three alternative options for choosing an expansion strategy: selling licenses, exporting goods, and TTXI I. Shten noted that TMK, which has embarked on a path of foreign economic expansion, is looking for a path with a lower level of risk. If the recipient-country offers L-advantages, the TMC prefers to include TTXI in that region.

Theory of investment development path (1994) J. It belongs to Danning and the Dutch scientist Narula. According to this theory, a country's export or import of TTXI depends directly on the level of development of its economy. This path of development consists of five stages and describes the dependence of TTI on the level of economic development of the country.

Countries with high labor capacity, low-tech production, and a predominant mining industry are typically importing TTXI (first phase). The efforts of these countries to develop high-capacity production and scientific and technological progress will lead to an increase in TTXI imports (second stage). If the import of foreign capital is supported by incentive and export-oriented policies, the country itself will start exporting TTXI (third and partially second stages).

The fourth stage is specific to developed countries, where TTXI exports are higher than their imports. In the fifth stage, the export of TTXI and the scientific electronic journal "Economy and Innovative Technologies". Imports are balanced and specific to highly developed countries. These countries have all the advantages (O, I, L) and lead the world in industries with high technological and capital capacity.

DISCUSSION OF RESEARCH RESULTS

In our opinion, the theory of foreign direct investmentconcepts international investment activities of transnational corporations andimportant in studying their impact on the development of the

national economyearns. Their rational use is the work of transnational companies (TNCs)thinking strategies and investment decision making processattracting foreign direct investment through researchthe opportunity to apply effective economic policy tools to activatecreates.

The rules of some theories are experiencing a transition economyto apply effective policy tools in this regard to the countries that are forgivingand to increase the inflow of foreign investmentpossible. In particular, the foundations of the natural life cycle theory of a commodity are straightforwardgovernment agencies and agencies responsible for attracting foreign investmentlife cycles by a wide range of brands, industries and technologiescan be applied relatively globally. This theory is the industry leaderindustries (e.g., machinery, pharmaceuticals, high technology) chemical industry, textile and light industry) and advanced technologies microelectronics, new materials or biotechnologies) of the life cycleprovide practical assistance in researching and monitoring the stagespossible.

Also, in attracting direct investment from the eclectic theory of international production, TMKs (production technology,property advantages such as ownership of organizational resources and marketing methods) as wellof the national economy (as a service to the domestic market or as an export basequalified domestic market, including the advantages of the location usedlabor, low transportation costs, investment incentives, political andfactors such as the stability of the macroeconomic environment) comparative advantagescan be used for regular monitoring.A systematic analysis of all theories about TTXI shows thatnone of them expresses the absolute truth about the involvement of TTXI.

Because all theories in particular are international capital in the form of TTXIrepresents only a narrow range of aspects of the movement. OursAccording to our conclusions, J. Dan's Theory of Eclecticism and R. NarulaTheories of "investment development path" are relatively broad and completerepresents economic relations in the international capital movement. Moreover, these theories are national with the international capital movementThe connection between the process of formation of the economy is perfect andilluminates more clearly.

The practical value of the theories about TTXI is that theyallows us to get reasonable answers to the following questions: why potentiala foreign investor in a particular country or another region (sector)choose? He has made one or another form of investment - licensing and sales, franchising, mini-or cross-sectoral joint venture, 100% foreigninvestment enterprise etc.

Based on research and analysis of different approachesin terms of the development of the national economy, in our opinion, TTXIcan be described as follows: TTXI economic growth, economicminimizing risk, additional opportunities for profitcreating and investing innovative resources beyond the borders of the investor's national economyby issuing, to a position of high exposure to investment objectslong-term allocation of international capital and morerepresents the economic relationship of use. Obviouslyinternational capital is the most important element in all phases of reproductionis calculated.

CONCLUSIONS AND SUGGESTIONS

Foreign investment in the context of modernization of the economy based on the study of regional aspects of attraction, the following scientificconclusions were drawn:

- J. Dunning's "Theory of Eclecticism" and R. Narulo's "InvestmentTheories of "development path" are relatively broad and fully internationalrepresents the economic relations in the

movement of capital. Therefore, foreignin the study of regional aspects of investment attractionthe formation of the national economy with the movement of international capital in theoriestaking into account the perfect and more accurate coverage of the connection between the processshould.

- TTXI to ensure economic growth minimizes riskconcentrating on the national economy, creating additional opportunities for profithigh to investment facilities by attracting innovative resources. The goal is to be able to influence the level of international capitalshort and long term separation and more efficient userepresents future economic relations.In our opinion, between economic entities and the national economyan important characteristic of TTXI, which is a form of movement of international capital flowsSymptoms include:

- Share: TTXI is first declared by a joint stock companynot less than 10-20% of the total value of the capital madesecondly, the acquisition of a shareholding by an outside investorto the share of the investor in the share capital received from the activities of the enterpriseaccordingly, regardless of any repatriation of the benefit portion,reinvestment of profits after distribution of dividends, thirdly, "Mother"of the enterprise in the relationship between the company and its subsidiarylending and equivalent transactions in the internal systemthe resulting debt settlement processes;

- Type of control: TTXI has a broad impact on the investor to the investment entityprovides access and even control over it;

- By level of gross elements: A comprehensive description of TTXI (capitalstandard asset package, including technology, market accessopportunities, environmental assets);

- Placement: TTXI has a clearly defined market with a production descriptionfocused on strategy and production technology, concrete new oroperating production.

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"THE USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE TEACHING OF SCIENCE IN PRIMARY SCHOOL AND METHODS OF APPLICATION IN THE CLASSROOM''

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ABSTRACT

In short, using innovative technologies, students will be able to demonstrate their abilities and potential in the classroom, gain the skills to work in a team, and learn to respect the opinions of others. A teacher cannot achieve effective.Therefore, interest in information technology-based lessons, self-management and the desire to learn new knowledge will be maintained until the end of the lesson. In such classes, the student's motivation to learn increases. More environmentally friendly lessons develop children's consciousness, worldview, free thinking, ability to express themselves, and independent work skills. It is well known that the use of interactive methods is invaluable in developing student`s thinking skills and teaching them to think freely and deeply. For example, step-by-step technology. This technology teaches students to think individually and in small groups on a topic that has been or should be covered, and to be able to generalize ideas and express them in writing, drawing, and sketching can be used in the following lessons. Let's lookat an example of a lessons on strengthening the topic "Noun vocabulary". Essay method. Students describe their impressions of reading, science, and parenting in a short essay on a picture, film, or trip. An essay can often be written on a specific topic." How did I spend my vacation?", "Impressions from a fairy tale", "Field work", etc. This responsible task requires modern teachers to improve their professional skills, to understand the essence of advanced pedagogical technologies and to use them effectively in their lessons. This is the main task of today's teacher. Student's interest in learning materials, strengthening students' knowledge, the use of innovative technologies and interactive methods to increase students' interest in the lesson is becoming more widespread. "Innovation" means "creation", "innovation". Different interactive methods can be used at different stages of mathematics, mother tongue, reading and science lessons.

KEYWORDS: *Consciousness, Widespread, Parenting, Interactive*

INTRODUCTION

This responsible task requires modern teachers to improve their professional skills, to understand the essence of advanced pedagogical technologies and to use them effectively in their lessons. This is the main task of today's teacher. It means that every teacher should be able to search, educate themselves in accordance with today's requirements, work on themselves, master modern pedagogical and information and communication technologies and teach. Should be able to apply in the area.

Nowadays, there is a growing interest in the use of technology, pedagogy and information technology in education, one of the reasons for which is that in traditional education, students are taught only ready-made knowledge, while modern technology it teaches them to search for their own knowledge, to study and analyze it independently, and even to draw their own conclusions. In this process, the teacher creates conditions for the development, formation, education and upbringing of the individual. We must not forget,-said the First President of the Republic of Uzbekistan I.A.Karimov,-"The foundation of our future will be laid in educational institutions, in other words, the future of our people depends on the education and upbringing of our children today." Therefore, a teacher who plays an important role in human development must have a high level of professionalism. It is well know that the quality of teaching depends on the foundation of the primary education system, which places a great responsibility on the primary school teacher. A teacher cannot achieve effective results in his/her professional activity without the use of modern teaching methods and information and communication technologies. However, it is important to choose the right goals and content, methods and tools, organizational forms of education. The convenience of lessons using modern pedagogical and information and communication technologies is that it allows you to constantly monitor the student's mastery of the material, to make adjustments, if necessary, to make corrections. Therefore, a teacher who plays an important role in human development must have a high level of professional and personal training and professionalism. It is well known that the quality of teaching depends on the primary education system, which places a great responsibility on the primary school teacher. A teacher cannot achieve effective.Therefore, interest in information technology-based lessons, self-management and the desire to learn new knowledge will be maintained until the end of the lesson. In such classes, the student's motivation to learn increases. The use of such methods increases the effectiveness and efficiency of education, increases the motivation of students to learn. Lessons based on pedagogical technologies should be adapted to the needs of students in terms of organizational methods and teaching methods. Because such lessons are closer to the child's psyche. Student's interest in learning materials, strengthening students' knowledge, the use of innovative technologies and interactive methods to increase students' interest in the lesson is becoming more widespread. "Innovation" means "creation", "innovation". It uses forms of work aimed at increasing the effectiveness of the educational process on the basis of innovations, rather than on the basis of uniformity, as in traditional education. The use of various interactive methods aimed at pedagogical activation in the classroom helps to successfully achieve the educational goal. In order to organize the educational process using innovative methods, first of all, it is necessary to clearly develop a lesson plan and project. When designing a lesson plan, the teacher should clearly define the scope of the students' work in the process of acquiring the skills. It is also important to know what teaching methods to use. A teaching method is a sequence of actions to achieve a goal or a specific goal that has been developed. The great philosopher Confucius said 2,500 years ago: "I forget what I hear, I remember what I see, I

understand when I do it independently". It is important to keep in mind the age and level of education of more children in the primary grades. It is best for them to take lessons using simple, easy, and time-consuming game exercises. More environmentally friendly lessons develop children's consciousness, worldview, free thinking, ability to express themselves, and independent work skills. It is well known that the use of interactive methods is invaluable in developing student`s thinking skills and teaching them to think freely and deeply. The development of children into a harmoniously developed generation should include a culture of communication and the ability to speak correctly and logically. Today, the use of modern pedagogical technology in the teaching of primary subjects through the use of interactive methods has a great impact on the improvement of the level of lessons, the activation of children with learning difficulties and the enrichment of their worldview and thinking. There are many interactive methods and exercises for teaching science in elementary school, working with students in pairs, in groups-"Working in groups", "Presentation", "BBB", "Small lecture", "We can use role-playing games, brainstorming, synchronization, and brainstorming exercises. In the process of learning, they work in groups, work together, perform independently and remember. First of all, students develop friendly agreement and life skills. Different interactive methods can be used at different stages of mathematics, mother tongue, reading and science lessons.

For example, step-by-step technology. This technology teaches students to think individually and in small groups on a topic that has been or should be covered, and to be able to generalize ideas and express them in writing, drawing, and sketching can be used in the following lessons. Let's lookat an example of a lessons on strengthening the topic "Noun vocabulary". The first group will be given a task to write down what they know about "Noun", the second group will be asked to write what they know about "Used of nouns with conjunctions", and the third group will be given a task to write what they know about "Use of nouns with conjunctions". Each group leader defends his/her topic by giving information abouttheytasks he/she has completed.

 "Round table" method. In this method, a sheet of paper on which the task is written is passed in a circle. Each student writes his/her answer and passes the sheet to another student. All students write their answers, then discuss: incorrect answers, incorrect answers. This method can be used not only in writing, but also orally. Examples of possible assignments:

 -How many vowels are there in Uzbek and what are they?

-Give examples of words that indicate the action. A well-asked questions is one that has half the answer.

 "The Gallery Rotate" method. All members of the small groups are given one problems.Each group writes their thoughts for five to six minutes and replaces the answer sheets with the second group. The next group evaluates the previous group's answer. If not, it should offer its own option.

The "Tree of Decisions" method. This method is mainly used to review and summarize the topics covered. In this group, students are divided into small groups. Each group writes information on a given topic for 3-5 minutes, then group 1to group 2, The group is assigned to Group3, Group 3 to Group 4, and Group 4 to Group 1 to continue their assignments. This is done until one group returns to its assignment. Language, reading, mathematics, science, and etiquette.

Essay method. Students describe their impressions of reading, science, and parenting in a short essay on a picture, film, or trip. An essay can often be written on a specific topic." How did I spend my vacation?", "Impressions from a fairy tale", "Field work", etc.

The above interactive methods are used in conjunction with traditional methods. The teacher determines at what stage and how to use them by pre-designing the lesson, that is, paying attention to the nature of the subject and the subject.

In short, using innovative technologies, students will be able to demonstrate their abilities and potential in the classroom, gain the skills to work in a team, and learn to respect the opinions of others. Each of the above methods should be relevant to the topic of the lesson, taking into account the age, thinking and level of knowledge of the students. Regular organization of these methods requires a lot of research from the teacher and serves to increase the effectiveness of the lesson and ensure the quality of education.

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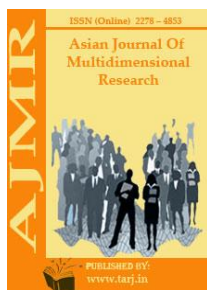
DIFFERENT TEACHING METHODS OF ENGLISH GRAMMAR

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ABSTRACT

The article is about teaching methods of English grammar in ESL lessons. As we know grammar is the most important part of learning language. So the article helps to teach English grammar by using different methods. Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind— teaching students how to communicate effectively and understand how to use the English language. Most teachers see grammar as a body of knowledge that they themselves need as professional linguists, knowledge they can use judiciously to help learners gain insights into the workings of the language. Some teachers see no need to teach and practice grammar at all. One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners, this method disappeared from modern teaching at least 30 years ago. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. So modern educational methods are so various and many-sided that is closely connected with teacher's ability of using them in the lessons effectively. Some teachers see no need to teach and practice grammar at all. Some even regard structure practice and other forms of grammar teaching as harmful.

KEYWORDS: *Grammar, Teaching Methods, Inductive Teaching, Deductive Teaching, Interactive Teaching.*

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INTRODUCTION

While learning and analyzing the usage of methods in the education of developed countries we can divide the methods into several groups:

I.   *Perceptive methods which help to learn, analyze and understand the information and to practice knowledge:*
- lecture, story, explanation
- Performance, illustration and video method.

II. Reproductive methods which help to acquire, inspire and practice knowledge:

- working with books
- laboratory works
- exercise (tasks)

III. Methods which help to develop student's skills:

- educational conversation
- circle conversation
- debate
- brainstorm
- role-play

IV. Methods which help to analyze problems, solve problems and strengthen students' studying independently:

- tasks with problems
- individual practice
- projects

So modern educational methods are so various and many-sided that is closely connected with teacher's ability of using them in the lessons effectively.

Let's take teaching grammar in English lessons.

What is the grammar? The body of rules which underlie a language is called its grammar. Grammar includes rules which govern the structure of words and rules which govern the structure of words to form clauses and sentences that are acceptable to educated native speakers. Most teachers see grammar as a body of knowledge that they themselves need as professional linguists, knowledge they can use judiciously to help learners gain insights into the workings of the language. Some teachers see no need to teach and practice grammar at all. Some even regard structure practice and other forms of grammar teaching as harmful. Their view is that learners will pick up the regularities intuitively, provided they meet enough samples of natural language. The teacher's role, as they see it, is to provide a language- rich environment in which the learners meet comprehensible language as they engage in activities of various kinds.

English grammar is notoriously difficult to learn for both native and second-language speakers. There are so many intricacies, obscure rules, and exceptions that it comes as no surprise those different generations of teachers have used various approaches to teaching grammar to train literate English writers. In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods. Today, we live in a society that prizes literacy and is

willing to adapt to more effective methods to achieve the best results in teaching grammar.Below, you'll learn some of the other methods for teaching grammar.

Diagramming Sentences

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners, this method disappeared from modern teaching at least 30 years ago. Different forms of diagramming are used to visualize sentences, from the Reed-Kellogg System to dependency grammar, but all organize the functions of a sentence in a way that illustrates the grammatical relationships between words. More recently, diagramming sentences has had a small pop-culture resurgence in prints of famous opening sentences and websites that allow you to diagram to your heart's content.

Learning Through Writing

This method is often used in schools in the U.S. and Canada. Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage along the way. If there are specific problems with certain grammatical rules, these are covered in a more structured lesson. An emphasis is now being placed upon language acquisition over language learning, as it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their own writing). Repeated practice is also important and easily achieved through creative or personal writing exercises.

Inductive Teaching

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

Deductive Teaching

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

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Interactive Teaching

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes.

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students.

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USAGE OF DIDACTIC GAMES IN THE RUSSIAN LANGUAGE LESSONS

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ABSTRACT

In this article is discussed issues related to the usage of didactic games and entertaining material in the study of the Russian language. The author shows the importance of using didactic games and entertaining materials in the Russian language lessons in a lively and in a simple form. After all, the fact that the game is part of the educational process is no secret to anyone. The game helps the formation of the phonemic perception of the word, enriches with new information, activates mental activity, attention, and most importantly - stimulates speech. As a result, there is an interest in the Russian language. To develop students' interest in the subject, didactic games and their periodic use in the classroom can help to make it as joyful and exciting as possible. In the game in the classroom, students develop mental processes, and the material studied is absorbed and memorized better than in ordinary classes. Education is built in such a way that there are no purely grammatical lessons in it, theoretical explanations are minimal, with the help of well-thought-out tasks and exercises, students are brought to grammatically correct speech. Game tasks are organically included in the lesson, becoming its natural continuation. Fun elements can be used at different stages of the lesson: when checking homework, explaining new material, its consolidation, control, etc. The interest in learning activities among students increases dramatically if activities include in the game situation. During the game activities students do not act under duress. The goal of the game is to help, make serious, hard work entertaining and interesting for students. A didactic game of an educational nature brings the child's new cognitive activity closer to what is already familiar to him, facilitating the transition from play to serious mental work.

KEYWORDS: *Interactive, Characterizing, Difficulties, Practical Goals, Lexical Combinations, Didactic Games, Multiple Repetitions, Entertaining Material.*

INTRODUCTION

The interest in learning activities among students increases dramatically if activities include in the game situation. During the game activities students do not act under duress. The goal of the game is to help, make serious, hard work entertaining and interesting for students.

Didactic game is a very effective method for the development and improvement of cognitive, mental and creative abilities of children. The game as one of the main types of activity in the life of children is given the necessary place in the educational work. The similarity and stereotyped classes reduces the interest in learning, makes the learning process boring and unpromising. To develop students' interest in the subject, didactic games and their periodic use in the classroom can help to make it as joyful and exciting as possible. In the game in the classroom, students develop mental processes, and the material studied is absorbed and memorized better than in ordinary classes.

In the methodology of teaching a non-native language, there are two main principles: communicativeness and taking into account the characteristics of the native language. Communicativeness, as a category of methodology, not only deny, but involves the recognition of the grammar of a non-native language. Giving the latter a service role, communicativeness subordinates it to the objectives of the development of oral and written speech. Education is built in such a way that there are no purely grammatical lessons in it, theoretical explanations are minimal, with the help of well-thought-out tasks and exercises, students are brought to grammatically correct speech.

The usage of didactic games contributes not only interest in learning, but also improves the quality of training itself, and increases the strength of acquired knowledge. In the game, the student with great interest and willingness does what he thinks is very difficult and uninteresting. V.A.Sukhomlinsky said about this that "a child is an inquisitive researcher who knows the world, makes new discoveries through the game. The game is a huge bright window through which the life-giving stream of ideas, concepts about the world around it, digs into the spiritual world of the child. The game is a spark that kindles the light of inquisitiveness and curiosity"

With the help of games, it is possible not only to form certain educational abilities and skills, but also to develop in children such mental processes as attention, memory, logical thinking, etc., which are necessary for successful, accessible and interesting learning.

At the same time, the introduction of elements of entertainment in educational activities will bring the educational process closer to natural communication, relieve tension, and enable students to develop their best qualities and creative abilities.

When using didactic games, educational tasks are also solved, for example, the cultivation of patience and tolerance, accuracy, the ability to bring the job to the end. In group work - the ability to work in groups, listening to the opinions of other students, tolerant of criticism, delicately speaking about the mistakes of their comrades; acquired public speaking skills, desire and ability to achieve the goal.

Games reduce the degree of psychological stress, promote the creation of positive emotions in children, and help the effective mastery of knowledge. Didactic games get along very well with "serious" learning. The inclusion of didactic games and game moments in the classes makes the learning process interesting and entertaining, creates a cheerful working mood among students, and facilitates overcoming difficulties in mastering educational material.

But not every game has an educational value, but only one that acquires the character of cognitive activity. A didactic game of an educational nature brings the child's new cognitive activity closer to what is already familiar to him, facilitating the transition from play to serious mental work.

Each type of entertainment must necessarily pursue certain educational goals. Game tasks are organically included in the lesson, becoming its natural continuation. Fun elements can be used at different stages of the lesson: when checking homework, explaining new material, its consolidation, control, etc.

There is no clear classification of games by type. There are some types of games:

- sensory education games
- word games
- nature learning games
- on the formation of mathematical representations

There are several types of didactic games, grouped by type of student activity:

- travel games
- games - errands
- games - assumptions
- puzzles
- games - conversations (games - dialogs)

One of the most effective means that can cause interest in classes in the Russian language is precisely the didactic game.

After all, the fact that the game is part of the educational process is no secret to anyone. The game helps the formation of the phonemic perception of the word, enriches with new information, activates mental activity, attention, and most importantly - stimulates speech. As a result, there is an interest in the Russian language. Not to mention the fact that didactic games in the Russian language contribute to the formation of spelling vigilance of students.

The teacher should always take into account that games should correspond to certain educational tasks, program requirements for knowledge, skills, be consistent with the material being studied and be structured taking into account the preparedness of students and their psychological characteristics and be based on certain didactic material and the methodology for its application.

In the classes of the Russian language, it is necessary to strive for the implementation of the leading linguistic and methodical principle, which determines the content of the initial course of the Russian language, - this is an interconnected study of all its sides: lexical, phonetic, grammatical and syntactic. Such a study of language creates the opportunity for students to recognize it as a means of communication between people.

There are some didactic games that can be used in Russian language lessons when studying the topic "Adjective Name".

Game "Showcase". In a bookstore on a showcase words. You can buy words for questions. The less you ask questions, the cheaper you get it.

(watermelon, strawberry, banana, lemon, cucumber, tomato, pencil, book, house, river, student, bread, grandmother, wolf, crocodile, gingerbread man)

Game "Remember". The game is aimed at the development of attention and auditory memory. The teacher selects a circle of vocabulary for the game. For example: "Adjective" and he calls the first word "good". The first student repeats this word and adds his own, for example, "delicious". The next student names the first two words and adds a third, etc. If someone has forgotten or mixed up a word, he drops out from the game. The winner is who has not made any mistake.

The game "Teremok". In the 1st tower lives the word "wolf", in the 2nd tower the word "fox", in the 3rd tower the word "swamp", in the 4th tower the word "geese". Each chooses a word and says how it fits the word and welcome to the teremok. (wet, interesting, tasty, big, nimble, black, light, sunny, funny, toy, sharp, high, deep, multi-story, funny)

The game "Guess the riddles"

1. *As red as a fire,*

With a fuzzy tale.

He likes long walks.

It is … (a fox)

2. *I can be red and yellow.*

I also can be green.

I may be the home of a hungry worm,

So make sure I am clean. (an apple)

The game "In the Country of cartoons"

 1. Who voiced the role of the wolf in the film "Wait a minute"? (A. Papanov)

 2. What was the name of the donkey from the movie about Winnie the Pooh? (Eeyore)

 3. What title does Munchausen have? (Baron)

 4. What was the name of a friend of Winnie Pooh? (Piglet)

 5. What city were the famous musicians from? (Bremen)

 6. How many piglets are from cartoon and what were their names? (Three Nif Nif, Naf Naf, Nuf Nuf)

Guess the Tale

 1. The father has a strange, unusual wooden boy,

 He has a long nose, what a fairy tale? That is the question. (Golden Key)

 2. They waited for mom with milk, and let the wolf into the house.

 Who were these children? (The wolf and the seven Young goats)

 3. Cups run away from the sloven, spoons and crutches

 She searches for them, calls and tears on the road. (grief of Fedorin)

 4. And the road is far, and the road is not easy,

Would sit on a stump, eat a pie. (Masha and the Bear)

Game "Wordbuilding" There are mixed words in front of you. You need to solve tales.

1. СрКаная окчаШпа   (Красная Шапочка)

2. ЙотЗоло   лКчюки   (Золотой ключик)

3. енмБесекир ызуМкынакт   (Бременские музыканты)

4. НОсялаи рукаШ   (Ослиная шкура)

5. ЛьекиАнй кевЦчеот (Аленький цветочек)

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INCREASING THE COMPETITIVENESS OF SPECIALISTS IN TRAINING IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article describes ways to increase the competitiveness of personnel in the training of specialists in educational institutions. The review of theoretical work on the study of this problem shows that the activity can be considered a methodological principle in the study of psychological and pedagogical features of the interaction between teacher and student, teacher and student, as the action approach includes the most important components of spiritual, social, economic, production activities. , they consist of interacting and interacting - reconstructive, cognitive, value-oriented, and communicative forms. It should be added, the formation of specialists is one of the most important pedagogical problems of our time, which must be considered in terms of scientific and technical and social development requirements. In the third stage, the professional knowledge and skills of the student, the formation of professional specialization, their adaptation to the educational and production activities, the development of competitiveness will continue. To sum up, in the course of their realization, the individual-typological peculiarities of the individual and the connection that exists in a particular system based on the principles of educational work in the educational institution as a result of their development are objectively manifested.

KEYWORDS AND PHRASES: *Specialist, Competitive, Goal, Function, Result, Student, Staff, Production, Professional Competitiveness.*

INTRODUCTION

Analysis of the content of professional competitiveness allows to determine its importance and place in the socio-economy. Includes personal descriptions of the specialist, as well as the content of the activity - goals, functions, results. Professional competitiveness, while having a complex structure, covers all structural links of the personnel market, their specificity and level of development determines the level of professionalism of the specialist, professional competitiveness and, ultimately, his professional skills [1].

The leading trends in the effective preparation of students for professional activity are:

- To make a decisive turn from mass, general education to an individual approach;

- Development of creative abilities of future specialists;

- Formation of students' analytical thinking, independence;

- Mandatory participation of students in research, development and invention;

- approaching not only the teaching process, but also the real production of design and technological developments of students in laboratories, educational associations during the internship;

- Computerization of the technical training process;

- Introduction of a continuity approach to improving the process of education, training and retraining.

The latter principle is of particular interest because competitiveness is a systemic quality of the specialist personality. Therefore, the internal reform of educational activities in the education system is inevitably associated with the basic rules of the activity approach [2].

Activity is the basis for the development of everything related to this category. From the point of view of philosophical science, the concept of activity is characterized by the social form of the movement of matter, the way in which society and the individual exist and develop. Activity is always understood and has an invariable structure that includes goals, tools, processes, results [3].

In modern conditions, this is called a professional activity as a rule. In this activity, we highlight scientific knowledge, understanding of values or defined tasks, goal setting, goal setting in tactical and strategic plan, forecasting based on careful study, programming the activity process itself and its results in order to train competitive professionals.

The learner is characterized by the need to know, creativity in various forms of activity, independence and responsibility, initiative in work, cognition and communication.

In the interaction of the educator and the learner, these features, as a rule, find a point of convergence, the direction of one shifts to the other. This is where the dual activity in the learning process comes into play. Accordingly, the fact that the pedagogical activity is focused on teaching the activities of the person being taught is reflected in the processing and updating of this orientation.

If such junctions do not exist, the training process loses its effectiveness. Thus, considering upbringing and teaching as a quality of joint activity of the teacher and the trainee, it shows that each participant in this process has its own characteristics: the role of the teacher is to teach, and the role of the learner is to learn. [4; 5]

The means of activity are such activities as work, communication, play (role play), reading, scientific activity (cognition).

Thus, the following pedagogical conclusions can be drawn:

- In order to improve the professional pedagogical training of students, it is necessary to study this problem theoretically and practically;

- interaction, the content of the relationship between teachers and students should be based on the theory of activity, an active approach, which consists in the formation of the student as a competitive specialist, which takes place in the system of interactions with teachers and teaching aids.

The student's personality is complex. No less complicated is his formation as a specialist.

A comprehensive approach is required to train a specialist. The specialist is formed during the activity. Therefore, in order to organize and study the pedagogical process, it is necessary to take a comprehensive approach.

Therefore, the integrated approach as a factor in optimizing the process of training specialists in the first stage to manage the process of adaptation of students to the education system, from their humanitarian training; and in the second stage, from the establishment of the bases that form the basis for the formation of the professional image of the specialist; In the third stage, the professional knowledge and skills of the student, the formation of professional specialization, their adaptation to the educational and production activities, the development of competitiveness will continue.

The specificity of the work carried out in the first stage with the general methods of getting to know students; in the second stage with methods characteristic of a broad professional orientation; the third stage consists of introducing students to specific professional methods related to a particular specialty, involving students in them [6].

In the second stage, the acquisition of management skills, the connection of theory with practice, the transfer of general skills to a specific subject of activity is carried out.

In the third stage, the formation of professional orientation, competitiveness, independence in practical work is completed. Students develop professional values and priorities.

It is obvious that a comprehensive approach to the professional training of students, the organization of their learning activities with the involvement of all aspects of the individual is one of the most important factors in the formation of the graduate as a competitive specialist and at the same time improve the learning process.

The formation of a specialist in the "market type" involves the acquisition of economic knowledge, skills and abilities in a particular system. The modern graduate needs not only the knowledge itself, but also the knowledge associated with the formation of certain particular aspects of the specialist.

The solution of the task of training specialists with solid and deep structural knowledge is associated with the formation of a number of professional skills. In this regard, the ability of professionals to acquire new knowledge and to shape it into the desired system remains crucial.

Therefore, it is necessary to be able to find their direction and the necessary information in the current flow of socio-economic information, to be able to independently analyze the scientific and technical literature, to apply theoretical knowledge in practice.

Modern production requires:

- A specialist with comprehensive, extensive training;

- A specialist who has a research approach to their professional activities;

- A person with a professional orientation, which determines the active professional-cognitive and subject-practical activity.

The formation of these qualities requires the active activity of students with professional orientation, in connection with which there is a need to model the preparation of students for professional activity, as well as to develop a specialist model.

The expert model allows the educational institution to have a clear idea of who is being trained and why. In this regard, it is necessary to distinguish the tasks of the two groups facing the educational institution, the first group of which - to make a clear statement, description or description, and the second group - to show how to do it.

In this regard, it is necessary to distinguish between the "expert model" and the "specialist training process model".

The specialist model focuses on the study of the field of activity of graduates of the given professional direction in the educational institution, the interpretation of working conditions, the necessary knowledge and skills, skills and qualities of personal competitiveness.

The training model represents the learning process designed to ensure the preparation of graduates in accordance with the model of future activities of the specialist. It is considered as a dynamic system with pedagogical content and is described as a system with infinite variety of situations, relationships and connections that make up its components.

As a component, the training model includes a model of educational professional activity that forms a future competitive specialist, and a model of pedagogical activity that organizes and manages this activity of students.

To successfully solve the problem of formation of competitive personality traits in students, it will be necessary to develop and implement various innovations that will ensure the implementation of this idea in the educational institution.

It should be added, the formation of specialists is one of the most important pedagogical problems of our time, which must be considered in terms of scientific and technical and social development requirements. The process of staff formation is based on the pre-diploma, interrelated knowledge, skills and abilities of the future specialist in the field of organization, design and communication activities in the technical field, assumes the presence of essential qualities necessary for the future effective activity of a competitive person, which will help him to be effective both in the period of study and in the postgraduate period, both during the period of study and in the process of independent work in production.

In the context of technical education reform, it is important not only to improve the state educational standards and curricula, which determine the content of training, but also to find the laws of formation of professional training of students in educational institutions as future professionals.

To sum up, in the course of their realization, the individual-typological peculiarities of the individual and the connection that exists in a particular system based on the principles of educational work in the educational institution as a result of their development are objectively manifested.

Special Issue

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CONTENT AND CHARACTERISTICS OF SPECIALIST'S WORK IN THE TRAINING OF COMPETITIVE PERSONNEL IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article reflects the views and comments on the content and characteristics of the work of specialists in the training of competitive personnel in higher education institutions in the light of modern requirements. The content of the work of the specialist, the level of mechanization and automation, its features, that is the level of organization and conditions, that is sanitary-hygienic, economic, social and safety conditions - fully reflects the form, method and procedure of connection highlighted. A profession can be defined more precisely: a profession is a type of work in which a person has a set of theoretical knowledge and practical skills to carry out professional activities in a particular field as a result of special training and work experience. The specialist also interacts with the environment in the process of performing any type of activity for the production of goods or material services, and is in the environment of occupational ecology (occupational safety, psycho-physiological, sanitary-hygienic, ergonomic and aesthetic requirements). In the first case, that is the supply of raw materials, production of the finished product and its control, the technological process is not interrupted, and the second case is characterized by the presence of breaks during the technological process. We know that any labor has a dual nature. Labor is, on the one hand, the activity of purposefully changing the substances of nature to meet the needs of the specialist, and, on the other hand, this activity is the interaction with other people in the process of exchanging products. Future specialists will acquire these professional knowledge and skills in the process of integrated vocational education, which is an integral part of practical vocational education, which is carried out in higher education institutions.

KEYWORDS: *Competitive Personnel, Labor, Labor Market, Science, Subject Of Labor, Means, Human Resources, Practice, Qualification, Production.*

Special Issue

INTRODUCTION

There is a tendency to strengthen the priority of practice in the higher education system as a factor in serving the goal of sustainable development in ensuring economic, social and environmental development in the world.

It is necessary to train personnel in accordance with the requirements of the international labor market and qualifications, to integrate higher education with science and industry, to combine theoretical and practical vocational education, to organize innovative practical training of future specialists.

We know that any labor has a dual nature. Labor is, on the one hand, the activity of purposefully changing the substances of nature to meet the needs of the specialist, and, on the other hand, this activity is the interaction with other people in the process of exchanging products.

The interaction of the specialist with the object and means of labor is determined by specific technologies and the degree of mechanization of labor. The specialist also interacts with the environment in the process of performing any type of activity for the production of goods or material services, and is in the environment of occupational ecology (occupational safety, psycho-physiological, sanitary-hygienic, ergonomic and aesthetic requirements). The product created in the process of specialist labor has a natural (product) and price (money) form as a commodity.

The economic function of a specialist's labor is to rebuild his life, while his social function is to rebuild his social life.

The work of specialists has the following specific features:

1) Increase of mental capacity in the process of work;

2) increase in the share of material labor associated with the means of labor;

3) The growth of social significance in the labor process.

In the economy, the factors of production are material resources (land and raw materials, capital) and human resources (labor and entrepreneurship - business) [1].

In the works of A.Smith and D.Ricardo, great attention was paid to man and his place in the labor process [2; 3]. As a result of their research, the "economic man" model was formed:

a) a person's economic behavior is determined by his personal interests;

b) the person is ready (able) to perform the work assigned to him;

c) Man takes into account class differences and the uncertainty of today's welfare. This model also applies to professionals.

Some authors have studied problems such as the motivation of labor according to human needs (A. Maslow), the economic nature of man (F. Taylor), high efficiency in good working conditions (F. Gertsberg), different approaches to human evaluation in the labor process (D. McGregor).

An analysis of different labor concepts shows that labor is recognized as the basis of the life of the individual and society. This conclusion is fully applicable to the work of specialists as well.

There are two components to any type of human activity:

1) Fixed work - work performed on the given technology, guidance, traditions, the executor can not include any innovations, elements of personal creativity;

2) Labor based on innovation, creativity - labor aimed at creating new spiritual or material benefits, as well as new methods of production.

Strictly defined labor is manifested in various forms of physical and mental labor of workers and employees, including specialists, while labor based on innovation and creativity is manifested mainly in the labor of inventors, inventors, scientists, educators, doctors, engineers, production organizers, entrepreneurs, partly specialists.

It should be noted that the increase in production at the expense of strictly defined labor can only be due to an increase in the number of employees, the duration of working hours and its intensity. In contrast, in innovation-based, creative-based labor, an increase in output can occur even at the expense of a reduction in labor time and labor intensity without change.

Distinguishing these types of labor will be necessary for the analysis of productivity factors in the sectors of material production.

Based on the analysis of the work of specialists working in various sectors of the economy and social sphere of the Republic, we grouped them according to a number of criteria and indicators as follows:

In the first case - about the technological process, in the second case - about the labor process. Technological and labor processes are interrelated, and the content and order of actions of executors are determined by technological processes.

Modern production processes in enterprises involve a number of labor and technological processes, that is, they consist of a complex.

A technological process is a set of mental and physical forces aimed at changing the shape, size, condition, structure and position of the objects of labor in accordance with the purpose. In other words, the process of forming a particular material or spiritual product, such as the process of building a bridge, the process of transporting, the process of obtaining new information, and so on.

Technological processes have a number of unique features. For example, continuous and discrete (intermittent) technological processes are distinguished according to the degree of duration of impacts on the subject of labor. In the first case, that is the supply of raw materials, production of the finished product and its control, the technological process is not interrupted, and the second case is characterized by the presence of breaks during the technological process.

Similarly, mechanical and hardware technological processes differ depending on the methods of exposure to the subject of labor and the type of equipment used. Mechanical technological processes are carried out manually or using machines (lathes, assembly machines, etc.). In these processes, the object of labor is exposed to mechanical effects, that is, its shape, size, condition are changed.

In hardware technological processes, the physical and chemical properties of the object of labor change under the influence of chemical reactions, thermal energy, various radiation or biological objects. They occur in appliances (stoves, chambers (cavities), special containers, etc.) that have different structural shapes. The product of the hardware process differs from the raw material in terms of chemical composition, structure and state of the aggregate.

The specialist performs a goal-oriented labor movement in the process of performing any work. For example, the structure of the production process in the construction industry includes a variety of works: earthworks (excavation and relocation of soil and stones, excavation and processing of soil, etc.), reinforced concrete works (installation of reinforced concrete structures etc.), stonework, wall installation, etc.

The whole process of repairing or constructing complex structures or parts of them performed in the area of a construction site is called a construction process. For example, a bricklayer must make eye-catching movements to lay a brick on an outer pole, find the brick, extend his hand, pick up the brick, move it to the place of laying, and turn it.

These actions of the worker constitute the labor movement. Or, a labor movement is a completed purposeful behavior of a worker-specialist that involves dexterity actions.

The work of specialists is characterized by universality, permanence, diligence, repetition, etc., which are reflected in many actions, such as "take", "lift", "put", "straighten", "pull", "tie", "flatten".

The set of technologically connected labor actions in the performance of certain elements of the labor process is called the labor method. Different work methods can be used by an expert to complete one and the other similar construction process. For example, laying bricks on an outer column can be pressed or glued together.

Socio-economic reforms in the country are based on the best practices of developed countries and the organization of science and modern information and communication technologies in the market of labor and educational services that meet the established requirements, are spiritually mature, have professional skills. the task of training competitive personnel is defined.

The general requirements for graduates stipulate that the professional training of specialists consists of a generalized description of the following indicators:

1) Having theoretical and practical knowledge, professional skills and abilities in a specific field of profession;

2) Knowing the essence of the norms and procedures for the prevention and response to emergencies and have developed skills of labor protection;

3) Adequate formation of the scope of professional skills and thinking, as well as the formation of organizational qualities;

4) Be able to use modern information and telecommunications in professional activities;

5) Be able to apply the acquired theoretical knowledge in practice, basic professional skills in everyday life;

6) Knowledge of labor rights, employment technologies and skills, as well as the ability to organize private entrepreneurship;

7) to constantly increase their knowledge, to strive for renewal, to have the qualities of a creative and independent approach to educational and labor activities, to know the methods and techniques of logical thinking, to be able to apply them in practice;

8) have the basics of legal and economic knowledge, spiritual, moral and political culture;

9) have an ecological culture, a sense of environmental responsibility in professional activities, knowledge in the field of nature protection [4].

The name of the direction of training specialists in a specific area of professional activity is determined by the content of labor activity. It should be noted that all types of labor activity are divided into occupations.

It is known that all enterprises, organizations and institutions have a structure of positions determined by the technological process and, accordingly, a system of "jobs" that requires specialists with different professions and qualifications. The list of positions is very large, they vary depending on the time and production characteristics.

Therefore, higher education institutions do not have the opportunity and the need to train specialists for every job available in society, for every position. After all, positions that are close to each other in terms of job content are grouped, and the specialist is trained in such a way that after graduation it is possible to hold any position within a separate workplace.

Among the occupations, there are specialties that are distinguished by the narrowest area of labor activity (e.g., mathematics teacher, biology teacher, history teacher, etc. in the teaching profession). Occupation is a type of labor activity (occupation) that requires certain knowledge and skills. A profession can be defined more precisely: a profession is a type of work in which a person has a set of theoretical knowledge and practical skills to carry out professional activities in a particular field as a result of special training and work experience.

Qualification is a set of necessary knowledge, skills and abilities acquired through special training and work experience for a certain type of activity within a profession. Specialization is a narrow concept relative to a profession. The specialization is determined depending on the subject of labor (tools, methods and products used), as well as the type of labor activity (technological, organizational, design, research and pedagogical).

Any type of activity can be performed with varying degrees of skill that reflects the quantity and quality of the product of labor. In other words, the profession can be occupied at different levels.

Qualification is a person's level of preparation for a particular type of work, which can be performed at different levels of skill, in other words, at the level of lower, intermediate, higher or scientific qualification, which is reflected in the quality and quantity of the product of labor [5].

More specifically, a qualification is a level of professional training of a specialist who has the knowledge and skills necessary to perform a particular job. Future specialists will acquire these professional knowledge and skills in the process of integrated vocational education, which is an integral part of practical vocational education, which is carried out in higher education institutions.

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THE NUMISMATICS FOUNDATION OF TERMEZ ARCHAEOLOGICAL MUSEUM

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ABSTRACT

In this article the author describes the information about 27,000 gold, silver and copper coins embossed in our country and abroad, which belong to different periods and are kept in the funds of the Termez Archaeological Museum, and the historical aspect of their study. There isn't any publication paper in our country and abroad about the coins saved in the Termez Archaeological Museum. Given that the Termez Archaeological Museum was formed in 2002 on the basis of part of the archeological fund of the Surkhandarya Regional Museum of Local Lore, the exhibits in the Numismatic Funds were discovered and handed over to the fund as a result of archeological excavations in the 30s and 40s of the last century. Coins play an important role in the study of human history. Because the information obtained from them is multifaceted. In particular, coins have a place in material resources in solving a number of problems related to history, political economy, language, trade, religious beliefs, the emergence of international relations. If we pay attention to the coins of the IX-XIII centuries, we can see that the coins of this period also have their own number and weight. Given that archaeologists often rely on coins to determine the "age" of cultural layers found during archeological excavations, we can understand how important they are to science.

KEYWORDS: *Termez Archaeological Museums, funds, tetradrachma, drachma, public, kingdom of Kushan, Amir Temur and Temurids.*

Special Issue

INTRODUCTION

Coins play an important role in the study of human history. Because the information obtained from them is multifaceted. In particular, coins have a place in material resources in solving a number of problems related to history, political economy, language, trade, religious beliefs, the emergence of international relations. Coins are also important in determining the date of historical events, which kings ruled, how long they ruled, the borders of the state, the study of the economic standard of living of the population [8, p.11].

Given that archaeologists often rely on coins to determine the "age" of cultural layers found during archeological excavations, we can understand how important they are to science.

Central Asia is not one of the places where the first coins appeared [5, p.8]. It is true that Geradod wrote that Sod, Khorezm, and Bactria paid tribute to the Achaemenids in talent, that is, in modern currency, but according to modern scholars, tribute was actually measured in money, but not in cash, but in natural goods equal to that amount [7, p.6].

Nevertheless, our ancient ancestors raised coinage to an extremely high level of development. The Greco-Bactrian coinage art is especially noteworthy. The images of kings and gods depicted on Greco-Bactrian coins are themselves a work of art [8, p.11].

Today, most of the numismatic sources that illuminate our history are kept in the funds of the Termez Archaeological Museum. Founded in 2001, the Termez Archaeological Museum's Fund of Numismatics and rare items preserves and displays a large number of more than 27,000 numismatic artifacts from different periods.

2. METHODS AND LEVEL OF STUDY:

The article describes the generally accepted historical methods on the basis of logical analysis, the principles of sequence, objectivity. An important role in lighting, the historical aspect of the issue is shown.

Dozens of works and hundreds of research papers have been written by many of our brilliant scholars on numismatics and its importance in illuminating our history. In particular, such scientists as Masson M.E., Zeymal E.V., Davidovich E.A., Kochnev B., Rtveladze E.V., Pidaev Sh.R, and Ataxodjaev A.H are among them [1].

3. Research results:

The fund of Termez Archaeological Museum is replenished in 3 different ways.

A) by accepting the findings found as a result of excavation search expeditions in the area

B) items confiscated by the regional law enforcement agencies as a result of attempts to smuggle, import or sell and handed over to the museum on the basis of a court decision

C) by acceptance by local representatives for permanent or temporary preservation as an inheritance or accidental finding.

The exhibits in the section "Numismatics" can be divided into 2 groups:

1) coins and paper money (for all periods);

2) Jewelry and antiques (for all periods);

While 531 coins belong to group 1, the remaining 27000 coins are periodically divided into 6 major groups:

1) Silver and copper coins of the ancient period and the kingdom of Kushan. They include silver and copper (tetradrachma, drachma, obol, halk) coins embossed by various Greco-Bactrian kings, starting with Alexander the Great's silver coins. Copper coins embossed in imitation of the coins of the Greco-Bactrian kings. Kushan kings copper coins and Kushan kings coins are included in imitation copper coins.

2) Kushan - Sasanian and early medieval coins. They include the copper coins of the Kushan-Sassanids, the gold and copper coins embossed by the Sassanids in Iran, and the silver coins embossed by the Hephthalites.

3) Medieval period was from the beginning of the VIII century till the beginning of the XIII century. They include: Common Caliphate silver coins, silver and copper coins embossed during the Samanid, Karakhanid, Ghaznavid and Khorezm dynasties.

4) coins of Amir Temur, Temurids and khanates. They mainly include silver coins of Amir Temur, copper coins embossed by all Temurids in different cities, silver and copper coins belonging to the Shaybani and Mangit dynasties.

5) Gold, silver, copper coins and paper money from the first half of the XIX century to the first quarter of the XX century. They include silver coins of Amir Abdullah and Said Alimkhan, silver and copper coins of the rulers of the Romanov dynasty, silver coins embossed in Iran and Afghanistan.

6) From the second quarter of the twentieth century to the present day. Based on these. They include coins and paper money from many countries in Europe and Asia. If we pay attention to the coins of the IX-XIII centuries, we can see that the coins of this period also have their own number and weight. In Movoraunnahr, and therefore in the territory of Uzbekistan in the early days after the Arab conquest, along with the coins of the Khilafah, local old coins were also in circulation, and the Arabs embossed such coins in Arabic script with the names of their deputies [7, p.14]. Gradually, the coins of the common caliphate - dirhams and fals coins - were embossed here as well.

Most importantly, on the obverse of the coins of this period, it was written which ruler struck the coin when and in which city [3, p.43]. From the VIII and IX centuries in the cities of Bukhara, Samarkand and Shosh similar coins began to be embossed, in Termez 759-760 fals were embossed [2, p.15]. As a result of archeological excavations in the Surkhandarya region in different years, the number of coins accidentally found by the local population and handed over to the museum has increased.

Including 682 pieces and copper coins embossed during the Samanid dynasty, kept under the numbers SVAM 35138-35140, 30793, 34279, 34280, 27684, SVAM 8549, 9317, 9845, 10405, 10708, 19751, 25322, 25346, 25754, 2648, 1519 copper coins embossed during the Karakhanid dynasty, stored   under the numbers 27942, 27992, 29837, 29845, SVAM 9027, 10780,10953, 27923, 34284, 34285, 34286, 29804, 29813, 29817 copper coins embossed in Termez and other cities during the Khorezmshah dynasty.

Most of these coins were embossed in the IX-XIII centuries. The greater the number of coins of this period, these coins are studied less, the study of the embossed city, the date and the names of the embossed rulers, especially the coins of the Samanid dynasty. The fate of the coins belonging to the Karakhanid dynasty is even more difficult, that is, some of them consist only of broken coins, while others have been in circulation for a long time, and the reverse have been polished.

Although most of the coins that can be read are inscriptions, unfortunately, these coins have not been studied at all. Coins belonging to the Khorezmshah dynasty have not been studied, only about 200 have been inscribed in the museum's entry books as "Coins of the Khorezmshahs embossed in Samarkand", but there is no information as to which scholar read these words. Examination of some of these coins by the author of the article revealed that some of them were not embossed in Samarkand.

TABLE 1NUMBER OF COINS EMBOSSED BEFORE 1925 AND LEVELS OF PRESERVATION IN THE TERMEZ ARCHAEOLOGICAL MUSEUM

№	Name	Total	Type of metal			Level of Retention		
			gold	silver	copper	good	satisfactory	unsatisfactory
1	Alexander the Great and Greco-Bactrian coins	313		292	21	279	34	
2	Imitated Geleocl coins and Yuechji Coins	17		5	12	2	15	
3	Coins of the Kushan Kingdom	357			357	301	29	27
4	Coins of the Kushan kings were embossed and Sasanian coins	31	1		30	6	25	
5	Eftal coins	14		14			14	
6	Common Caliphate and Unknown Coins	730		2	728		409	321
7	Samanid coins	682			682		650	32
8	Coins of the Treasurer	2		2			2	
9	Coins of the Karakhanids ари	1519			1246	942	273	304
10	Coins of Khorezmshahs	609			609	137	361	111
11	Amir Temur coins	113		113		113		
12	Timurid coins	13006		145	12861	510	12496	
13	Coins of Bukhara khanate	676		71	605		676	
14	Coins of the	4634		36	4598		4634	

	Emirate of Bukhara							
15	Iranian Coins	257		250	7		257	
16	Afghan Coins	51		51			51	
17	Coins of the Russian Empire	103		14	89		103	
18	Chinese coins (different periods)	203			203		203	
19	Coins of European countries	18	11		7		18	
A total of 23,069 coins were embossed before 1925. Money, in addition to jewelry and antiques.								

4. CONCLUSION

Given that the Termez Archaeological Museum was formed in 2002 on the basis of part of the archeological fund of the Surkhandarya Regional Museum of Local Lore, the exhibits in the Numismatic Funds were discovered and handed over to the fund as a result of archeological excavations in the 30s and 40s of the last century. This means that these coins also need to be re-examined by experts. For example, today in the medieval history of Tokharistan-Chaghaniyon there are many questions that need to be answered.

In particular, the Abu Dawudid and Kumochi dynasties, Karakhanid-Ghaznavid, Karakhanid – Seljuk, Karakhanid – Khorezmshah-Karahitay-Gur relations for these regions. We hope that in the near future these coins will be studied by our young scientists and will serve to illuminate the history of our country, which is still dark.

	Demetrius, king of Greece and Bactria (200-185 BC) drachma.
	Euclid, king of Greco-Bactria (171-155 BC) tetradrax
	Yuechji (?) Sapadbiz (BC) Late I century - early I century) oboli.

		The people of the Kushan king Vima Kadfiz (second half of the century AD).
		The Sasanian king Ardasher (227-243 AD) is a gold coin.
		The dirham of Amir Temur (1336-1405).
		Silver coin of the Russian emperor Peter I (1682-1725).

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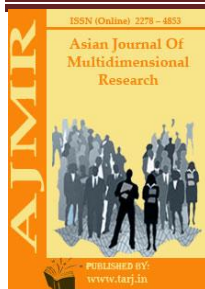**4.** Zeymal E.V. Ancient coins of Tajikistan. D. "Knowledge." 1983

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WAYS TO DEVELOP HUMAN CAPITAL THROUGH THE KNOWLEDGE ECONOMY

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ABSTRACT

The importance of human capital is greater than natural resources, material wealth and resources. Therefore, human capital is a key factor in economic growth and efficiency. The concept of human capital as an economic category is constantly expanding with the development of the world information community and the "knowledge economy". In other words, the state should not only strive to increase GDP, but also take measures to improve the quality of life of citizens, which is reflected in the Human Development Index. It should be noted that there are a number of controversial issues in the theory of human capital, both practical and theoretical. According to the theory, each person correctly estimates that the investment in human capital will be recouped in the future by increasing wages. For example, most students majoring in history, fine arts, and literature do not do this in order to increase the efficiency of their work. Such issues complicate the calculation of the value of investments in human capital and their recoverability. Becker estimates that investing in education will yield about 12.0 to 14.0 percent a year. He also introduced the concept of "special human capital". This category, unlike "common human capital", is a set of knowledge and skills acquired as a result of special training and useful only in production for their enterprise.

KEYWORDS: *Physical Strength, Management, Working Capital, Educational Capital, Cultural and Moral Capital.*

INTRODUCTION

At present, human capital is an intensive productive factor in the development of the economy, society and family, which includes intellectual and managerial labor, living and working environment. This ensures that human capital development acts effectively and rationally as a productive factor.

According to the theory of human capital, the accumulation of human capital can take many forms. The most important of these is capital accumulation based on the development of skills during education and vocational training. Usually, this includes family upbringing.

However, there are other forms of capital accumulation. These include taking care of one's own health (investing), obtaining information on migration, the economy, the functioning of the labor market, and other forms of developing one's intellectual and physical abilities that can be used to increase productivity.

Regardless of the sources of formation of human capital (state, family, private individuals, etc.), its use and direct income is controlled by the individual himself.

The human capital of an individual consists of his or her health, well-being, abilities, knowledge, and skills. The "value of a person" increases in the stages of his life, which is used to increase labor productivity, while increasing the return on personal capital and encouraging a person to make personal investments to further enhance their abilities.

Intangible assets such as trademarks, personnel and new technologies now play a special role in the human capital of an enterprise. This capital may also include personal human capital assets (licenses, patents, copyright certificates), intangible assets of the firm (trademarks), organizational capital, structural, equity, brand capital and social capital.

At the national level, human capital encompasses social, political capital, national intellectual priorities, national competitive advantages, and the nation's natural potential. National human capital accounts for more than half of the national wealth of each developing country, and more than 70.0-80.0% in the developed world.

It should be noted that there are a number of controversial issues in the theory of human capital, both practical and theoretical. According to the theory, each person correctly estimates that the investment in human capital will be recouped in the future by increasing wages. But this does not take into account the many economic and even political factors that can affect the amount of salary when you have certain skills and occupations.

The second problem has to do with the empirical significance of human capital theory. Some researchers have proven that human capital expenditures, such as education, can affect changes in people's wages. If factors such as motivation are not taken into account, the future payback of investments in human capital can be overestimated.

Unlike physical capital, which is usually invested only for the development of production, investments in human capital can be used in part inefficiently. Therefore, not all of these costs can be invested. For example, most students majoring in history, fine arts, and literature do not do this in order to increase the efficiency of their work. Such issues complicate the calculation of the value of investments in human capital and their recoverability.

However, like any investment market, the human capital market is not without its shortcomings:

- relatively free movement of labor reduces the willingness of employers to invest in labor development;

- Lack of information about the value of education, especially among young people, leads to insufficient or incorrect investment in human capital;

- A large part of the population does not have enough funds to invest.

Because of these and some other shortcomings of the human capital investment market, market mechanisms should not in themselves lead to the idea that it regulates it in the most optimal way. That is why it is very important for the state to be directly involved in investing in human capital.

The importance of such an approach is evidenced by World Bank research. World Bank experts in 192 countries have come to the following conclusions:

• More than 64.0% of total economic growth is related to human capital;

• The country's natural resources provide only up to 20.0% of total economic growth;

• In countries with economies in transition, the country's production potential provides only 16.0% of total economic growth.

This evidence clearly demonstrates the role and importance of human capital in modern society. Analyzing the U.S. economy in the twentieth century, American economist E. Denison argued that in practice, only half of the increase in national GDP was due to the modernization of machinery and the expansion of the use of labor and production equipment. How the second half of economic growth was achieved posed serious challenges for researchers.

T. Schultz, a 1979 Nobel Laureate in Economics, was one of the first to address this issue. He argued that labor data was crucial to economic growth in the United States. The scientist pointed out that the result of investments in improving production and increasing efficiency - the level of quality of labor resources, as well as technical progress - is the end of spending additional funds on education.

T. Schultz considered human capital as a source of future income, any material or human assets that are able to generate this future income flow. In his view, human capital has some fundamental differences even though it acts like physical capital. The most important of these is that human capital is inseparable from its driving force.

Therefore, in the market only the price (as a wage rate) is set for the "lease" of human capital, but the price of his asset is not available. This complicates the analysis of human capital. Second, human capital is able to increase the efficiency of activities in both the market and non-market areas, and the income from it can take both monetary and non-monetary forms.

Another American economist, G. Becker, who was awarded the Nobel Prize for his significant contribution to economics, wrote the most important work in 1964, entitled "Human Capital: Theoretical and Empirical Analysis in Education." He distinguished in human capital educational capital (general and specialized knowledge), health capital and vocational training capital (qualification, experience, production experience), migration capital, as well as information ownership of economic importance and motivation for economic activity.

He believes that when spending money on education, students and their parents compare the expected income from these costs with alternative investments (interest on bank deposits, dividends on securities, etc.). Becker estimates that investing in education will yield about 12.0 to 14.0 percent a year. He also introduced the concept of "special human capital". This category, unlike "common human capital", is a set of knowledge and skills acquired as a result of special training and useful only in production for their enterprise.

Economic theory also states that human capital is a specific reserve of health, knowledge, skills, abilities, motivation, formed as a result of investment and accumulated by man. When this

reserve is used in a certain sphere of social production, it helps to increase labor productivity and production efficiency, thereby affecting the increase in wages (income) of this person.

Summarizing the above and other definitions, the basic meaning of this concept can be expressed as follows: in the narrow sense: human capital is a person's intellect, health, knowledge, quality and productive labor and his quality of life;

in the broadest sense: human capital is an intensive productive factor of economic development, the development of society and the family, the educated part of the labor force, intellectual and managerial labor, the living and working environment.

Types of human capital are also classified in terms of costs and investments. On this basis, the following formula of human capital was developed by economists:

$$Ik = Tk + Sk + Mk$$
where: Tk - educational capital;
Sk - health capital;

Mk is the capital of culture.

According to the theory of human capital, people can invest in themselves and expand their opportunities, while the state can increase national income by spending money to enrich human capital. The effectiveness of such investments is reflected in the recovery of expenditures through increased labor productivity and wage growth. Regardless of the sources of formation of human capital (state, family, private individuals, etc.), its use and direct income is controlled by the individual himself.

Human capital is distinguished by the following levels:

1. The human capital of an individual consists of his health, health, abilities, knowledge and skills. The "value of a person" increases in the stages of his life, which is used to increase productivity, while increasing the income of personal capital and encouraging a person to make personal investments to further enhance their abilities.

2. Intangible assets such as trademarks, personnel and new technologies currently play a special role in the human capital of the enterprise. This capital may also include personal human capital assets (licenses, patents, copyright certificates), intangible assets of the firm (trademarks), organizational capital, structural, equity, brand capital and social capital.

3. National human capital includes social, political capital, national intellectual priorities, national competitive advantages and the natural potential of the nation. National human capital accounts for more than half of the national wealth of each developing country, and more than 70.0-80.0% in the developed world.

The modern theory of the "human factor" identifies three main elements:

1) human capital, to which the income corresponds to this capital;

2) natural abilities, to which these abilities correspond;

3) pure labor.

The first two factors of the above represent human capital, and all its elements represent labor in a universally recognized sense.

Qualitative changes in the modern innovative economy indicate a significant increase in the importance of human capital. According to experts, over the past 100 years, the share of physical labor in world production has decreased from 90% to 10%. In the coming years, this figure is expected to fall to 5%.

By the 1980s, it was concluded that man was not only the creator of social goods, but also the decisive subject of social wealth. As Marshall put it: "... man is the main means of creating wealth and it serves as the ultimate goal of wealth."

Their radically new approach to the general theory of development created the theoretical and conceptual basis of human development, which was first expressed in the United Nations Global Report on Human Development in 1990. The well-known French economist, Nobel Laureate M. Alle, said that "in a democratic and humane society, the highest goal and focus is not the state, but the person."

These and other ideas are brought together by expert groups of the United Nations Development Program to form the basis of a conceptual approach to human development. This approach was reflected in the 1990 Global Report on Human Development.

According to the United Nations Development Program, "Human development is the process of providing people with a wider choice. It is of fundamental importance that such a choice be infinite and change over time. However, at all levels of development, the ability to live a long and healthy life, acquire knowledge, and access the resources necessary for a decent life is at the heart of human development. If a person does not have such a basic choice, he will not be able to use other opportunities. "

This concept implies a two-pronged approach to human development. This is, on the one hand, the expansion of human potential through health promotion, the acquisition of knowledge, the improvement of professional skills, and, on the other hand, the use of the skills acquired by people for productive, cultural, political and recreational purposes. In other words, this concept does not include human development alone in the pursuit of the formation of resources for productive activity and the increase of material wealth.

The basic principles of the concept of human development were proclaimed in the United Nations Millennium Development Declaration. The declaration states that a number of key values will be crucial for international relations in the 21st century.

The Human Development Index is directly considered as the main criterion for the effectiveness of socio-economic policy of the state. In other words, the state should not only strive to increase GDP, but also take measures to improve the quality of life of citizens, which is reflected in the Human Development Index. Improving the quality of life is a strategic goal of the state, which represents and protects the interests of the majority of the population. And GDP growth is nothing more than a means to an end.

One of the important directions in the international arena is the measurement of the level of development of human development.

The UN Development Program report on September 15, 2018 announced the ranking of human development in 189 countries. This ranking consists of 4 groups of countries:

The first group is the countries with the highest ratings;

The second group is countries with high ratings;

The third group is countries with a medium rating;

The fourth group is countries with low ratings;

In the ranking of the development program, 59 countries are included in the group of countries with the highest level of human development. Countries with the highest levels include Norway, Switzerland, Australia, Ireland and Germany. Among them are the United States - 13, Japan - 19, South Korea - 22, France - 24, Russia - 49, Belarus - 53, Malaysia - 57, Kazakhstan - 58.

The group of highly developed countries includes 53 countries, while the Republic of Uzbekistan ranks 105th. This group includes Iran-60, Turkey-64, Azerbaijan-80, Armenia-83, China-86, Ukraine-88, Turkmenistan-108.

The group of countries with a medium rating includes 39 countries, including the Philippines - 113, Egypt - 115, Indonesia - 116, Kyrgyzstan - 122, Tajikistan - 127, India - 130, Pakistan - 150.

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SEMANTIC PECULIARITIES OF SYNONYMS

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ABSTRACT

The article covers stylistic features of synonyms. The author shows examples of using these synonyms in English lessons. The new methods of investigations aiming at a more exact study of language have been receiving ever greater attention. Syntactical studies of recent times have given much importance to accurate structural analysis. We shall be probably not far wrong to say that there are no absolute syntactic synonyms, and the same statement can never be repeated in a changed combination of words. At first glance these two sentences are exactly the same. But look more closely and you will see that there are very tiny differences. In my childhood is thelooking at trains a little more than to watch. Many semantic linguists say that it is difficult to think of a word outside a semantic field because if you say that a word outside a semantic field, you say it is outside the lexicon. So it means every word in the language lexicon is related to semantic field. Any kind of word uttered by the speaker may show the personal attitude of the speaker to the event, situation or process. That's why words should be used basing on their lexico-semantic meanings.

KEYWORDS: *Synonyms, Stylistic Features Of Synonyms, New Methods, Examples, Linguistic Analysis.*

INTRODUCTION

Modern scientific study has provided us with new linguistic assumptions and views, with new methods of linguistic analysis. The new methods of investigations aiming at a more exact study of language have been receiving ever greater attention. Syntactical studies of recent times have given much importance to accurate structural analysis. Much of what in various methods seems convincing adequate for language learning is now being tried out.

There are many different ways of making a statement. But structures that are very similar in meaning have fine shades of difference, and a student needs to be alive to these differences. We shall be probably not far wrong to say that there are no absolute syntactic synonyms, and the

same statement can never be repeated in a changed combination of words. This is perhaps too absolute but it is not easy to disprove. Even a slight alteration in the wording of a statement can subtly shift the meaning. Compare the following:

(1) *In my childhood I loved to watch trains go by.*
(2) *When I was a child I loved watching trains go by.*

At first glance these two sentences are exactly the same. But look more closely and you will see that there are very tiny differences. *In my childhood* is *thelooking at trains* a little more than *to watch.* This is very subtle example, and we might argue about it, but the fact that there is a marked difference between the last two statements can hardly leave any doubt. [1]

In terms of structure and resemblance in grammatical content, most syntactic synonyms may be represented as patterns related through transformation and substitution. Compare the following:

We were three. There were three of us.

It is impossible that he should do it.   It is impossible for him to do it.

It is in this part of language learning that the national peculiarities of given language and the stylistic resources concealed in its grammar themselves in all their value.

Syntactic synonymy is common in the use of verbs which may reasonable be defined as verbs of incomplete predication. Variations in their patterning lend considerable variety to language structure.

The natural association of the verb *togrow* with the verb to become is with something increasing or getting bigger, e. g. *grow big, grow bigger, grow old, grow older, grow stronger,* but sometimes this notion seems more or less faded as in *grow faint, grow imperfect*.

Get is the most frequent with adjective predicates. With noun predicates *get* is rare because probably here it can easily be understood to mean *obtain.*

Then come verbs in which the notion of movement in space has been weakened or completely effaced: *go, come, run, fall, turn.*

Go synonymous with *become* is also rare with predicative nouns. A few typical examples of go with predicative adjectives are: *go hot and cold, go dry, go wet, go med, go hungry, go dirty, go shut, go changed, go disregarded, go red* (Cf. *turn red*), *go lame, etc.*

Everything seemed to go changed in her (syn. *to get changed*).

My remark went disregarded (Cf. *was disregarded*).

It will be remembered that the verbs of motion with predicative in some cases approach the meaning of *to be* through they generally take the meaning *tobecome.* Thus, *to go* hard is synonymous with *to be hard, to go hungry, with to be hungry, etc.* [4]

Come approaches the meaning of *become* in a few combinations like *tocome true;* while generally it preserves more or less of its ordinary meaning:

It will come all right.

It comes naturally to him (=to his mind).

Go and *come* with predicative differ in that the former is generally used for things that are getting worse, and the letter for things that are getting better.

Cf. *it has gone bad, it has gone wrong,* but *it will come right.* This however, does not refer to participles with the negative prefix –**un**, *as in: to come united, to come undone, to come unstitched, etc.*

Run is found in a certain number of combinations as a relative synonym of *go.* It is somewhat stronger in its signification. Familiar examples are: *to run short, to run dry, to run wild, to run cold, to run idle, to run low,* as in:

Our river runs dry in summer.

Their stores ran low.

The idea behind semantic fields is the arrangement of words in sets depending on the organizing concepts. Many semantic linguists say that it is difficult to think of a word outside a semantic field because if you say that a word outside a semantic field, you say it is outside the lexicon. The problem with this is what happens with words which don't evoke a concept. Many words in English are meaningful but don't have a concept. [3]

Bringing the all ideas told above to conclusion one can say that there is no absolute synonymy in language. Any kind of words with synonyms function peculiar semantic role in the sentence and the meaning of the sentence is changed if we alter the synonymous words. Semantic aspect of word in the sentence is scientifically assured in linguistics. So it means every word in the language lexicon is related to semantic field. Any kind of word uttered by the speaker may show the personal attitude of the speaker to the event, situation or process. That's why words should be used basing on their lexico-semantic meanings.

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RUSSIAN LANGUAGE TEACHING PROCESS ORGANIZATION WITH THE HELP OF STRATEGIC METHODS

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ABSTRACT

The article deals with the organization of educational process based on the application of various modern pedagogical technologies of learning, the model of learning in small groups using the DCTTRW technology (Developing critical thinking through reading and writing) is developed, the effective form of learning in various pedagogical situations created in the educational process is indicated. The totality of all these options for solving specific didactic problems allows the most complete implementation of a personal-oriented approach in various pedagogical situations created in the educational process of Russian language and literature in secondary and higher educational institutions. In the conditions of ever-increasing possibilities of real access to information from any country of the world in any language by means of global telecommunication systems, it becomes necessary for each person to be able to independently develop a rational strategy of searching for semantic information from the multitude of existing ones. In this case, one of the partners plays the role of an announcer, who slowly and with expression reads an episode of a story, while the other student (his partner) plays the role of an artist. He or she should draw an image-symbol based on his or her listening comprehension of the material, which has arisen in his or her consciousness as a result of association with the episode read.

KEYWORDS: *Planning, Technology Of Learning, Model Of Learning, Methodical System, Pedagogical Situation, Strategic Situation, Activity, Strategic Method.*

INTRODUCTION

The new generation of special and higher education teachers should have a high general and professional culture, creative and social activity, be able to independently navigate in social and political life, be able to set and solve problems in the future.
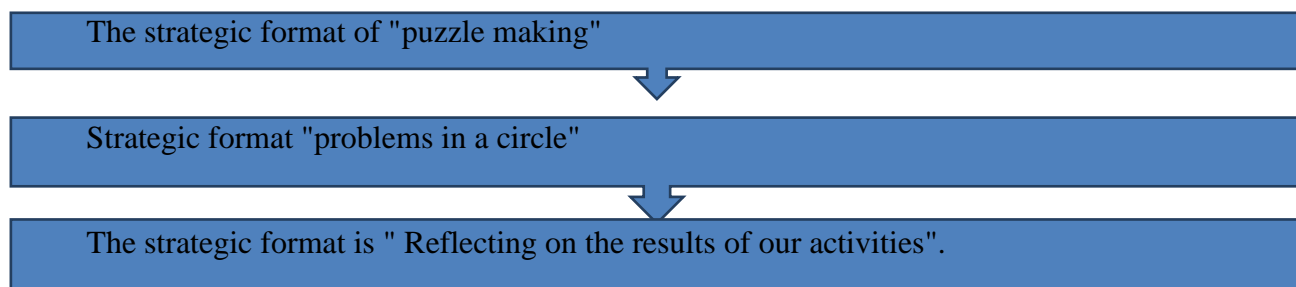
Special Issue

In the conditions of ever-increasing possibilities of real access to information from any country of the world in any language by means of global telecommunication systems, it becomes necessary for each person to be able to independently develop a rational strategy of searching for semantic information from the multitude of existing ones. In this case, training provides for the development of information competence of subjects of the pedagogical process.

Therefore, this article is designed to draw the attention of teachers to the organization of the educational process in Russian language and literature using strategic techniques of DCTTRW technology (Development of critical thinking through reading and writing) and "Learning in collaboration" technology.

By the technological organization of the educational process we mean "a set of measures aimed at achieving the highest efficiency of the educational process in the minimum time with the lowest cost" (3. p 7.).

In connection with the proposed provisions today there is a need to build a methodological system that includes all modern technological tools for the development of classes in Russian language and literature, built on the basis of the application of various modern teaching technologies of teaching.

Teaching in small groups is one of the most effective forms of teaching Russian language and literature at school, lyceum, college, higher education institution. In our practice we have developed a model of teaching in small groups using DCTTRW. The model was presented in this format:

The strategic format of "puzzle making"

↓

Strategic format "problems in a circle"

↓

The strategic format is " Reflecting on the results of our activities".

Let us dwell in more detail on the "Learning in collaboration" technology in the DCTTRW mode.

We use the "Learning in collaboration" method (training in small groups) when we get acquainted with new material, i.e. we give trainees an opportunity to understand new material on their own, accustoming them to complex and painstaking work with information, to analytical work.

The trainees are offered in pairs (2X2) to get acquainted with the new material independently, using the materials of the textbook on literary reading. In this case, one of the partners plays the role of an announcer, who slowly and with expression reads an episode of a story, while the other student (his partner) plays the role of an artist. He or she should draw an image-symbol based on his or her listening comprehension of the material, which has arisen in his or her consciousness as a result of association with the episode read.

In this way, trainees clearly establish "dependency linkages" with each other.

Learning new material

There are two ways to organize the work on learning new material.

VARIANT 1

Each group is offered one (own) problem, one text and a series of questions (tasks to be answered by this group). The trainees read the text, get acquainted with the problem, and agree among themselves on who will deal with which question (using the "saw" method), so that they can then perform part of the general task and, if any of the group has problems with a particular question, be able to clearly explain the essence of the problem. Each learner should understand all the material and be prepared to answer any question.

When small groups are ready to answer, a general discussion is organized in the classroom, with the participation of all actors in the learning process.

VARIANT 2

The trainees are offered the same tasks for a certain material. In doing so, each member of the group gets a topic that he or she develops particularly carefully and becomes an expert in it. Meetings of experts from different groups are held. At the end of the lesson, all students take an individual monitoring section in order to assess their knowledge, skills and abilities in analyzing the story. The team that manages to achieve the highest score is awarded.

The proposed option can be used when studying background material. For example, in the biography of A.S. Pushkin it is possible to allocate early years of life, creativity of this period, last years of life, etc. Each member of the group finds the material in its own part. Then pupils who study the same question but are in different groups meet and exchange information on the subject. This is called an "expert meeting". Then they return to their groups and teach all the new members of their team what they have learned about the work of the poet A. S. Pushkin.

This topic can be further studied in Russian lessons using the following forms of work:

- Dictionary work;

- Dictation of the test direction;

- making cards by verb type (perfect and imperfect);

- drawing up "thick" and "thin" questions on the poet's biography;

- drawing up a table indicating the cities where the poet was located;

- Compilation of semantic nests with a specific word;

- Compilation of the MTP and PPS, etc.

In our opinion, this approach creates an opportunity for trainees to master the material of all fragments and thus fully study the entire biography of the writer. It is only necessary to listen attentively to the teammate and make appropriate notes in workbooks.

The totality of all these options for solving specific didactic problems allows the most complete implementation of a personal-oriented approach in various pedagogical situations created in the educational process of Russian language and literature in secondary and higher educational institutions.

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ACTUALITY OF REALIZATION OF THE SYSTEM-OPERATIVE APPROACH IN TEACHING RUSSIAN LANGUAGE IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The article is devoted to the questions of implementing system-operative approach in teaching Russian language in higher educational institutions, productive work of using reference books (dictionaries) by students at classes. Such understanding of the intellectual (logical) development of the student on the basis of operationalism corresponds with the general didactic definition of this process as an involutional-evolutionary, progressive one, where, on the basis of perfection, development of analytic-synthetic activity, there is an increasing structuring of the intellect, the formation of its integral structure, the change in the ratio of components, which continues in the period of maturity. Thus, in order to learn how to write orthograms - vowels at the end of a word, students should know and distinguish percussion vowels, hissing consonants from the section "Phonetics", know the parts of a word, unicorn words and be able to select unicorn words with percussion vowels at the root. For this purpose, the method of "slicing" - written works, testing, questionnaires, talks and interviews - is used. A lot of interesting data can be obtained by analyzing documentation - student notes: exercise performance, essays, writing off; all this can be quantitatively processed, allows the application of statistical methods of summarizing the analysis.

KEYWORDS: *Teaching, Russian Language, Approach, Perception, Educational Material, Final Result, Realization, Dictionary.*

INTRODUCTION

The study of the Russian language and literature gives an idea of significant changes in the pedagogical theory and practice of the educational and cognitive process, as well as in such basic skills as general cultural, information and communication.

It is already known that the following groups of practical goals in Russian language teaching are distinguished:

-formation of spelling and punctuation skills and abilities;

- equipping students with literary language norms;

-development of the ability to articulate their thoughts in a coherent manner.

This approach to learning gives a good effect in mastering the Russian language in the conditions of learning: mastering speech, writing, reading, grammar, etc..

How is the implementation of the system-activity approach in teaching Russian in higher education institutions?

1) Development of the content of teaching - programs on Russian language, creation of textbooks and various manuals for students of non-linguistic higher education institutions, their constant improvement;

2) Development of principles, forms, techniques and methods of teaching, the system of exercises, recommendations on the use of tasks;

3) Study of comparative efficiency of methods, justification of method choice, experimental verification of recommendations, etc.;

4) studying the levels of knowledge, skills and abilities of students at different levels of education, the causes of success or failure in learning, typical mistakes and ways to eliminate and prevent them.

In the Russian language classes students learn to develop thinking operations: synthesis, analysis, classification, abstraction, etc.

Spelling and punctuation skills occupy a large place among the skills and abilities formed at the university. They are also closely connected with the whole language: with phonetics, with all parts of grammar, partly with vocabulary. Thus, in order to learn how to write orthograms - vowels at the end of a word, students should know and distinguish percussion vowels, hissing consonants from the section "Phonetics", know the parts of a word, unicorn words and be able to select unicorn words with percussion vowels at the root. To learn, for example, how to distinguish vowels in the personal endings of verbs, students need to know about the verb: the type of the verb, the time, the face, the conjugation, as well as be able to determine the conjugation, find an undefined form of the verb of the same type, know the exceptions - the list of eleven verbs.

The role of research of students' activity is great: their speech, oral and written, theoretical knowledge and ability to apply it, mistakes made and their reasons. For this purpose, the method of "slicing" - written works, testing, questionnaires, talks and interviews - is used. A lot of interesting data can be obtained by analyzing documentation - student notes: exercise performance, essays, writing off; all this can be quantitatively processed, allows the application of statistical methods of summarizing the analysis.

The cognitive goals of Russian language lessons are essential. There are three main cognitive purposes of teaching Russian language:

-shaping the linguistic worldview of the language among students. (linguistic competence):

- equipping students with the basics of language and speech knowledge (language competence);

-aesthetic education by means of the Russian language as an academic subject.

Systemic - activity-based approach to teaching Russian language suggests basic and non-essential learning tools. The main ones are the textbook, teaching materials that supplement the textbook (exercise books, reference books, dictionaries); visual aids of different types.

Teaching and learning complex for the Russian language:

1) Textbooks;

2) Materials to supplement the textbook (textbook compilers' recommendations, didactic materials, materials from teachers' experience, reference books and dictionaries);

3) Visual aids of different types;

4) Teaching equipment and teaching aids.

Basic learning tools (textbook, training complexes) and support materials (audio, visual, audiovisual, computer hardware).

Methods of teaching the Russian language are determined by the unity of reproductive and productive methods of teaching.

In the Russian language classes, unlike other educational disciplines, the work on language learning is organized by the teacher with the help of methodical teaching aids. The methods of practical language learning include:

1. Explanation of incomprehensible words. The word in Russian lessons is considered from lexical, phonetic, grammatical and other points of view. At the same time, the initial stage of work on the word is to clarify its lexical meaning. Without students' understanding of the meaning of the word, further work on it (phonetic and grammatical analysis, explanation of spelling, use in speech, etc.) cannot be productive. Various methods are practiced to explain obscure words:

1) Replacement of this word with a synonym: border - border, veneer - protect, Rapid is fast;

2) Use of logical definition: collection - a collection of homogeneous objects;

3) parse the word by morphological composition: quill,

4) displaying the relevant items and their drawings,

5) Description of the subject, etc.

2) Learning to work with reference literature.

For language work to be productive, you need to teach students how to use reference books, especially dictionaries, from the very first lessons.

Dictionaries use these techniques: 1) displaying dictionaries; 2) telling the teacher about the purpose of different dictionaries; 3) familiarizing students with the "technique" of using a dictionary, i.e., the methods of searching for materials and reading a dictionary article; 4) performing tasks on dictionaries by students.

A spelling dictionary, for example, may be used to perform such tasks:

1) Writing words to a certain rule,

2) Selection of words of a given root;

3) Filling letter passes using a dictionary;

4) Clarification of grammatical features of words.

With the use of a word processing dictionary or a dictionary of word structure, you can offer exercises to parse words according to their composition, followed by a self-test. You can offer exercises for the explanatory dictionary and for the dictionary of foreign words:

1) Find out the meaning of an incomprehensible word;

2) To clarify the meaning of a familiar word;

3) To find out if the word is originally Russian or borrowed;

4) to find out if the word is unambiguous or multi-ambiguous, if it has a homonym, etc. Electronic dictionaries also play an important role in enriching the dictionary of students.

3. Compiling with the given word combinations and sentences. Students will compile word combinations and sentences with words grouped thematically or grammatically. These words are recorded on the whiteboard by the instructor, accentuated and emphasized by difficult orthographies, students perform the task first orally and then in writing.

4. Correcting errors. An instructor should not pass by mistakes and it is his duty to correct every mistake or speech inaccuracy.

The practice of working on mistakes uses techniques:

1) Verification and correction of work by students using a spelling dictionary;

2) Comparison of the work performed with samples;

3) Mutual verification of tasks;

4) Correction of errors;

5) Collective correction (removal of tautology, redesigning sentences, etc.).

It is important to teach students to be vigilant, critical about mistakes, and to form their thoughts competently.

Thus, the relevance of implementing a systematic and active approach in teaching Russian in higher education institutions is based on the following:

- Intellectual development strives for balance, where the latter has a balanced structure of parts and the whole;

- Each level of intellectual development as an acquired experience is shaped into action schemes;

- New intellectual structures are formed on the basis of action;

- The ratio between 1) functions (dynamic processes) as ways of interaction of the subject with the environment: organization and adaptation, consisting of equilibrium assimilation and accommodation, and 2) structures as life-sustaining mental systems. Such understanding of the intellectual (logical) development of the student on the basis of operationalism corresponds with the general didactic definition of this process as an involutional-evolutionary, progressive one,

where, on the basis of perfection, development of analytic-synthetic activity, there is an increasing structuring of the intellect, the formation of its integral structure, the change in the ratio of components, which continues in the period of maturity. In this structure, certain links between each of the intellectual functions, which are connected as a whole, are becoming more and more clearly distinguished.

1) Relevance of the system-activity approach in teaching Russian in higher education institutions is manifested in the basic laws of the development of the psyche, such as interactivity, consistency, sensibility, compensatory. In this regard, the intellect, activity, and personality of the student's development are inseparable in real life.

Along with intellectual and personal development, the literary and linguistic development of the student can be distinguished as such lines.

2.   In the course of intellectual development of a student there are also changes in mental cognitive processes. They qualitatively change, for example, from involuntary forms of memorization to arbitrary ones, from a visually effective, visually shaped form of thinking to a distracted and abstractly logical form and to theoretical thinking.

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MODERNIZATION AND PROCESSES OF FURTHER DEMOCRATIZATION OF THE COUNTRY

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ABSTRACT

The article illustrates essence of modernization phenomenon, issues of social policy and economy, socio-cultural modernization of society, peculiar aspects of renovation and liberalization in Uzbekistan. In fact, in the era of globalization, knowledge is the main producer of power. Upbringing of young generation on the basis of Oriental values promotes a conscious approach to the current globalization process, develops the ability of thinking independently and acting with a sense of involvement in the changes taking place in the country, teaches to struggle for motherland selflessly. In this regard, theoretically and practically developed "Uzbek model" concept, by the first president of Uzbekistan I. Karimov, served to renovate the society, modernize and reform the country, and it helped to make Uzbekistan one of the most developed countries in the world. Economic modernization implies not only the development of modern manufacturing power, but also to overcome technological dependancy. The main focus of this is primarily the ability to create advanced scientific and technical ideas, as well as to carry out scientific research and developmental experiments and export their results. So, modernization is not only an opportunity to grow certain types of goods, but also to connect from one information technology to the other. Present modernization implies not only expansion of economic activity scope, but also the achievement of equal conditions in relations between various economic systems that serve as an exertion for technological and social change worldwide. Thus, it is historical fact that coexistence of knowledge and activity, intellectual and spiritual values has ensured the development of society. The achievement of a harmonious combination of intellectual and spiritual values is the guarantee of modernization process development in our country.

KEYWORDS: *Modernization, Society, Spheres Of Social Life, Economy, Politics, Law, Culture, Democratization, Liberalization, Civil Society.*

INTRODUCTION

Modernization is a complicated process of renewal in all spheres of human and society activity, transition from traditional to modern society, achieving higher development stages, and paradigmatic renovations in the field of science.

The basis of modernization theory is the idea of development, the origin of which is impartial social-economic factor that represent social-political process.

It is known that transition from one social-economic system to another is accompanied by fundamental qualitative changes in every aspect of society's life. To overcome traditional values contradicting the social changes and economic growth in the country through innovative process of business entities- creation, dissemination of new technologies, and exchange of values that encourage the establishment of new organizational relationships- all of them go through the modernization process.

Modernization is a process that leads to structural change, development, and improvement of social reality and it refers to all aspects of social development. The main factor of economic, social-political, spiritual and cultural modernization is initially, the emergence of scientific changes in the world.

MAIN PART

Modernization - (in French, moderisatio, modere – mean the most new one; in English мodernization means - renovation) is a social process that represents a rise to a new level during the industrialization period of agrarian, historical and contemporary societies, which is to be transformed and perfected in line with modern requirements. It requires modernization of all spheres of society life: economy, politics, social and spiritual-enlightenment.

French scientist E. Durkheim describes modernization as a process of social differentiation, which leads to the social division of labor. [1;108]. German sociologist M. Weber explains modernization as a process of rationalization of economic entities through maximizing their own personal income. [2;38-39].

According to the model of social development proposed by representatives of the American School of Functionalism in the 1950s and 1960s, the main factor of modernization process is social development, the emergence of modern approaches instead of traditional values that hinder the economic development. According to western scientific literature, many developed countries of the world have experienced a modernization phase and then proceed to postmodern society [3;47].

According to liberal trend developed under modernization theory, modernization is a transformation from traditional to modern, that is, westernization. Supporters of liberal modernization theory propose that all countries are developing on the basis of a single pattern and model. It is emphasized that modernized countries are eager to set up an open society based on market economy, new information technology, social mobility, intelligence, pluralism, and democracy. A liberal approach to modernization process has been criticized by a number of points of view. For example, radicals point out to the fact that modernization theory has a vivid ideological preference to spread the influence of western values and models to other countries,

while the conservative view suggests that modernization process causes inner conflicts considering national and historical characteristics of countries developing political activism and institutionalization, political stability and safety (based on the experience of the CIS countries). There is a social reality that these criticisms of modernization's liberal approach are appropriate. However, carefully thought-out reforms in developing countries, taking into account the national and regional peculiarities of the country can lead to elimination of internal conflicts in achievement of relatively higher levels of development. Thus, modernization will not happen spontaneously as a process that represents a transition from a centralized social order to a free competition. The country plays a significant role in modernization process (Germany, Japan). The state market mechanisms are supported by various means (including competitive environment, free economic activity of the subjects of economy, encouragement of production of necessary products for the society, etc.) despite the fact that, in our country liberalization of all spheres of society are on the way.

Ethical and economical preparation is neccessary for transition period in modernization process. Therefore, the political government is crucial for developing and implementing strategically important actions and for fulfilling prospective plans.

In most developing countries it is specific to find and implement specific developmental approaches based on modernization models for all aspects of social life. In this regard, theoretically and practically developed "Uzbek model" concept, by the first president of Uzbekistan I. Karimov, served to renovate the society, modernize and reform the country, and it helped to make Uzbekistan one of the most developed countries in the world. Today, Uzbekistan's Development Strategy for 2017-2021, developed on the initiative of the President Sh.M. Mirziyoev on the basis of in-depth analysis of social reality, is a logical continuation of ongoing reforms to further democratization and modernization of country. The Development Strategy includes the further development of reforms in the following five areas.

1. Improving the system of state and public construction;

2. Ensuring the rule of law and further reforming the judicial system;

3. Economic development and liberalization;

4. Development of the social sphere;

5. Security, inter-ethnic harmony and religious tolerance, and implementation of balanced, mutually beneficial and constructive foreign policy [4].

The modernization process takes place in economic, public-political and cultural-educational way. Economic modernization is realized through the intensification of recycling process, increasing distribution of labor, the extensive use of modern energy equipment in production, transforming of science into production power and the rational production management. The essence of economic modernization is the revision of the method of production and the modernization of economic theory into a modern, open-ended open market, where the domination of the private sector is maintained by the presence of other sectors such as state, cooperative and joint-stock ownership. It provides the following renewals:

- Replacement of energy used in production, distribution, transportation and communication of human physical power, such as steam, electricity, or nuclear energy;
- Separation of economic activity from other types of activities;

- Accelerating the exchange of labor tools with sophisticated technology;
- Significant growth of quantitative and qualitative relations of secondary (industry and trade) and tertiary (service) sectors due to the reduction of the primary (mining) sector of the economy;
- Strengthening the specialization of economic activity - production, consumption, distribution;
- Growth of industrialization and creation of guarantees for the expansion of economic production.

Economic modernization implies not only the development of modern manufacturing power, but also to overcome technological dependancy. The main focus of this is primarily the ability to create advanced scientific and technical ideas, as well as to carry out scientific research and developmental experiments and export their results. In pursuing an active investment policy aimed at modernization, technical and technological renewal of production, transport and communications and social infrastructure projects in Uzbekistan, which is increasingly rising its competitiveness through further liberalization of its economy, modernization and diversification of production, using all opportunities is a necessary factor in coping with technological dependence. Foreign experts, in particular, Professor of the State Economic University of St. Petersburg, Doctor of Economics, A. Tarasevich, noted that, unlike many other "neighbours" in the former Soviet Union, Uzbekistan chose a step-by-step transition to market relations; after the collapse of the USSR, Uzbekistan not only maintained its economic potential, but also its modernization, technical and technological re-equipment, deep processing of raw materials, and competitive products in domestic and foreign markets"[5].

Globalization requires each country to join the world's economy and access to scientific and technological achievements of its partners. It is natural that the aspiration to modernize the national economy with the separation from others will fail. Modernization process is, as I.Karimov emphasized, "an introduction of innovative technologies and production of new types of goods that are in demand in the world market ..."[6]. In the process of modernization, the European and Asian continent markets need to be expanded.

Therefore President Sh. Mirziyoev noted that there is a need for new approaches to further economic development and sustainable growth. "It is important to develop innovative renewal program of the state, to prepare a new generation of cadres who can effectively use innovations and investments, and create a new class of investors. Thereto, Uzbekistan needs a strong national idea and national program on technological development and modernization of the domestic market. This program will enable Uzbekistan to faster access to the world's most developed countries" [7].

So, modernization is not only an opportunity to grow certain types of goods, but also to connect from one information technology to the other. Present modernization implies not only expansion of economic activity scope, but also the achievement of equal conditions in relations between various economic systems that serve as an exertion for technological and social change worldwide. Modernization of economy means the creation of a modern social and economic system, which requires individualization of labor process on the basis of development of institutions such as free entrepreneurship, bank and private property; promoting the priority of commodity-monetary relations, increasing the role of creative activity in production and to form free competition.

Today, the science-based growth of social production has become an objective reality for modernization. Any country, regardless of its territorial size and natural conditions, is based on the science and intellectual potential that has grown to a certain extent as a personal source of technological innovations and as an environment for their application in order to succeed in modernization process. The level of modernization is determined by the structure and condition of science and economy, as well as the political, socio-economic development of the society. The endeavor to increase intellectual potential in our country and the development of science, in particular, natural sciences, has a single aim. "In other words, Uzbekistan should be competitive on the world of science, intellectual potential, advanced cadres and high technologies"[8].

MATERIAL METHOD

The strategy of political reforms was based on a clear definition of the essence, principles, methods and strategic vision of future political changes. The goals and principles of political reform, first of all, were reflected in the new Constitution and were expressed in the definition of sovereignty, democracy, the supremacy of the constitution and law, foreign policy, fundamental human rights and freedoms, the economy, public organizations, the family, the media, power, etc. In each article of the Constitution, one can find reformatory tasks, the implementation of which, depending on their size and complexity, requires more or less time. Long-term objectives are mainly related to the need to change consciousness, with the solution of a number of economic issues that should become the basis for positive political transformations.

Modernization of the political sphere is accompanied by the fact of real division of national sovereignty, the legal structure of the state and state branches, the political democracy's consolidation and strengthening. Expansion of the population's participation in making important decisions for the life of the country while governing the state, increasing the political activity of the population, development of multi-party system, the emergence and development of open-pitched political systems are an important indicator of political modernization. Thus, modernizatoion is a long term systematic process covering periodical changes. The emergence of a new strong political order, clearly distinguished by political roles, the increasing law and enforcement of law, the consolidation of relations between the state and the citizen, the growth of citizens with political rights, and the growth and expansion of individuals and societies in the socio-political life of the country are elements of political modernization.

The processes of political modernization have started with the emergence of national centralized states in the West. The deepening of these processes led to the emergence and improvement of the centralized states of Europe and America, as well as the emergence of constitutional order, the system of public administration, political parties, the electoral system, civil society and its institutions. This process also led to the rise of regional and global influence of centralized bourgeois countries, the development of imperialism- a highly structured method of functioning in the world of colonial empires (beginning of the XVI century) orientated to separate the world into the dependent areas and zones of influence.

Political modernization involves the establishment of certain political institutions, through which the real participation of population in the governance system and influence on public to make concrete solutions are provided. As an important aspects of political modernization, the following can be shown:

Stage-by-stage improvement of political system to form a modern sovereign government;

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- Increasing the role of government;

- Increasing the scope and significance of legislative framework that unites the state and citizen;

- Expansion the involvement of civil society in political life and social groups.

The process of political modernization, characterized by the establishment and development of institutions such as parliament, political parties, public organizations and public associations, is gradually being implemented in Uzbekistan. The process of formation of a new political system depends on the level of political democracy development, while the liberalization of social-political life of the country depends largely on the establishment of democratic principles in the citizens' outlook, and their political-legal consciousness, culture and activity. The strategic significance of these tasks is defined by the establishment of democratic principles in public life and reflects on formation of the political position of people. This, in turn, requires the improvement of mechanisms, forms and methods of political democracy, the liberalization of political parties' activities, the renewal of governance, further democratization and to strengthen the role of political parties in modernization of the country.

Political parties are the specific component of political system of civil society and play an important role in enhancement and further development of parliamentarism. The functioning of political parties on the basis of democratic principles, as an independent organization, the financial guarantees of activities of these parties, can be considered as a legitimate means for the parliament to be able to function as a legislature at the present stage, to ensure the viability of the rule of law on the basis of division principles of authority and the development of civil society became an important political necessity. In modernization of the country strengthening the role of parliament and political parties in previous stages of state development according to "Concept of further deepening of democratic reforms and formation of civil society in the country", the establishment of constitutional order on consideration and approval the candidacy of the Prime Minister nominated by a political party that won the election and the introduction of distrust institution of the vote in the government was a crucial stage in modernization of political system, as well as in enhancing the democratization of society [9;10-15].

The first priority direction of Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 is the intention to further strengthen the role of parliament and political parties in the process of deepening democratic reforms and modernization of country aimed at improving the state and public construction, the implementation of such important principles of democracy as state and public administration - the free expression of people will, their awareness about legislative activity and participation in the adoption of laws, the submission of elected body to the voters - implies increasing the socio-political activity of the population. In accordance with the Development Strategy in five priority areas of the Republic of Uzbekistan for 2017-2021, the need to develop a "Concept for improving the legal and regulatory framework" [10]. The President, in his appeal to the Senate and the Legislative Chamber of the Oliy Majlis, emphasized the need for parliament to turn into a genuine democracy school, the initiator and the principal performer of reforms, in order to achieve the full implementation of the principle that "the only source and author of the law in the literal sense is people" "[11] a main criterion for modernization of the state and society as a priority condition for their functioning was shown. The appeal outlined a number of tasks, based on the comprehensive study of situation in all spheres and the need to strengthen the role of chambers of parliament and political parties in the elaboration of effective measures to address the existing

problems, to ensure inter-party competition, and to create equal conditions for all political entities.

At present stage of modernization of our country, it is important to implement public control mechanisms, to strengthen the role of civil society institutions and media. In particular, through creating a special web-page called "My Opinion" on the Internet, the introduction of a collective electronic application is a new mechanism for the citizen to exercise his right to participate in governance. The Electronic Collective Appeal (E-petition) is a leading democracy mechanism that has been used worldwide since 1999 to represent the will of the people, to ensure the accountability of public authorities and officials to society and citizens. Today, the attention of parliaments and public authorities of more than 70 countries are given to the specific issues in the socio-political and economic life through an electronic petitioning institute and it is used as a mean of requiring specific actions to address the problem. The constitution of developed countries stipulates the basis for citizens' appeal to the public authorities. In general, the introduction of this institution will not only make public authorities to engage with the people, but also serve for consolidation of the issues of public concern to the agenda of parliament and concrete solutions that lead to strengthen democratic principles.

Modernized societies have specific social institutions that play the role of social and political modernization tools. The list of such tools can include the following:

1. The formal education system directs individual not only to the activity in the framework of family, ethnic or certain community but to common standards of the community in which they live. It educates citizens who can interact with modern society institutions and creates a new set of political values.

2. Working at individual enterprises of modern types.

3. Accommodation in a modern city. A traditional culture of these institutions can quickly adapt to the needs and demands of modern society.

The analysis of modernization processes makes it possible to distinguish between the following historical forms:

1. Original modernization. The transition of USA and Western Europe to rational social system, which has been the result of long internal development, can be an example of such forms.
2. Secondary modernization. Developing countries liberated from colonial dependency, which are behind the development and which are trying to reach the level of developed countries by experience they have gained. The role of political elite in the second form of modernization is huge [12;53-76].

In general, social modernization involves the formation of an open society. This process is manifested by the formation of stable balanced stratification, the mass consumption, the high level of life and the sustainability, the emergence and development of civil society institutions. The role of civil society institutions will gradually increase. Systematic changes in democratic governance goes through the development of civil society institutions, their authorization, the further enhancement and improvement of their legal status.

Modernization in cultural and enlightenment life is characterized by the need for knowledge among the population, the growth of the educational system, the growth of religious-confessional

tolerance, the liberal values in the humanitarian dimensions of science, the spread of pluralism, artistic creativity and with emergence of independent and free person.

The emergence of a highly diversified culture is a way of manifesting cultural modernization in the natural expression of personality, progress, perfection, increased productivity, and individualism. Differentiation of main elements of the cultural system, the growth of literacy and secular education, increasing trust in science and technology, personal interest in adapting to new social processes, the formation of typical characteristics, and the increase of benefits are the signs of modernization. All this has been appeared in the social life of Western Europe. Reforms in the West have led to the era of Renaissance, humanism, and enlightenment, as the most important stages of cultural modernization. Cultural modernization is connected with the development of modern natural sciences (XVII century), humanities (XIX-XX centuries), changes in cultural life in the (XVIII-XX) centuries, the role of traditional values (family, ethics, religion), mass culture, differentiation.

These results of modernization of western cultural life do not correspond to the mentality of the Oriental people. However, young people's consciousness and point of view is influenced with current ideological position of the world and threats like mass culture by the peculiarities of transition period, through various sources, with the ideas of depravity, violence, individualism and egocentrism.

CONCLUSION

The renewal of spiritual sphere in Uzbekistan is reflected in the deep understanding of each person's self-conscious, the inheritance of great ancestors on the basis of the revival of spiritual-enlightenment values of our nation preserved for centuries. In our heritage, the value of knowledge in spiritual, political and religious activities of the person is highly estimated, the appreciation of secular knowledge in intellectual-educational, religious-moral, socio-political and cultural environment of Central Asia in the IX-XIV centuries is characterized by the high level of development of natural sciences, "none of the social, moral, behavioral, social values are considered as "knowledge" [13; 235] is a key feature of the social environment of that time. Thus, it is historical fact that coexistence of knowledge and activity, intellectual and spiritual values has ensured the development of society. The achievement of a harmonious combination of intellectual and spiritual values is the guarantee of modernization process development in our country. In fact, in the era of globalization, knowledge is the main producer of power. Upbringing of young generation on the basis of Oriental values promotes a conscious approach to the current globalization process, develops the ability of thinking independently and acting with a sense of involvement in the changes taking place in the country, teaches to struggle for motherland selflessly.

Thus, liberalization and modernization of all spheres of society is a necessary factor for the formation of a democratic fair civil society. These processes have an evolutionary classification and are conducted on the basis of each country's specific features. However, the results and consequences of quality changes in social life to reach a higher level of development may not always be the essence of development. Based on national historical experience and world experience, the wise functioning of the state and citizen in indivisible unity and the action of nation jointly is the key factor for renewing and achieving high development goals in Uzbekistan.

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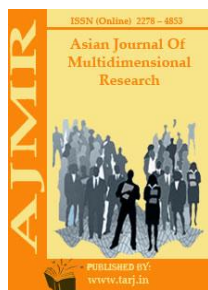
MOTIVATION IN COMPOUND WORDS

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ABSTRACT

Lack of motivation is of ten due to the specialized and unexpected semantic relations embedded in the compound word as in, e.g., eye-servant, dog-days—'the hottest part of July and August'. Motivation in compound words varies in degree. There are compounds which are completely motivated, i.e. the lexical meaning of these words is transparent and is easily deduced from the lexical meanings of the stems and the meaning of their distributional formulas. Compound words like wind-driven, sky-blue, foot-step, foot-pump, door-handle, and bottle-opener may serve as examples of completely transparent or motivated compound words. There are compound words that lack motivation altogether, i.e. the native speaker does not see any obvious connection between the meaning of their structure and the individual meanings of the stems and consequently cannot deduce the lexical meaning of the word.

KEYWORDS: *Lexical, Motivated, Embedded, Distributional*

INTRODUCTION

Compound words are motivated through the individual lexical meanings of their components and the meaning of the structure. In motivated compound words the native speaker can see a connection between the lexical meanings of the stems and the meaning of the order and arrangement of components of the word. Motivation in compound words varies in degree. There are compounds which are completely motivated, i.e. the lexical meaning of these words is transparent and is easily deduced from the lexical meanings of the stems and the meaning of their distributional formulas. Compound words like wind-driven, sky-blue, foot-step, foot-pump, door-handle, and bottle-opener may serve as examples of completely transparent or motivated compound words. Motivation in compound words may be partial, but again the degree will vary. Compound words like hand-bag, flowerbed, handcuff are all only partially motivated, but still the degree of transparency of their meanings is different: hand-bag, e.g., is essentially 'a bag designed to be carried in the hand', whereas handcuffs retain only a resemblance to cuffs and in fact are 'metal rings placed round the wrists of 3 prisoner'; a f lower-bed is not 'a mattress or

piece of furniture' as the lexical meaning of the second component suggests; but 'a piece1 of ground where flowers grow'. Compound words with a smaller degree-of partial motivation may be illustrated" by the words: walkup—'a house without an elevator where one has to walk upstairs', cast-off—'discarded', castle-builder—'a day-dreamer, one who builds castle; in the air'.

There are compound words that lack motivation altogether, i.e. the native speaker does not see any obvious connection between the meaning of their structure and the individual meanings of the stems and consequently cannot deduce the lexical meaning of the word. Compound words like eye-wash –'something said or done to deceive a person', fiddlesticks - 'nonsense rubbish', wall-flower—'a woman who remains. by the wall as a spectator at a dance, because not chosen as a partner', eye-servant—'a servant who attends faithfully to his duty only when watched', night-cap—'a drink taken before going to bed at night', dog-eared—'having the corners of the leaves turned down' all lack motivation and their lexical meanings cannot be deduced from the meanings of their components and the meaning of their structure. Lack of motivation in compound words may be often connected with the transferred usage of the denotational meanings of the components or of the whole word as in slow-coach—'a person who acts slowly', sweet-tooth—'one who likes sweet food and drink', wall-flower; the words consequently acquire a new co notational meaning not proper to either of their components. Lack of motivation is of ten due to the specialized and unexpected semantic relations embedded in the compound word as in, e.g., eye-servant, dog-days—'the hottest part of July and August'.

Sometimes the motivated and non-motivated meanings of the same word are felt as two homonymous words, e.g. night-cap 1) a cap worn in bed at night and 2) a drink taken before going to bed at night; eye-wash 1) a liquid for washing the eyes and 2) something said or done to deceive a person; eye-opener 1) enlightening or surprising circumstance and 2) a drink of liquor.

Semantic Classifications

Semantically compound words may be classified (1) according to the degree of motivation, and (2) according to the structural meaning of various distributional formulas described through the interrelation of the components.

1) According to the degree of motivation compound words are subdivided into (a) motivated or non-idiomatic, i.e. words marked either by complete or partial motivation which makes the meaning of the word transparent; (b) non-motivated or idiomatic, i.e. "words the lexical meanings of which cannot be inferred from the individual meanings of their components and the meaning of the distributional formula they are built after.

2) According to the structural meaning or the type of semantic relations between the components compound words may be classified into various groups as words based on the relations of: (a) agent and action, e.g. sunrise, earthquake, (b) object and action, e.g. warship, handshake, (c) the part and the whole, e.g. plum-tree, shirt-collar, eye-ball, etc., (d) the place end the action, or the doer, e.g. street-fighting, grass-hopper, garden-party, (e) the time and the action.e.g. Day-flight, night-school, winter-sport, etc., (f) purpose, e.g. table-cloth, driving-suit, bird-cage, etc.

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CHARACTERISTIC FEATURES OF THE IMAGE OF STORK IN GERMAN AND UZBEK FAIRY TALES

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UZBEKISTAN

ABSTRACT

The article gives an idea of specific common and private aspects in expressing the image of stork in German and Uzbek fairy tales. The old man goes home, brags to his old woman, and tries to run a hot pot. But the dough does not boil. Then the old man, thinking that he had deceived Layla, went to him again. This time the old man, on the advice of the horsemen on the road, asks the Storkfor a table. But the old man sleeps on the road and again steals the magic table for those children. The reason is that the children encourage the old man to open the table, even though the old man is strictly appointed. On the basis of it he believed that there is a spiritual understanding between him and the birds. It was supposed that the birds are the souls of the people who have died. When a person dies, it was imagined that his soul flies out of his mouth as a bird and rises to the sky. In addition to the samples of folklore, the first images of primitive people about birds were integrated into practical and illustrative works of art. Therefore, the image of the mythical birds depicted in the various forms in many archaeological discoveries. Born in 1802 year in the German city of Stuttgart, Wilhelm Gauf, a German writer, left an remarkable name with his fairy tales in German literature. They invited him to the palace. The goods brought by the trader were diverse; one from the other is more interesting. Among them there was a black powder inside; a small box wrapped in parchment paper with an incomprehensible inscription caught the attention of the King. The inquisitive King called the palace wise men, asking them to read in order to know the secret of the writing in it. But the palace wise men could not read the inscription. Thus, in fairy tales, the image of a stork often leads a person from one way of life to another, for example, from poverty to wealth, or from a human to a bird, and from a bird to a human, for which one life ends and a new life begins. He said:" the old man, stop your weaving, you have overcome, take me away from the dead, and you shall be the governor of the land." The old man stopped knitting. He himself became the ruler of the land. At the end he reached his goal.

KEYWORDS: *Fairy Tale, Bird, Stork, Image, German, Uzbek, Translation, Translator*

Special Issue

INTRODUCTION

Birds astonished humans with their non-human flying characteristics. From ancient time, people observed the world of birds and were amazed by the fact that there are aspects in it that are close to their own life (birth, reproduction, shelter, that is, to live in nests, death, to distinguish between warm and cold climate). On the basis of it he believed that there is a spiritual understanding between him and the birds. It was supposed that the birds are the souls of the people who have died. When a person dies, it was imagined that his soul flies out of his mouth as a bird and rises to the sky. Such primitive mythological views led to the canonization of some birds.

The lifestyle of ancient people, the need to engage in hunting, livestock and peasant activities, in turn, dictated the regular development of the bird's lifestyle. People understood the first ways of running time calculations based on the observation of the movement of birds. The herdsmen determined the period of relocation to the new meadows, and the peasants, depending on whether some birds travel or migrate back when starting or completing field chores.

Hunters used watchful, sharp-eyed, clingy paws of birds in the process of hunting of prey. These have also further stabilized the awareness that humans and birds are spiritually close together. It has created a ground for visual perception birds as cults (patrons, assistants) and saints. Such views were originally interpreted in myths, and later in legends and fairy tales.

In addition to the samples of folklore, the first images of primitive people about birds were integrated into practical and illustrative works of art. Therefore, the image of the mythical birds depicted in the various forms in many archaeological discoveries. For example, in the walls of Afrasiyab fortress in Samarkand there is a picture of the legendary bird Semurg, depicted with wings, crown and giant appearance. The image of unusual-looking birds various decorations, charms and dishes were illustrated. Through these it is understood that ancient people worshiped birds as cults and waited for assistances, striving to receive spiritual strength from them.

II. LITERATURE REVIEW

Primitive people understood the beginning of spiritual life by not pursuing material life in the image of birds. In ancient times on the basis of such concepts, the body of people who died was transferred to the birds, the spirit of the fur and created conditions for their resurrection by consuming deceased on the birds of the vulture. The bones with which the birds ate were put on the threshold and kept in a special place. Thus, in artistic creation, birds began to be interpreted as spirits. Visiting the cemetery, the pilgrims sprinkled grain (wheat or rice) on the graves. Remarkably, this habit, formed on the ground of animistic and totemistic views, has been preserved so far.

Stork is also one of the birds that man puts faith. For this reason, the image of stork is encountered in the folklore of almost all people of the world. In Uzbek folk songs there is an example of "Stork comes – Summer comes". In Uzbekistan, the storks appears with warm weather and migrates back to warm countries before the beginning of cold days. It is mentioned that they migrate mainly to the Yemeni desert in Arabia. Subsequently Yemen is close to Mecca and Medina, the holy places of pilgrimage of the Muslim world, storks were also called as "pilgrim bird". While the Turks call them "Haji Baba". However, the city of Nabburg in Germany also is famous to the world since 1644, as a city where white storks come and Nest.

The well-known folklorist O.Safarov explains how Bukharians Haji mother explains her belief in seeing a stork for the first time.: "In Bukhara, some elderly people consider stork to be the first to be seen from the head – a sign of prosperity, goodness all year round, and to see from the back will lack prosperity."

The personality of stork with the Haji mother epithet in relation to it was also expressed in the Uzbek children's judge-poem, where it was told about him:

The stork goes to the mountain,

Wearing ring in the ears.

The ring fell off,

And sat for crying:

– I was Haji mother.

I was the head of the girls.

When girls started dancing,

I was a drummer.

It is not surprising that stork is shown as a drummer. It is taken into account that here it makes sound "tak-tak", as a rule, the sound of drum. In fact, the stork is an indomitable bird. He is silent, even if there is a danger, or if there is a war. While they lay without sound and perish without noise. Just flapping its wings and tapping its palate.

III. METHODS AND ANALYSES

In fairy tales, birds are illustrated to express positive and negative characters. Among them, the stork is a wise, family-lover, child-lover, the sign of spring and summer, the crane and nightingale depicts a generous, lucky, joyful and happy person, the crow is a bird that foretells death and other misfortunes, and in some fairy tales, it is a wise, intelligent character. Storks are embodied in the fairy tales of all peoples in the images of spring and summer, wise, rich and creative, family-lover and child-lover.

Born in 1802 year in the German city of Stuttgart, Wilhelm Gauf, a German writer, left an remarkable name with his fairy tales in German literature. In his fairy tales, it is often described that events occur in the Eastern countries. It shows that writer is interested in the literature of Eastern Natural life.

Although the fairy tales written by Wilhelm Gauf are similar to fairy tales "a thousand and One Nights", the content and events of fairy tales give evidence to the rich observation, thoughtful philosophy of the author. In the events of his fairy tale "Caliph the Stork" ("Die Geschichte von Kalif Storch"), which he wrote in the XIX century, the changes that can occur in the character, nature and worldview of a person are demonstrated in their own way. The events of the fairy tale take place in Baghdad, in the royal palace of shah Khasid which is very unsuspecting, with low mind and awareness, the administrators are not so faithful to him, nevertheless, he was kind to those around him, The heroes of the fairy tale are king Khasid and his faithful minister named Mansur. In one of the days, a merchant appeared before the palace gate. They invited him to the palace. The goods brought by the trader were diverse; one from the other is more interesting. Among them there was a black powder inside, a small box wrapped in parchment paper with an

incomprehensible inscription caught the attention of the King. The inquisitive King called the palace wise men, asking them to read in order to know the secret of the writing in it. But the palace wise men could not read the inscription. It was read by another wise man, a stranger was named Salim. As it turned out, the powder in the box wass magical. Anyone who smells the dust and says the word "miracle" can become any bird or animal they want and understand their language. And in order to become a man again, he had to bow three times to the East and say the same word again. The worst thing is that the wise Salim warned the king that if the bird either changes to the image of an animal and laughs, it will never again be able to enter the image of a man.

Being happy with his purchase, the King called his minister early in the morning and made his way to the edge of the city. It turns out that there were wonderful and magnificent storks. In what way the king and the minister were told in the inscriptions on paper, so that they turned into storks, although they heard very funny conversations of the two storks. They laughed so intensely that they forgot the word "miracle", which must be said so that they would again become human beings. As a result, they could not become human again. In this way, the king and the minister continued to turn into a stork.

After that, they flew to Baghdad every day to observe what was happening in the city. On the fourth day, the stork-turned-king and his minister see the ceremony at the palace. In the city, Mizra, the son of the sorcerer Kashnur, the fiercest enemy of Hasid, was proclaimed king of Baghdad. Hasid realized how the merchant had come to the palace and had been sent by this evil Kashnur. Seeing this, the king did not despair, but flew to Mecca with his minister, saying that we would fly to Mecca, pray to God, and perhaps get rid of witchcraft. Two hours later, they are tired of flying and see a ruin, and land in that ruin to spend the night. They hear a mournful groan in the darkness in the ruins, and go in the direction from which the sound came. They saw an owl crying bitter tears. When they meet the Owl, they tell each other about their experiences. Then Hasid learns that the owl is also enchanted, that she is in fact the only daughter of the king of India. The owl also tells the story of how he was bewitched and told him that he could return to his original state only if someone married him. It is known that it was Kashnur who enchanted the girl and turned her into an owl. Hasid says he will take revenge on Kashnur if he returns to his senses. The princess, who has become an owl, expresses hope that the king will know the magic word he has forgotten, and once a month the sorcerer Kashnur says that he and his companions will gather in an abandoned palace between these ruins. The girl here tells them that they are bragging about their tricks, revealing their secrets to each other. Maybe one of them will say the word you forgot. After getting permission from the Hasid to marry her, the owl shows them the way. Standing in a circle in the middle of the palace, they recognize that one of the eight magicians sitting around the table is a merchant who sells magic powder. The merchant brags about what he has done and says a word that Hasid and his minister have forgotten. Upon hearing this, Hasid and his minister immediately said the same word and transformed from a stork to a human. The owl also becomes a princess. The king marries the princess. Hasid beheads the evil Kashnur. His son sniffs the magic powder at the fake king Mizra, turns it into a stork, and puts it in a cage in the palace garden. The king, his wife and children, and the minister laughed heartily at the events. When the minister tells the story of how the two storks tried to persuade each other to marry an owl, the king became angry and ordered them not to remember the incident again.

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VI. DISCUSSIONS

The educational value of a fairy tale is that it encourages extreme caution, observation, and vigilance. After all, the protagonist of the fairy tale, King Hasid, is initially selfish and a little lazy. In the tale, the magician Kashnur is seen to have used King Hasid's lack of knowledge of Latin, but the events that have taken place teach him to be kind, generous and wise, to help others. It encourages you to be careful when using something that is unknown to you, to strictly follow the instructions. It warns a person not to be deceived by things that are foreign to him and strangers.

The story sets an example that man should use his knowledge and potential in the way of goodness. Kashnur is a wise man, but his motives are selfish. He could have been the king's most trusted minister and lived a happy life if he had been kind, loyal, and sincere. But the fate of him and his son ended tragically. Because, as the proverb says, "Everyone reaps what he sows."

In many Uzbek folk tales, the stork is portrayed as a positive character. For example, in the fairy tale "Ur, toqmoq" the stork is embodied in the image of a rich man, the owner of a large fortune.

The fact that "Ur, toqmoq" is a magical-fantastic fairy tale is based not only on the fact that its plot includes magical objects such as hot khumcha, achildasturkhan, ur toqmaq, but also that the stork is a silent bird by nature. The stork, trapped in the old man's trap, promises to give him whatever he wants in exchange for his release.

In the fairy tale, on the way to the old man who rode to the stork, it is not just the herdsmen who meet him and say that the grass they feed belongs directly to the stork, and that the old man acts on their advice. In this way, one can understand the fact that in life, breeders organize their work according to the birds.

So the old man listens to the advice of the horsemen and asks for a hot pot when he meets the stork. But when the old man wanted to rest in a village tired of the presents he had received from the stork, he tore them to the children of the village. The children are encouraged to boil the hot pot, even though the old man is strictly appointed. When they see it, gold is constantly boiling from it. Then the children immediately regain consciousness and replace it with another simple one. The old man goes home, brags to his old woman, and tries to run a hot pot. But the dough does not boil. Then the old man, thinking that he had deceived Layla, went to him again. This time the old man, on the advice of the horsemen on the road, asks the Storkfor a table. But the old man sleeps on the road and again steals the magic table for those children. The reason is that the children encourage the old man to open the table, even though the old man is strictly appointed. An open table will be opened, on which there will be a variety of sweets, delicacies, juices and sweets. Seeing this, the children immediately replace the open table with a simple tablecloth. So when the old man comes home, he is furious to see that he has no magical qualities. He rides to the Stork again. This time the old man follows the instructions of the horsemen and asks the stork to strike. The old man decided to rest in the village where he had rested before, and instructed the children not to beat him again. Curious children, on the other hand, get beaten up and scream when they are told to strike. At their shouts, the old man wakes up and realizes the situation and says the word "get up." Then the hammer stops beating. The children, remorseful and ashamed of their actions, return the old man's hot pot, the opening table. Finally, the old man takes them home safe and sound. He builds a nice house for the gold he got from the hot pot and invites the khan of the country where he lives as a guest. The khan said, "If I am a khan, will I go to the house of that poor old man as a guest?" The next day, with seven

thousand soldiers, he raided the old man's house. He defeated seven thousand soldiers with a single blow and became the khan of the old country.

The fairy tale" Ur, bat " was translated into German by Elchibekov Narimonbek Elchibek ogli in 2014 year under the name "Schlag zu, Knoppel", and English under the name "Beat, club, Beat". Narimonbek Elchibekov's translation is similar to the fairy tale "ur, Tokmak" in the book "Uzbek folk tales", which was published in 2008, but at the end of the fairy tale it was revealed that the old man invited the Khan to the guest, and Khan, angry with this proposal, came to the House of the old man to fight with seven thousand soldiers and all of them could not withstand the blows of the beating, fled in defeat, and the old man himself ruled the country.

Again, this famous fairy tale is also called " Schlage, Knüppel!"Translated into German by the name he cited in the book" Das Vogelmädchen aus dem Feuer". It concludes as follows:"Tischtuch, deck dich". Und da erschienen schmackhafte Gerichte auf der Tischdecke. Der Alte und seine Frau lepten lang in Hülle und Fülle, ohne über ihre Zukunft zu denken und decken Schicksal für seine Wohltat.

And the fairy tale of the Uzbek people "ur, Tokmok" ended as follows: "the old man from the hills attacked a good house and, having called Khan to his house for hospitality, Khan did not go:" if I was a guest, I would go to the House of that poor, poor old man for hospitality". The old man's anger came out and called the Khan to war. The next day, Khan prepared seven thousand soldiers, kneeling in front of the old man's House: "ah, the old man, if your soul, go to war!"he said. The old man came out the door and looked at the bat: "hit, bat!"as soon as he shouted, the bat was beating all the soldiers one by one, in the end the bat began to beat the Khan. He said:" the old man, stop your weaving, you have overcome, take me away from the dead, and you shall be the governor of the land." The old man stopped knitting. He himself became the ruler of the land. At the end he reached his goal.

Hurrem Rakhimov translated another variant of the fairy tale" ur, crochet". In this variant, the old man will spend the night not in the presence of village children, but in the House of one rich man. The hot pot and the open table are also hidden by the rich, not the children, and replaced by ordinary pots and tablecloth. There is no mention of the old man becoming a khan at the end of the tale.

V. RESULTS AND CONCLUSIONS

The educational value of a fairy tale is that it shows how bad it is for those who look at someone's property, the consequences of being jealous of someone. At the same time, if man is kind to nature, animals and birds, he can benefit from it.

The image of a stork is also found in the fairy tale "Golden Watermelon". The fairy tale was translated into German by the translator Khurram Rakhimov in his book "Das Vogelmädchen aus dem Feuer" under the title "Die goldene Wassermelone". This tale tells the story of a poor farmer who, in exchange for healing a wounded stork, planted three watermelon seeds that the stork had thrown away and became rich through the gold that came out of it. When the greedy rich neighbor, who did not see him get rich, found out about the incident, he hit a stork flying in the sky, broke his leg, and then treated him. He sows watermelon seeds in return. But when the richly planted watermelon is ripe, not the gold, as expected, but the bees come out and plunder it. Unable to bear the bee's venom, the rich man threw himself into the water and drowned.

From the content of the fairy tale it is understood that man should live not with envy, but with admiration, work honestly, be kind to the creatures of nature.

Thus, in fairy tales, the image of a stork often leads a person from one way of life to another, for example, from poverty to wealth, or from a human to a bird, and from a bird to a human, for which one life ends and a new life begins.

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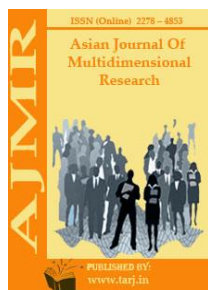
Special
Issue

THE ROLE OF DIRECT AND INDIRECT TAXES IN THE STATE BUDGET

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ABSTRACT

This article discusses the role of direct and indirect taxes in the budget process, which is one of the most pressing issues today. In particular, the budget focuses on the amount of direct and indirect taxes and compares them with the level of developed European countries. Emphasis is placed on the benefits of the new tax code and the economic benefits it brings. At the end of the article there are separate proposals to increase the size of both types of taxes in the budget. If today, according to the new tax code, which focuses on the tax policy of the Republic, we now pay more attention to increasing the importance of direct taxes in the budget, with a slight abandonment of the priority of indirect taxes. The evolution of the composition of the types of taxes levied on the state budget makes it possible to assess the level of development of the state. If indirect taxes predominate in the tax system, it indicates that the state is not economically developed. If the tax system is dominated by direct taxes (primarily personal income taxes), this is the most important indicator of a country's financial and economic stability. The main source of budget revenue at all levels is taxes. It is known that taxes are divided into direct and indirect taxes according to the method of collection.

KEYWORDS: *Direct And Indirect Taxes, New Tax Code, Market Economy, State Budget, GDP, Economic Stability, Tax Burden, Tax Base.*

INTRODUCTION:

The main source of budget revenue at all levels is taxes. It is known that taxes are divided into direct and indirect taxes according to the method of collection. Taxes as an economic category form the basis of public fiscal policy. Today in the Republic of Uzbekistan the main part of budget revenues is formed mainly due to two directions of taxes. If today, according to the new tax code, which focuses on the tax policy of the Republic, we now pay more attention to increasing the importance of direct taxes in the budget, with a slight abandonment of the priority of indirect taxes. Our esteemed President has always expressed his views on the budget and the effective use of its funds. In particular, in accordance with the Decree of the President of the Republic of Uzbekistan "On the Strategy of actions for further development of the Republic of Uzbekistan", strengthening macroeconomic stability and maintaining high economic growth, aimed at further development and liberalization of the economy to maintain a stable high growth rate of GDP by maintaining the competitiveness of the national economy, maintaining macroeconomic balance, deepening structural and institutional changes based on the adopted medium-term programs, while maintaining the social orientation of expenditures Improving inter-budgetary relations, reducing the tax burden and taxation system aimed at ensuring balance at all levels of the state budget, strengthening the revenue side of local budgets Particular attention was paid to the continuation of the policy of simplification, improvement of tax administration and expansion of appropriate incentives, active attraction of foreign investment in the sectors and regions of the economy through the improvement of the investment climate. Reforms in the tax system should have a positive impact on ensuring macroeconomic stability, comprehensive support for entrepreneurship and living standards of the country's population. [1]

LITERATURE REVIEW:

Knowing that the above taxes play a key role in the state budget, scientific research in this area has been conducted at all times, and finding the right ratio, balance has been a constant focus of economists. Among them, the Russian economist I. Garashenko noted that the economic structure of taxes affects the level of development of the state, its financial and economic situation, the forms of social relations. The evolution of the composition of the types of taxes levied on the state budget makes it possible to assess the level of development of the state. If indirect taxes predominate in the tax system, it indicates that the state is not economically developed. If the tax system is dominated by direct taxes (primarily personal income taxes), this is the most important indicator of a country's financial and economic stability. [2] It is the effects of budget revenues and budget deficits on the mutual financial situation of the country that have been studied by American and European Kaminsky and Reinhart, Ann Pettifor, Steve Keen, Peter Schiff, Robert D.Lee Jr., Ronald W.Johnson, Philip G.Joyce. such as modern scientists. In particular, Steve Keen argued that "the constant dependence of the economy on debt will eventually lead to major economic crises" [3]. According to A. Juraev, one of the economists of the country, "in a market economy, the share of direct taxes in the total state budget revenues should be kept stable and have a growing trend" [4]. D.Daminov studied the mechanism of proper taxation in the country, reducing the rates of direct taxes to increase the income of enterprises, accelerate their investment activities, the development of a market economy, on the contrary, the increase of correct tax rates affects the financial capacity of enterprises. has been reported to decrease [5]. In his research, A. Islamkulov studied the issues of ensuring the stability of direct tax revenues in the budget, optimizing direct and indirect taxation, improving the collection of profits and income, developing entrepreneurship, strengthening the financial

performance of enterprises and expanding taxable income. emphasizes the need to achieve an increase in tax revenues [6]. From the above considerations, it can be understood that there are different opinions as to which of the direct and indirect taxes is important in the state budget. While some scholars say that higher direct taxes are a sign of growth, others say it will reduce GDP. But no agreement has been reached and the debate continues.

Analysis and results: The division of taxes into direct and indirect taxes, their advantages and disadvantages, which of them to give priority to in the formation of state budget revenues have not lost their relevance in modern tax policy. , although some progress has been made in the theory and practice of taxation of their results, given the priority of proper taxes in any country (USA, Canada, Japan), depending on the level of socio-economic development of each country and the characteristics of tax policy; in some countries, indirect taxes are preferred (most EU countries). First, for comparison, we consider the share of direct and indirect taxes in GDP in European countries. The question may arise as to why the share in GDP is not in the budget. This can be explained by the fact that these two types of taxes account for about 90 percent of the budgets of European countries. That is, the income tax burden on the population is between 20 and 60 percent. We therefore found it expedient to look at the share of taxes in GDP for a broader view. In Europe, the idea is that the higher taxes people pay and the more they pay on time, the more important it is for their future. Below we analyze the amount of direct and indirect taxes on GDP in 28 European countries. (Figure 1)
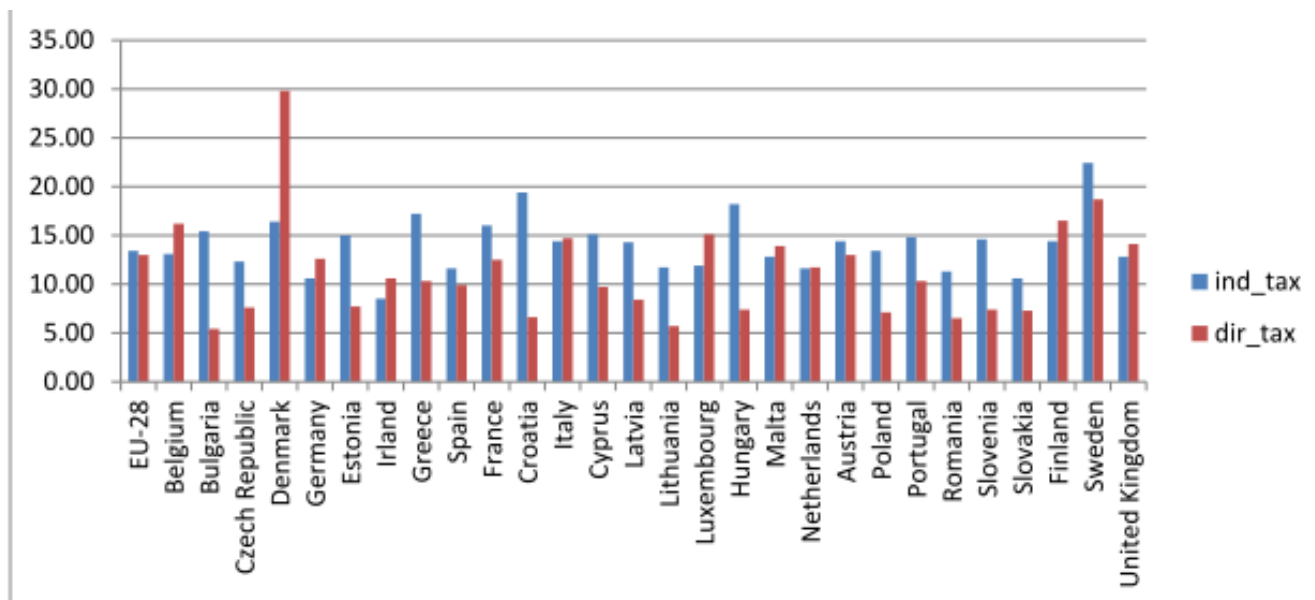
(Source: Ramona - Mihaela BÂZGAN TheBucharest University of Economic Studies, Bucharest, Romania)

Figure 1. The share of direct and indirect taxes in the GDP of European countries

According to the European Commission, the highest level of indirect taxes as a percentage of GDP is registered in Sweden at 22.4%; followed by Croatia with 19.4%, Hungary with 18.2%, Greece with 17.2% and Denmark with 16.4%. Romania 11.4% The share of indirect taxes in these countries is higher than the average of 28 countries, or 13.4%. Now, if we look at the amount of direct taxes in GDP, we can see some changes. Including Denmark 29.8%, Sweden 18.7%, Finland 16.5%, Belgium 16.2%. Bulgaria had the highest percentage at 5.4%, followed

by Lithuania at 5.7%, Romania at 6.5%, Croatia at 6.6% and Poland at 7.1%. In all other countries, the overall union rate is less than 13%. From the above, it can be concluded that sometimes the above hypotheses do not justify themselves, that is, the high level of certain taxes in the budget may also depend on the fiscal policy chosen by the country.

In the Republic of Uzbekistan, taxes also account for the bulk of budget revenues. Especially in our country, the importance of indirect taxes in the budget is much higher. At the same time, according to the new tax code, the base of direct taxes has increased significantly as a result of the reduction of the tax burden. According to Article 381 of the new Tax Code, "income of an individual who is a resident of the Republic of Uzbekistan is taxed at a rate of 12%, unless otherwise provided by the second part of this article." [7]. the changes in the new tax code are reflected in the President's address, which reflects the most important tasks of the country's development in 2020: "Under the new tax policy, the tax burden on wages has been reduced by 1.5 times. As a result, the number of people employed in the formal sector increased by 500,000 during the year. The value-added tax rate was reduced from 20% to 15%. As a result, 2 trillion soums remained at the disposal of taxpayers last year. This figure is expected to reach 11 trillion soums this year. "[8] Below we consider the share of taxes in the state budget of the Republic of Uzbekistan for 2019-2020 and compare it with the leading European countries. (Figure 2)
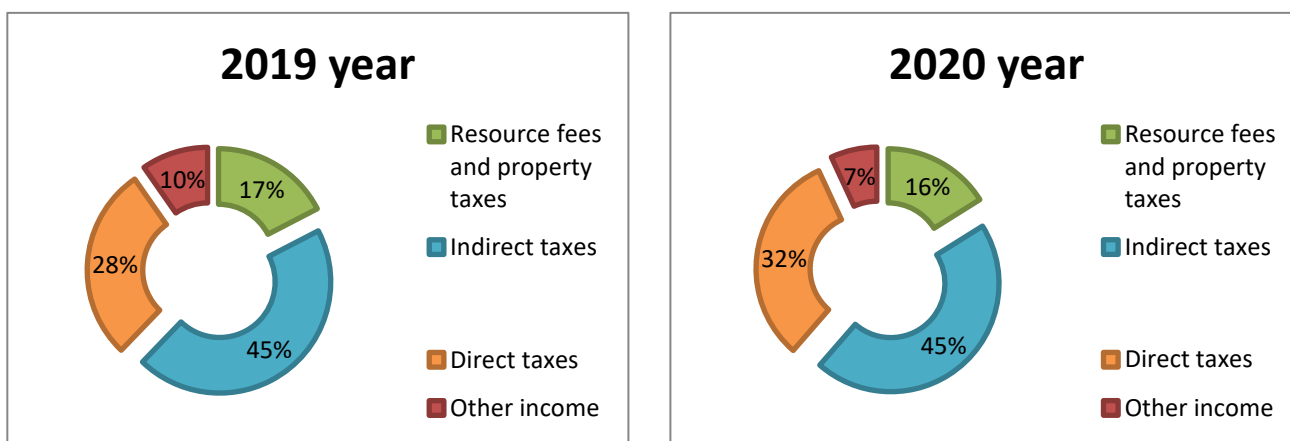
(The diagram is made by the author based on the forecasts of the Ministry of Finance)

Figure 2. The state in 2019-2020 as a percentage of the main types and amounts of taxes in the budget.

In 2019, resource payments accounted for 17% of the total tax structure, while in 2020 this figure is expected to fall to 1%. Indirect taxes play an important role in the state budget of the Republic of Uzbekistan, as well as in the consolidated state budgets. In 2020, as well as in 2019, indirect taxes are projected to account for a large share, but the expected volume may not give it, due to the non-receipt of tax revenues in the amount expected to remain stable due to the epidemic, the reduction of excise revenues from customs control leads to a decrease in its share. In 2019, direct taxes were 28 percent, and by 2020, the figure has risen to 32 percent. Of course, the new tax code did not go unnoticed. In particular, after the adoption of the Tax Code, 500,000 people who receive a monthly salary on the basis of an envelope salary are legally registered and voluntarily pay income tax. Other revenues are considered to have a small share in the state budget. Other revenues are expected to be 10 percent in 2019 and 7 percent in 2020. We can see a decrease in

interest rates compared to last year, but the amount of tax may exceed the sum of the previous year. Compared to European countries, our main budget revenues are indirect and direct taxes. However, it should be noted that the share of indirect taxes in our country is much higher than in European countries. We believe that this figure will decrease from year to year, as the burden of indirect taxes on the development of industry and services will be reduced, the tax base will be increased, and the importance of direct taxes in the budget will increase.

CONCLUSION

Based on all the above analysis and comparisons, the implementation of the following work can lead to a more efficient formation of direct and indirect tax revenues in the budget. In line with the stabilization and development of the country's economy, it is desirable to maintain the trend of increasing the share of direct taxes in state budget revenues. At the same time, the increase in state budget revenues should be achieved not by raising any tax rates, but by expanding the tax base. It is advisable to partially increase the corporate income tax rate, which is the main type of direct taxes, in order to reduce the desire of enterprises to engage in clandestine activities and to balance the income tax burden with the burden on the payroll. This is due in part to lower indirect tax rates. It is also necessary to reconsider the benefits of income tax and abolish ineffective benefits. With regard to indirect taxes, we consider it expedient to do the following. Extensive use of the best practices of leading foreign countries in the field of value-added tax collection in the country, allowing foreign investors to enter without state guarantees and creating new tax bases in exchange for increased production. If the above proposals and conclusions are implemented in a long-term strategic process, we believe that in the near future we will join the ranks of developed countries.

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ANALYSIS OF STYLISTIC DEVICES, SATIRICAL METHODS AND CHARACTER DEVELOPMENT IN THE NOVEL "A HANDFUL OF DUST"

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ABSTRACT

"A Handful of Dust, my favourite hitherto, dealt entirely with behavior. It was humanist and contained all I had to say about humanism. (Evelyn Waugh)

Evelyn Waugh is probably the most enduring satirist among British modernists, even though he refused this statement. All his works are satirical and psychological. Among his popular books, "A Handful of Dust" has a great significance. In this novel the writer uses lots of stylistic devices and their combinations make the novel comic and satirical. By using stylistic devices and other tools Waugh succeeded in bringing out the real negative problems of the society. On the one hand, his sentences are comic, but, on the other hand, they are satirical. Another essential character is Brenda's brother, Reggie St.Cloud. He is respectful, reliable, friendly and responsive, in other words, he is the sanguine type of a person. When he knows about divorcing between Brenda and Tony, he gets upset and he is against. The writer utilizes juxtaposition in the next sentences which were uttered by Mrs.Beaver: "except two housemaids who lost their heads and jumped through a glass roof into the paved court. They were in no danger. On the one hand, this sentence causes to laugh at the situation. From this point it is comic, but, on the other hand, the writer satirizes the people of that period. Tony is an introverted as a phlegmatic type of a person. Yet, he is a weak husband in the family. He doesn't show his feelings to Brenda (the main character), even he doesn't control her.

KEYWORDS: *Satirical Methods, Stylistic Devices, Irony, Simile, Character Development, Sanguine, Choleric, Melancholy, Phlegmatic.*

INTRODUCTION

"A Handful of Dust" is one of the most intangible works of Evelyn Waugh which is full of unforgettable characters. Before speaking about characters, it should be mentioned firstly that the name of the work is allusion. The author gets inspiration from the poem "The Waste Land" written by T.S.Eliot (English modernist).The writer chooses one stanza of this poem, given below, as an epilog to his work.

> *"...I will show you something different from either*
>
> *Your shadow at morning striding behind you*
>
> *Or your shadow at evening rising to meet you;*
>
> *I will show you fear in a handful of dust"* [1].

Edward Lobb (*American critic)* alsoremarks about allusiveness in the novel. He claims that *"the novel's allusiveness is apparent even before we begin reading it: the title and epigraph are from Eliot's Waste Land, and two of the chapter titles ("Du Cφtŭ de Chez Beaver" and "Du Cφtŭ de Chez Todd") invoke Proust. In different ways, both Eliot's poem and Proust's (French writer) A la recherche du temps perdugive us pictures of entire societies,and Waugh's allusions to them suggest that he has similar ambitions"* [2].

The author's all characters are taken from life. When asked if your characters had been drawn from life, he replied: *"In the broadest sense, of course, they are. None except one or two negligible minor figures is a portrait; all the major characters are the result of numberless diverse observations fusing in the imagination into a single whole. My problem has been to distill comedy and sometimes tragedy from the knockabout farce of people's outward behaviour"*[3;289].

First of all, the novel begins with a short question: *"Was anyone hurt?"*.Mrs.Beaver's reply to this question is very comic: *"No one I am thankful to say".* The writer utilizes juxtaposition in the next sentences which were uttered by Mrs.Beaver: *"except two housemaids who lost their heads and jumped through a glass roof into the paved court. They were in no danger. The fire never properly reached the bedrooms I am afraid. Still they are bound to need doing up, everything black with smoke and drenched in water and luckily they had that old-fashioned sort of extinguisher that ruins everything"*[1].These sentences bring out that Mrs.Beaver considers housemaids as no one. It demonsrates that her attitude to them is awful.

The author mentions about things which belong to Edwardian masculinity, not to John Beaver. He mocks at John Beaver's lifestyle throughout the novel. *"Could you be an angel and help me out"* is uttered by an unknown person to John Beaver. The author uses a metaphor in this sentence; the use of "an angel" for a man is somehow funny. The writer does it purposely for making fun.

While analyzing sentences we come across another example of a metaphor: *"...blue water that caught the sun to a thousand brilliant points, dazzling the eyes as they searched for porpoises and flying fish…"*[1]. Brilliant points, dazzling the eyes, flying fish have extremely impressive meanings. Besides that, the author uses *personification* in this sentence: *"...blue water that caught the sun"*[1].To catch something is a person's action, but in this sentence it is moved to *blue water.*

Besides that, the writer utilizes a metaphor for depicting one of the character'sportrait: *"she was eighteen years old; small and dark, with a face that disappeared in a soft pointed chin so that attention was drawn to the large, grave eyes and the high forehead"*[1].He demonsrates the location of the eyes as grave.

So, it should be mentioned, *enumeration* is mostly used in the novel. To illustrate it we choose some of them:

1.*"...suggestive of expensive Edwardian masculinity—racing flasks and hunting flasks, cigar cases, tobacco jars, jockeys, elaborate meerschaum pipes, button hooks and hat brushes"*[1].

2.*"—crates containing such new and unfamiliar possessions as a medicine chest, an automatic shot gun, camping equipment, pack saddles, a cinema camera, dynamite, disinfectants, a collapsible canoe, filters, tinned butter and, strangest of all…"*[1].

3. *"It was he who chose the musical boxes and mechanical mice, the mirrors, combs, perfumery, pills, fish-hooks, axe-heads, coloured rockets, and rolls of*

artificial silk, which were packed in the box of 'trade goods'" [1].

4. *"...Carpet and canopy, tapestry and velvet, portcullis and bastion, water fowl on the moat and kingcups along its margin, peacocks trailing their finery across*

the lawns; high overhead in a sky of sapphire and swansdown silver bells chiming in a turret of alabaster"[1].

These enumerations make rhythmic lines, while reading they can be read as a poem.

In the first Chapter of his novel the author uses antithesis: "*She is lovely, he is rather a stick"*[1].He emphasizes his main hero and heroine's relationship. By making opposition he wants to say that they don't love each other, they can split up.

Additionally, the writer uses a metonymy in the sentence: *"The squares between were decorated alternately with Tudor roses and fleur-de-lis.* In the sentence *"They owe me for a table"* the writer uses *synecdoche*, the part (a table) stands for the whole.

Another significant stylistic device, mostly used is *repetition.*

1. "In some ways, he knew, it was not convenient to run; but what big house was? It was not altogether amenable to modern ideas of comfort…"[1].

Here, the author takes one of structural types of *repetition,* which is called *anaphora.*

2. "He's got a silly voice and a silly face, silly eyes and silly nose," John's voice fell into a liturgical sing-song, "silly feet and silly toes, silly head and silly clothes..."[1].

Repetition of the adjective "*silly"* is capable of rendering scores of modal meanings and human emotions, and it can because of laughing at the character.

Besides that, the boy's negative attitude to the guest (John Beaver) shows his upbringing. The next sentence consists of repetitions and comic patterns. This sentence brings out comic effects: *"Polly's party was exactly what she wished it to be, an accurate replica of all the best parties she had been to in the last year; the same band, the same supper, and, above all, the same guests"*[1].A part of the sentence, *an accurate replica of all the best parties she had been to in*

the last year is a comic pattern and it should be noted that the author satirizes his character's action.

In addition, the author utilizes *simile* in the most cases too. Below we give some examples of them.

1."*Brenda's Guinevere, where the bed stood on a dais; its walls hung with tapestry, its fire-place like a tomb of the thirteenth century*".

2. "*Ben saw a woman who looked like a fish, with scales all over instead of skin. It was in a circus in Cairo. Smelt like a fish too, Ben says*".

3. "*She refused to first time but went like a bird after that*"[1].

In the first sentence, the author reveals a fire-place in Brenda's roomas a tomb. He sees similarities between a fire-place and a tomb. Both of them are places for burning. He also mentions that a tomb is old *(a tomb of the thirteenth century)*. By comparing them the writer depicts that the fire-place is ancient.

So, in the second example, the author gives a reported speech spoken by John Andrew. When Tony says that Lady Cockpurse looks like a monkey, John immediately remembers a story about the woman who looks like a fish. Thus, it again proves that children are eager to learn new scintillating things. After hearing about a monkey Lady John asks questions which are interesting for him, such as *"Does she live in a cage?"*.

Finally, the last sentence describes Thunderclap's (John Andrew's pony) position.

The author also utilizes syntactical stylistic devices. It should be added that the novel is full of *ellipsis*. Evelyn Waugh uses it to speed up the tempo, ellipsis can be found especially in dialogues:

1.-"Hetton"

-"Who's that? I forget?"

- "Tony Last."

-"Yes, of course…".

2.- "Yes, I think I will."

-"Oh, all right.Macdougal. Two more please".

3. "Tony, why haven't you ever got married?"

"But I am."

"Married?"

"Yes."

"You're teasing me."

"No, honestly I am. At least I was."

"Oh"[1].

It should be added that, while analyzing it has been founded that the author uses *aposiopesis* (break in the narrative) for giving emotive effects. For instance:

1. *"Brenda may see it on a placard, or just pick up a paper casually and there it will be... perhaps with a photograph".*

2. *"I know you're worried. You don't have to tell me... you aren't going to give up playing just when the luck's running your way?"*

3. *"I'm sorry... it isn't any good"*[1].

The author uses it while his characters are playing a card game. Thus, it gives an extra effect to emphasize the game.

Besides that, for creating rhythmical effect the writer uses polysyndeton. To begin with, *"Then we ate a toad and a snake and a beetle and after that I was a bloodbrother…"*   This sentence gives rhythmical effects on the work. Another example is: *"As it is we support fifteen servants indoors, besides gardeners and carpenters and a night watchman and all the people at the farm and odd little men constantly popping in to wind the clocks and cook the accounts and clean the moat"*[1].

So, while analyzing the text we come across lots of parallel constructions. Below we show some of them:

1. *"Now you are to go upstairs and say you are sorry to nanny and promise never to use that word about anyone again".*

2. *"Then he returned home by a path across the fields which led to a side door in the walls garden; he visited the hot houses and picked himself a button-hole, stopped by the gardeners' cottages for a few words".*

3. *"They enjoyed their vicar's sermons very much and they knew that when he began about their distant homes, it was time to be dusting their knees and feeling for their umbrellas"*[1].

These parallel constructions have the emotive function and besides that, they generate rhythm.

Moreover, while analyzing the author's writing style we come across some inversions:

1. *"For some days now Tony had been thoughtless about the events of the immediate past".*

2. *"Kind of mournful the way they go on".*

3. "*On Tony's other side at table sat a girl named Thŭruse de Vitrŭ"*[1].

Additionally, E.Waugh's writing style is great since it is simultaneously comic and satiric. So, to analyze his satirical methods we choose the examples from the novel *"A Handful of Dust"*. In one scene he writes: *"There was an American girl at Madame de Supplice who was engaged. She had a ring with a big diamond but she could never wear it except in bed".* On the one hand, this sentence causes to laugh at the situation. From this point it is comic, but, on the other hand, the writer satirizes the people of that period. This sentence possesses an implicit meaning too. First of all, explicit meaning of this sentence is that the girl has the ring with a big diamond, thus she can be proud of it. Secondly, the girl is afraid of taking the ring out because of its value.

The next passage gives such information: *"Then one day she had a letter from her young man saying he was going to marry another girl: How she cried. We all read the letter and most of us cried too...But in Trinidad it will be quite easy".* With this passage, the writer mocks at Trinidad's people. The writer claims that such events are usual in Trinidad.

In Chapter I of *"A Handful of Dust"* Evelyn Waugh satirizes his unlucky hero John Beaver's position. HE focuses on his incoming, his losing a job, staying at home and hoping to be called up. As usual, the author's writing has two meanings:

1. John Beaver looks forward to finding a new job, that's why he sits near his telephone most of the day.

2. His money runs out of, therefore he waits to be called up by others for having lunch, as well as he avoids to pay.

Analyzing the characters of "*A Handful of Dust"* we agree with this opinion that all characters can be found in life. Reading their characterization, we feel that they remind us some other people.

In *"A Little Learning*", Waugh wrote: *"The novelist does not come to his desk devoid of experience and memory. His raw material is compounded of all he has seen and done"* [4;196].

He was referring here to the evolution of his characters, and his implication seemed to be that many similarities were taken from his past experiences.

John Galsworthy dealt with creativity in his book *"The Creation of Character in Literature":"What we know as the creative gift in literature, or*

indeed in any art, is a more than normal power in certain people for dipping into the storehouse and fishing up the odds and ends of experience, together with a special aptitude for welding or grouping those odds and ends when they are fished up"[5].

Having defined the process of creativity, it is important to also identify the characterization.*"Characterization isthe representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in description or commentary, and indirect (or 'dramatic') methods inviting readers to infer qualities from characters' actions, speech, or appearance"*[6;48].

Thus analyzing Waugh's techniques of characterization we can conclude that he utilizes 4 main approaches:

1.The use of   the caricature;

2.The use of voices in the background;

3.The use of the ingenue and the sophisticate;

4. The use of the static and the dynamic character.

After reading and analyzing the characters of *"A Handful of Dust"* we conclude that the author uses all approaches to depict his characters. Firstly, we begin with Tony Last, the main hero. He is an intelligent, honest, reputable, prosperous, reliable, calm person.

From the point of view psychology there are four temperament categories, *Sanguine, Choleric, Melancholy, and Phlegmatic.* Each category or type is defined by a list of descriptive terms. In *"Four Temperaments, Astrology and Personality Testing"* Martin and Deidre Bobgan present the following chart with a brief description [7;9].

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Characteristics of four temperaments

Sanguine	*Choleric*	*Melancholy*	*Phlegmatic*
Cheerful	Optimistic	Melancholy	Calm
Friendly	Active	Sensitive	Dependable
Talkative	Confident	Analytical	Efficient
Lively	Strong-willed	Perfectionistic	Easy-going
Restless	Quick to anger	Unsociable	Passive
Self-centered	Aggressive	Moody	Stubborn
Undependable	Inconsiderate	Rigid	Lazy

Tony is an introverted as a phlegmatic type of a person. Yet, he is a weak husband in the family. He doesn't show his feelings to Brenda (the main character), even he doesn't control her. He only goes to the church and follows traditions, goes on for his business. They have a son, John Andrew. They take this boy just after christening. It is very interesting that they have eight-year-marriage, but don't have own child. Inasmuch as, the main hero doesn't care about the family and the future.

Another main feature is his name. The author gives a name as *Tony Last*. We sum up that he calls him purposely. Certainly, he is a last person   who follows family traditions, who has no own child. who has no private life. Tony Last is a real character. In one interview, the author claims that a settler's life inspires him to create such a character: *"A Handful of Dust", on the other hand, began at the end. I had written a short story about a man trapped in the jungle, ending his days reading Dickens aloud. The idea came quite naturally from the experience of visiting a lonely settler of that kind and reflecting how easily he could hold me prisoner. Then, after the short story was written and published, the idea kept working in my mind. I wanted to discover how the prisoner got there, and eventually the thing grew into a study of other sorts of savage at home and the civilized man's helpless plight among them"*[8].Eventually Tony's non-sense life finishes with capturing by Mr.Todd (character of the novel) and reading Ch.Dickens books the whole day.

After reading and analyzing we may conclude that Brenda is the sanguine type of a person. She is sociable, outgoing, talkative, responsive, easygoing, lively, besides that, she is a strong wife and a leader in the family. On the one hand, she controls keeping the house, housemaids and everything. She has a very busy life. On the other hand, she gets bored living at a historical place, Hetton. She buys a new flat in London and lives there lonely. She shows learning economics as a cause of living in London and Tony believes it. Relationship between her and Tony is not in a good condition. Brenda wants more attention but Tony isn't a particular husband, he doesn't much about her that's why she has affairs with other men. As a matter of fact, she does wrong things, but we are not going to blame her.

Besides that, she is lovely, pretty woman. The author's another character Mr.Beaver depicts her picture: *"I used to see her quite a lot before she married. She was Brenda Rex, Lord St. Cloud's daughter, very fair,under-water look.People used to be mad about her when she was a girl. Everyone thought she would marry Jock Grant-Menzies at one time. Wasted on Tony Last, he's a prig.I should say it was time she began to be bored"*[1].Her sayings proves that they are not suitable for each other. Moreover, they have been living for 8 years and they have an adopted son. Their son's unfortunate death causes them to split up. After this accident Brenda feels bad

and writes a letter which about divorcing and marrying John Beaver. She writes that she simply adores him. If their son were alive, they would live together forever.

Actually, John Andrew (Brenda's son) is the cleverest boy among the characters. He is an eager, intelligent, sensitive boy. When Tony comes back from London, John asks if he sees his mother.

Tony replies: *"I talked to her several times on the telephone."*

"But you can telephone her from here, can't you, daddy? Why did you go all the way to London to telephone her?...Why, daddy?"[1].So, his sayings depict his intelligence.

Another essential feature is to give a name to Brenda's lover. The author names him as John Beaver. For surname he chooses the name of an animal *Beaver.*

"Beaver is a small North American animal that has a wide flat tail and thick fur" [9;54].

It is made purposely, the writer compares his character with this animal. John Beaver looks like this animal with some his actions, such as avoiding payment, looking forward to being paid by others. Eventually, John Beaver is lazy, weak and he spends his days to do nothing. In other words, he is a parasite person. The author depicts his portrait by using of the caricature: *"When anyone asked Beaver why he stayed there instead of setting up on his own, he sometimes said that he thought his mother liked having him there (in spite of her business she was lonely); sometimes that it saved him at least five pounds a week. His total income varied around six pounds a week, this was an important saving. He was twenty-five years old. From leaving Oxford until the beginning of the slump he had worked in an advertising agency. Since then no one had been able to find anything for him to do"*[1].

After reading and analyzing this description we may conclude that he is the phlegmatic type of a person who is passive, careful, peaceful and thoughtful. His income is 6 pounds a week, if he stays at home, he can save him at least 5 pounds a week. So, he never attempts to do his best and to make money for his living. Additionally, his mother is also fed up with this situation. While analyzing we come across her grief: *"I know, my son. It's very difficult for you... and you're wonderful about money. I ought to be grateful that I haven't a son always coming to me with debts. Still, it doesn't do to deny yourself everything you know: You're getting to be an old bachelor already at twenty-five"*[1].

Mrs. Beaver wishes his son to be rich. Unfortunately, his son is the silliest man in the world as John Andrew tells: *"I think he's the silliest man who's ever been here.There just isn't anything nice about him. He's got a silly voice and a silly face, silly eyes and silly nose"* [1].

In this case, the writer again shows John Andrew's intelligence. Maybe the author wants to say that children are smarter than aged people.

Another essential character is Brenda's brother, Reggie St.Cloud. He is respectful, reliable, friendly and responsive, in other words, he is the sanguine type of a person. When he knows about divorcing between Brenda and Tony, he gets upset and he is against. After that, he tries to speak to Tony: *"My mother is extremely upset about it, naturally. I'm upset myself. I don't mind admitting, perfectly frankly, that I think she has behaved very foolishly, foolishly and wrongly. I can quite understand your being upset about it too"*[1].

As a matter of fact, we may conclude that he is a realistic person. After analyzing the dialogue between he and Tony, we can agree with his view. It should be added that there is a significant character, Princess Abdul Akbar, who is very sociable, talkative and kind. When she hears about

the death of John Andrew, she blames herself because she has been at Hetton. She feels so sorry even she says wherever she goes she brings nothing but sorrow, she feels like a murderess. So, she is very sensitive and emotional.

As a conclusion, we can summarize that all characters in the novels are real. One can come across such people in life. The author writes what he sees, what he thinks about social problems and shares with us.

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PEDAGOGICAL BASIS OF PROMOTING PRESCHOOL CHILDREN INTEREST IN A HEALTHY LIFESTYLE

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ABSTRACT

This article discusses theoretical proposals for promoting a healthy lifestyle in the preschool education system, which is one of the most pressing issues today. There is also talk about the legal framework for the implementation of preschool education in our country. We believe that the importance of sports in the upbringing of children and their future development as spiritual and physically mature people is relevant. In our country, which is rapidly developing in all spheres of development due to national independence, it is important to raise the level of knowledge of the younger generation to meet world standards, to be aware of scientific and technological innovations, to think independently, to start life confidently, entrepreneurially and spiritually. The development of modern science and technology requires educators to be creative, responsible for their profession and personality, to think freely on important issues in science, in short, to have professional skills. According to P. Azarov, the basis of pedagogical skills is knowledge of the laws of child rearing. After all, human health is very important for all times and peoples, and now it is crucial. The relevance of the topic of a healthy lifestyle is also confirmed by statistics. Developing respect for health should begin in childhood. According to experts, 75% of all human diseases are specific to childhood.

KEYWORDS: *Preschool Education, Pedagogical Technologies, Sports And Fitness Programs, Child Rearing, Healthy Lifestyle.*

INTRODUCTION

The law provides for preferential treatment for children and young people, who are the founders of our future. In particular, among the state guarantees for social protection of youth specified in Article 10 of the Law "On the Fundamentals of State Youth Policy in the Republic of Uzbekistan", preferential access to sports, health and cultural-educational institutions for young people the opportunity to participate in the conditions is strengthened. Uzbekistan pays special attention to the development of out-of-school education. In our country, which is rapidly developing in all spheres of development due to national independence, it is important to raise

the level of knowledge of the younger generation to meet world standards, to be aware of scientific and technological innovations, to think independently, to start life confidently, entrepreneurially and spiritually. For this, of course, we need a pedagogical basis based on modern technologies. We have always paid special attention to the upbringing of children. This work is still going on. In particular, Article 17 of the Law of the Republic of Uzbekistan "On Education" states that "to meet the individual needs of children and adolescents, the organization of their leisure and recreation, government agencies, public associations, as well as , other legal entities and individuals to establish out-of-school educational institutions in the cultural-aesthetic, scientific, technical, sports and other areas ”and to ensure the economic and material efficiency of these educational institutions. the foundations were laid.

Main part: The Decree of the President of the Republic of Uzbekistan dated September 30, 2017 No PF-5198 "On measures to radically improve the management of the preschool education system" and retraining and advanced training of managers and teachers of preschool educational institutions capable of solving problems of comprehensive development at a professional level ”1. The decree also stipulates the use of modern innovative pedagogical technologies, effective forms and methods of education and upbringing in the educational process. Indeed, in recent years much attention has been paid to the problem of professional development of preschool teachers. One of the characteristic features of the modern scientific and technical stage is the computerization of all aspects of society, which leads to a dramatic change in the structure of professional and pedagogical activity. The use of information technology in all parts of the education system creates a daily demand in the informatization of education, which, in turn, makes it easier for a future teacher of technical education in a new information environment. requires mastery of working skills. The use of effective technology in the training process will increase the professionalism of educators. In the process of professional development courses, the development of pedagogical creativity in educators is effective in preparing children for school education by providing them with spiritual education and the development of pedagogical skills in educators. According to the Russian pedagogical scientist A.S Makarenko, mastery is "how to achieve what, the level of mastery of pedagogical activity." Pedagogical skills ensure his personal qualities and success in the pedagogical process. In our opinion, pedagogical skills are the art of teaching, the desire and interest of every teacher to work. B.T. Likhachev describes pedagogical skills as a part of pedagogical art, the ability of the educator to master modern methods and forms, pedagogical skills and abilities, the embodiment of pedagogical art in the process of forming a child's personality. The development of modern science and technology requires educators to be creative, responsible for their profession and personality, to think freely on important issues in science, in short, to have professional skills. According to P. Azarov, the basis of pedagogical skills is knowledge of the laws of child rearing. In order to improve the pedagogical skills of educators, it is desirable to organize the educational process on the basis of individual learning, problem-based learning, collaborative learning, modular learning, design, game technology. I.P.Andriadi, on the other hand, emphasizes that pedagogical skills are personality traits, spiritual-moral and intellectual preparation, social values and a tendency to socio-cultural creativity. The development of pedagogical skills of educators leads to an increase in their personal values, as well as general cultural competence. in particular, by playing a variety of roles in game technology, educators are provided with a full understanding of theoretical and practical knowledge on how to solve pedagogical problems. When thinking about the professionalism of the educator, it is necessary to pay attention to his commitment to the national idea and ideology, the breadth of knowledge and ideas, his attitude

to his duties. professional skills and abilities are not easily formed in the educator. To do this, he must constantly read, study, research, work creatively, quickly understand the reality. At present, along with the professional skills of educators, the issue of children's health and care is one of the most pressing issues. In kindergarten, a critical question arises about ways to improve health, movement development, and physical development of children. It is known that health is only 7-8% dependent on health and more than half on a person's lifestyle. Caring for a healthy lifestyle is the foundation of physical and moral health, and health can only be achieved through the solution of pedagogical, medical and social problems. The concept of 'health-saving technologies' has become firmly entrenched in the education system, starting with preschools. One of the main tasks of the preschool educational institution is to create conditions that ensure the formation and strengthening of students' health. After all, human health is very important for all times and peoples, and now it is crucial. The relevance of the topic of a healthy lifestyle is also confirmed by statistics. Developing respect for health should begin in childhood. According to experts, 75% of all human diseases are specific to childhood. A teacher may do less work than a doctor for a student's health. The teacher must learn the psychological and pedagogical technologies that allow him to work in the classroom in a way that does not harm the health of his students. The learning environment should be health-promoting and health-promoting. The concept of "health-saving technologies" integrates all areas of preschool education activities to protect, shape and strengthen the health of preschool children.

• Pedagogical culture of educators;

• have physical skills;

• Pedagogical skills and abilities;

• Speech culture and pedagogical interaction;

• Organization of sports in accordance with the age of children;

• Pedagogical communication and culture;

• Psychological and pedagogical knowledge;

• Self-analysis.

CONCLUSION:

In short, in the process of professional development, along with the development of professional skills of educators, the development of their physical skills is one of the most pressing issues of today. To do this, it is necessary to identify the main approach in improving the skills of educators. That is, it is necessary to jointly improve the personal and professional qualities of educators, to acquaint them with the latest developments in the preschool education system, to organize the training process on the basis of world experience, to improve teaching and methodological resources. Today, we also have world-renowned athletes. If we can involve them in the pre-school process, it will evoke a special feeling in the hearts of children. Thank God, in every region today, our famous athletes have grown up. We hope that they will also contribute to pre-school education by sharing their views with them.

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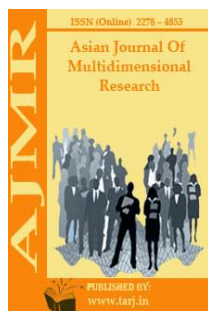
USING RUSSIAN SYNONYMS IN THE SPEECH AND IN THE LITERATURE

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ABSTRACT

The paper deals with the concept of synonyms and synonymous series, distinguishes differences of synonyms and defines their role in speech. The questions about the main dignity of synonyms, about the differences between synonyms of language, about the appearance of synonyms, about their role in artistic, poetic speech, about semantic, stylistic, semantic and stylistic groups of synonyms are analyzed. It is aboutwhatdifferentstylisticfunctionstheyperform.

KEYWORDS: *Synonyms, Topicality, Co-Synonyms, Parts Of Speech, Shades Of Meanings, Usability, Sublimity, Groups Of Synonyms, Functions, Ambiguity, History Of Synonyms.*

INTRODUCTION

There are many synonyms in different languages, including Russian. We can say that synonyms enrich the language on the one hand, and sometimes make it difficult for students on the other hand. In a certain situation you can use two or more synonyms, but you have to think about which one is the most appropriate. For example: The master, after examining (looking) the stranger from head to toe, politely asked who he wanted; I completely (completely, quite) agree with you. From this you can see that the study of synonyms of the Russian language is of great relevance.

What are synonyms?

Synonyms (from Greek "synonymous" - "coonymous", "eponymous") - words that are identical or very close in meaning (for example: «смелый» и «храбрый», «труд» и «работа», «гореть», «пылать» и «полыхать»). It should be noted that there are very few words of the same meaning in the Russian language, most synonyms have close meaning, i.e. close in meaning or style, etc.

Generally speaking, close meaning and replacement of each other are two main features of synonyms. The difference between them is reflected in the level and degree of attributes (большой - огромный-громадный - гигантский), on the tension of action (бежать - мчаться -

нестись - лететь), on social assessment (зарплата - жалование), on the language style (обмениваться - меняться), etc.

Synonyms can be highlighted in any part of speech. We can find them among:

Nouns (великан, гигант, колосс, исполин);

Adjectives (растрепанный, косматый, взлохмаченный, взъерошенный, нечесаный, встрепанный);

Verbs (развлекать, забавлять, занимать, потешать, тешить, веселить).

Anadverb (ярко, отчетливо, четко, ясно).

What can you call a man who is very strong? Of course, a strongman (силач in Russian) is "a man with great physical strength", and the one who can defeat even a strongman? Hercules is "a man who has great physical strength". (In the name of Hercules the Romans called the famous ancient Greek hero Hercules, who performed 12 feats).

The main advantage of synonyms is the ability to denote small differences, which means that synonyms allow for more accurate, more vivid expression of thought. "Родина" sounds more solemn than the word "Отчизна". "Друг" is a person close to the spirit of convictions, on which you can rely, and "приятель" is a person with whom there is a good, but not very close relationship.

Synonyms work in different ways, making our speech precise and expressive, more literary and elegant. If we repeat the same word all the time, for example, the word writer, it will annoy the reader like the sound of a scratch on glass.

The knowledge of synonymic riches, both native language and Russian, is a necessary condition of human speech culture.

Some synonyms convey subtle shades of meaning, while other types of synonyms allow us to speak sublimely or grossly dismissively (очи-зенки), benevolently or ironically (бабуля-старушенция), officially or not officially (отбыть -уехать). The word "мальчик" can be used in any case without expressing his attitude, and the word "пацан" - only in a relaxed, familial conversation.

What's the difference between synonyms of the language?

Synonyms of the language differ from each other in usage. "Глаза, очи, зеницы, гляделки" - nouns indicating the eye organ of vision, but only the word глаза is in common use now; очи - a poetic word, зеницы - old, and гляделки - simple. There are also semantic differences between these words: очиcan only be called big beautiful eyes, гляделки, on the contrary, eyes are small or inexpressive, and the word глаза is suitable in all cases.

The more synonymous the language is, the richer it is, the more opportunities for expressing thoughts and feelings. A person with more weight can be called both полный, толстый and грузный . In this case, each of the synonyms has its own special meaning, emphasizing the volume (полный), shape (толстый) or weight (грузный).

«Ах, нет, мне нельзя, ведь я такая толстая… полная… пухленькая… Положи-ка мне еще тортика!»

Synonyms also play an important role in the language of artistic works.

In a synonym language, synonyms can perform different functions. Z.E. Alexandrova names three of them:

1) the substitution function, associated primarily with the desire to avoid unwanted repetitions of the same lexical units;

2) the function of refinement connected with the desire of the speaker or writer to convey the thought more clearly;

3) the expressive-stylistic function, connected with the expression of diverse evaluations. The main purpose of synonyms is to make speech expressive, flexible, to convey subtle shades of meaning, which is especially clear in fiction.

In artistic, poetic speech synonyms play another role. They help the author to express his attitude to what he depicts, as well as to make this image more colorful, bright. A. I. Efimov in his book "The Stylistics of Artistic Speech" writes: "Synonymic means to diversify, decorate and thus enrich the verbal and artistic image ... The richness of synonyms in the writer is evidence of the richness of his language and stylistic ingenuity".

Russian language is able to express subtly and accurately a variety of thoughts and feelings. Where does he get such qualities as splendor, liveliness, strength, tenderness, etc.? We find the answer to these questions in the history of the Russian language, in its originality, in its ability to take and assimilate the best properties of the languages it has come into contact with.

The rich synonymy of the modern Russian language proves the richness of its vocabulary and all language levels. It can be concluded that synonyms are a universal phenomenon, as they are characteristic for all language units. They give an opportunity to express the subtlest shades of thought, to make the language more "efficient and figurative".

Words-synonyms help to convey the complexity, ambiguity of various phenomena of reality, to express more or less intensity of actions or signs, the diversity of their manifestations.

Synonyms differ from each other in shades of meanings, emotional and expressive coloring, stylistic affiliation, the degree of use in modern language. It is these language tools that help poets achieve their main goal - to translate their ideas into a work of art.

After studying the results of the study, we concluded that we need synonyms, because they make our speech more vivid, expressive, help to avoid repetitions and avoid speech errors. Speech enriched with synonyms brings success to an experienced speaker, fascinates with sincerity, makes us be one in conversation, work, communication with people. Especially now the role of synonyms is great when everyone is passionate about phones, computers, the Internet, memory becomes "disposable" and speech is monotonous. What is speech, it is the soul and the character of the person.

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POEMS ABOUT THE YOUTH OF SAHIBKIRAN AMIR TEMUR

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ABSTRACT

The historical era of Kashkadarya-Surkhandarya has existed since ancient times. In particular, poems about Amir Temur and Babur are widely spread. Until now, some of the Bakhshi living in this territory have been written and published, such historical epics as" Oichinar", "About Babur", "Birth of Sahibkiran", "Birth and youth of Amir Temur", " Temur and Boyazid", "Great Amir Temur", " Ahmad Yassavi", " Alisher Navoi", "Makhtumkuli". We wrote and published an epic about the birth and childhood of Amir Temur "the birth of Sahibkiron" from Ruzi Bakhshi Kulturaev, an epic "the birth and youth of Amir Temur" from Chori Bakhshi Umirov. If both epics concerned the birth of the historical person Amir Temur, his childhood, then widely known fantastic inventions, epic sponsors, characteristic of traditional epics, as well as the image of mythological evil forces. First of all, when it became known about the birth of Amir Temur, evil forces, ill-wishers in different kingdoms are trying to destroy him both before and after birth. But no matter how hard they try, epic sponsors, holy spirits, teachers are not enough because of their desire to help Temur and mother Teginabegim. Since Amir Temur's father Taragai Bakhadir went on a long battle journey, he lives with his mother Teginabegim in Amir Chaku's house. Temur grows from childhood strong, energetic, smart. Since childhood, he captivates the minds of children with various national games. Increased is strength. The poem reflects how he lived through his childhood. In the Poems about the birth and youth of Amir Temur, the life, successes of that time, and the way of life of the people are well covered. Along with the names of such historical figures and places as Amir Temur and his saints, father, mother, Amir Chaku, Bayonkulikhan Bukhara, Kesh, Zanjisaray in the epic, there are a number of fantastic images. As a result of studies and research, As a result of research started in the 90's of XX century, were recorded " Birth of Sahibkiran", "Birth and youth of Temur", "Temur and Boyazid", "Temur and Tukhtamysh", "Samarkand tarovati", "Makhtumkuli", included in the historical category, based on historical sources, kissakhanids, and defined certain ideological goals, artistic and aesthetic value.

KEYWORDS: *The Historical Epic, Traditional Epic, Sahibkiran, Birth, Tradition, Divine Power, Black Power.*

INTRODUCTION

Uzbek poetry is comparatively little studied epics, dating to the historical category, as an example, which reflects the developments of the XVI century, the relations between Babur and Shaybani are the common background, are celebrated poem "Shaybanikhan" written by Pulkan and poet "Oichinar", written by a son Qadir Rahim. As a result of studies and research, As a result of research started in the 90's of XX century, were recorded " Birth of Sahibkiran", "Birth and youth of Temur", "Temur and Boyazid", "Temur and Tukhtamysh", "Samarkand tarovati", "Makhtumkuli", included in the historical category, based on historical sources, kissakhanids, and defined certain ideological goals, artistic and aesthetic value.

The small historical epic "Gavhari Khushtar yohud Akhmad Yassavi" reflects the period of childhood, youth and youth of the life of Akhmad Yassavi, a major representative of the teachings of the mystic. The epic was created on the basis of historical data, legends and legends about Yassavi, effectively used in the material epic of epic places.

"Akhmad Yassavi" as a historical and religious place where the main character was born, the period in which he lived, and clearly reflects the family Shrine of the hero. The birth of Ahmad, the founder of the yassavist cult, exalted to the level of the great prophecy, perfected from childhood, possessing special abilities, and his search for science, has been successively described.[1] The plot of the poem is simple, the conflict is simple. Described beautiful poems about human relationships, especially family unity, love for mother and child, the struggle for nobility, good deeds, respect for people, life in a good spirit, the inseparable relationship of human and the world, communication. Young Akhmad, having seen a lot of grief when he parted from his father, well aware of the high standard of living, receives a reward from the folk fertilizers of his pure mother, Karasoch Bibi:

Odamzodning oqibati shul bo'lar,
Ota ketsa izin bosgan ul bo'lar,
Dono ulni ardoqlagan el bo'lar,
Nodon inson eldan ayrilmadimi?
This would be a consequence of humanity,
The son who replaced his father if he left,
These were people who respected the wise son,
Has not the foolish man separated himself from the people?

Akhmad as a gentle, thoughtful, intelligent, devoted child, deeply observes parental advice and binds to great things. He bequeathed to him his teacher Arslanbobo, who studied the science created by the ancestors, fought for justice, truth:

Sen doim Allohning ishqida yongin,
Ko'ngli pok donolar mehridan qongin.
E'tiqod va iymon yukini ol-da,
Valiy bo'l, bolama, nodondan tongin.

Be always in the work of Allah,
Be together with fun clean lovers,
Be confident and confident,
don't be a fool

In Uzbek poetry, in particular, in southern Uzbekistan, not only sounded the tales of epic heroes, such as Alpomish, Gurugli, Rustamkhan, Avazkhan, but also about our great ancestors Ibn Sina, Beruni, Yassavi, Amir Temur, Ulugbek, Navoi, Babur, were written stories, created poems. But because of the pressure of the pre-90's political system, especially about Amir Temur, Yassavi, Khoja Ahrar, the correct statement was made about the samples of oral folk art, their writing, publication and analysis of what was written. When we first talked about Amir Temur, the literary scholar I. Sultanov asked a number of questions, in poems Amir Temur was happy to be born as a positive personality of Amir Temur, to interpret him as a creative activity.[2] A number of fairy tales were revealed showing the character of the last short, witty, character. Ruzi Bakhshi Kulturayev was written" The birth of Sahibkiran" Chori Bakhshi Umirov" The birth and childhood of Temur", " The Great Sahibkiran", Kakhkhara Bakhshi Kadir son's " Temur and Bayazid", " Temur Tukhtamish" and " Uzbek folk Temurnoma". By the way, stories and poems about Amir Temur and Temurias existed not only in southern Uzbekistan, but also in the whole Republic. We know that Professor Malik Murodov Razzakbay Kazakbay son's wrote the epic "Amir Temur". Perhaps other folklorists wrote stories about this great villain, but they were afraid of the totalitarian regime's policies and remained in their personal archives.

The attempt to really show the merits of Amir Temur, who left an indelible mark not only in Central Asia, but also in the socio-political life and culture of the world, the desire to collect samples of oral creativity about him among the people and thus illuminate the bright point of our history, painted with black colors, began with the 90's of the XX century. The expedition "Amir Temur Yurgan yullar", organized on the initiative of the newspaper" Turkiston" under the leadership of Professor-folklorist Malik Murodov,[3] has done a lot of work. Part of the rich material acquired during the expedition was first published in the newspaper "Uzbekistan literature and art" and the collection "Amir Temur ugitlari".[4] These materials are characterized by a new reflection of the theme of Temur and Temurias, a high idea, a reflection of historical reality in folk reality, the level of artistic expression published up to this time. Have special significance. After all, when we talked about Temur and Temurias for many years, we only learned to condemn, to believe in absurd inventions, to shed and promote elusive legends.

As proof, Amir Temur was described in textbooks, manuals, books about legends created from the beginning of the XX century to the beginning of the 90's of the XX century, in the violent, aggressive, illiterate, cruel and so on. It is true that we exposed him through Nasriddin Afandi and deceived him with false anecdotes.

Despite the fact that this society by educating generations through false legends and anecdotes through hatred of Temur, or Yassavi, Babur or Khuja Akhror, the people were able to convey to us the images of oral creativity, filled with love, reflecting the truth about their brilliant ancestors. If some of the folklore scholars involved in this field refute the myths and legends about Temur and the Temuries, the other part will continue to record them, but some have been preserved in personal archives because of the impossibility of their publication. Folklorists from different parts of our Republic wrote not only stories and legends about Temur and Temuries, but also texts of fairy tales.

One example of an epic of the Temur and Temuries dynasty is the historical epic "Oichinar" about the Shah and the poet Babur. This poem was written by folklorist A. Kakhkharov in 1969 from bakhshi Kadir. Professor B. Sarimsokov wrote the first scientific article about this: "Works about Babur, about the events of the XVI century in General, Sherabad and representatives of the school of epics in southern Tajikistan should be limited to only one or two epics, such as

"Oychinor", should not be enough.''[5] This is true when the idea was published, and subsequent research confirmed the opinion of the folklorist.[6]

Published articles, research of folklorists and linguists U. DJumanazarov, M. Murodov, A. Ergashev, I. Rakhmatov, M. Rajabova, T. Nafasov about the fairy tale "oychinor", its ideological and artistic features, interpretation of images, meaning in the historical epic.

The Union of Soviet Socialist Republics has undergone changes in our culture, spiritual and spiritual world due to the fragility of the system. Poems about Temur and the Temuries were also performed.

Bu dunyoning ishi doim kam bo'lgan,
Inqilob deb bosh egigu xam bo'lgan,
Tutqunlikning bari boshda jam bo'lgan,
Tarix haqda, Temur haqda dostonni,
Aytolmasdan zo'r baxshiyam dam bo'lgan.[7]
The work of this world has always been rare,

Because of the revolution, our head is always bent,

Passion has always condemned us,

About history, a poem about Temur,

Bakhshi could not tell about it.

Opportunities that have given independence, having worsened the tragedies of the past: ''Now Dance and laugh, in each step add a voice good luck, go to those ancient tones, I tell a story about Amir Temur, let people be happy to hear.'' no wonder they say.[8]

In the Uzbek folk tale about Amir Temur and the Temurids-this is an event that should be studied in our folklore. This category does not consist of one or two epochs. As noted by Chori Bakhshi Umirov, there is a separate Epic about the birth of the great Sahibkiron, his youth, about coming to the throne, about his every walk. Even that Bakhshi admits:" I have a lot of time playing in dumbira, and I can say ten stories about Temur"[9]

The historical poem of " The birth of Sahibkiran", first written about Amir Temur from Ruzi Bakhshi Kulturayev reflects the hero's birth and his childhood. But this does not mean that the work will be considered only specific facts, historical events and personalities. Because it is clear that any work of art, in particular, samples of oral folk art, can not be created only on the basis of historical sources. In particular, in historical epics, historical truth will be intertwined with legend, fact, that is, in such works, the concrete historical reality will be evaluated, giving a new meaning peculiar to folklore. At the same time, their theme, images, and ideas are described in connection with the struggle in specific historical conditions.

The historical epoch by the nature of the description of specific events and facts in history, the degree of documentation differed from each other in that " The birth of Sahibkiron",[10]" The birth and childhood of Amir Temur", written from Chori Bakhshi Umirov, "Temur and Boyazid", written from Kakhkhar Bakhshi Kadir son, also belong to the historical fantastic type. At this point, they also contain elements of historical heroism and historical concreteness.

"The birth of Sahibkiron" is a prose introduction, recognizing the sharpness of the world before the beginning, characteristic of all traditional eras, and:

Kel do'mbiram seni qo'lga ushlayin,
Qo'shiq aytib el ko'nglini xushlayin,
Men egangga ilhom bersang, sumbul soz,
Temur dostonini endi boshlayin.[11]

Hold you in your hands,
Sing and please the people,
if you inspire your master,
I'll tell you a story about Timur.

Starting with the term referring to dumbira, this narrative and the term performing the role of the Saint States that the purpose and greatness of the man Temur, his coming into the world and reaching the level of Sahibkiran are not simple phenomena, but are connected with divine forces:

. . . Ruhini yaratdi podshoh bo'lar deb,

Qancha yurtdan boju xiroj olar deb,

Bahovuddin Balogardon piridir,

Temur bir kun qazogardon bo'lar deb.

Shayxu pirlar qayga yursa qo'lladi,

Qirq chiltonlar yaxshi yo'lga yo'lladi.

Sohibqiron o'tdi Temur jahongir,

Sahobalar risq-nasbasin mo'lladi. [12]

As the king would be, he created his own spirit ,

Many receive wealth from the Earth,

Bahovuddin Balagardon saint,
Timur takes revenge for a day.
Sheikh supported the Saints wherever they went,
Forty Chilton went well.
Sahibkiron passed Timur Jahongir,
Companions made a lot of Fortune.

The content of the epic is reflected in the alternate term, and the end of the main events begins with the fact that the mercenary and Merciful, the extreme sniper and the generous comb can not throw a deer on the hunt and chase it over his flock. Listening to the details of the dream in which the shepherd of Taragai saw the flood:

Teginaman davron surar To'rag'ay,
Sohibqiron o'g'il ko'rar To'rag'ay,
Hayallamay yetib kelsin Buxoroga,
Sir ahvolini mendan so'rar To'rag'ay[13]

The comb asks to act
Sahibkiran son sees Taragay,
Let arrive without delay to Bukhara
He asks me about his condition Taragay.

Faced with the blessing of piri Said in Bukhara, Tegina with her advice fulfills the condition of " Building a mosque, keeping an eye on the Suns of distant lands, whose dome has reached the sky, the shadow has reached the country of chin-Mochin, where Flying Birds have turned". Married to Tegina, the comb goes to battle on the eve of having children. Four kundosh, who took advantage of his absence, becomes a traitor, and four tray (lagan) hire a slave for gold and order the murder of Tegina. When the slave does not kill Tegina, who was put in a bag, but throws herself into a well that she would die, Tegina will be saved by the death of piri Baba Said. Timur is born in a well, and the next Shepherd faithfully joins the bucket in which he throws himself, trying to draw water. The Musaboy, who came to this land, brings Tegina home. The event will be accompanied by the arrival of the poets of the Kings Of Persia, Iraq, Orus, Farang, China, Rum, India, the prophecy of the birth of Temur, his patronage, and the episodes of the seven climate rulers attempt to kill the young Temur.

But Tegina and her child escape from the pursuit of enemies and with the help of piers find themselves in hiding from the tomb on the outskirts of the city. When the invaders try to find a touch of the grave and the child, they will be killed by the divine fist tattoo from the sky. Mother and child, listening to the sermon of Said Baraka, again takes refuge in the house of Musabai, returning to the horse that he gave. Temur teaches the contestant, teaches hunting, and his mother Tegina is engaged in medicine.

After fighting in Badakhshan, Taragai, who became Khan here, returns to Kesh ten years later. When he comes home, there is no touch and no son, the other four of his wives said: "Sora was mad as tentacles, seeing Aidara a blind blind man, Aichaman was surrendered, and Gulsara was paralyzed, lying down." From them Bahadir was looking for his child, who had heard that his beloved wife had run away, playing for touch. He joins the caravan in a chain, and here he meets his son. Even if he doesn't know, he can't look at it, so he goes to Musabai's house. After approving the treatment, when Tegina, who treats, brings even four diaries without introducing himself, Taragai brings them. Capricorns take on the neck of the sins that they have committed in the hope of recovery. Those who are lost find each other, and the events end with a wedding.

As can be seen from the plot of the work, all the events associated with the birth and childhood of Temur, took place on the basis of epic traditions based on various myths and legends. If you look closely at the traditional medieval, in particular, Uzbek folk epics, as well as remember the stories about the faithful prophets of the Islamic world, we will not see any special innovations. The events of the work develop on the basis of the ordering of certain epic places, the subordination of myths and legends to creative goals and acquire integrity.

Motives such as Tragai Bakhadir's childhood Comrade, his prayers and prayers when he reaches a certain age, his adoption into account, the condition of the girl to a married young man, the help of sponsors or mythological forces in fulfilling a difficult condition, the conflict of the kundoshs, the enthusiasm of the future epic hero-to come into the world naturally and find perfection, As evidence of our thoughts, it is enough to recall the "Alpomish", "Gurugli", "Avazkhon", "Nurali" category, which occupy an important place in the Uzbek friendship, and such friends as "Murodkhon", "Kuntugmish", "Rustamkhon", "Shirin with Shakar", "Orzigul".

When Ruzi Bakhshi started telling the epic about Amir Temur on a historical theme, the epic places in the traditional epics, which, if not willing, knew a lot about themselves and are imprinted in the memory, were revived, moved.

"The birth of Sahibkiran "was created relatively later and because its writing coincided with the period of independence, religious myths and legends, or prophecies were not reduced, "crossed", but were preserved as the main chain of events. From the arrival of Temur in the world until the end of the world, until his death, the description of his entire life reflected the support and assistance of the Saints, the greatest scientists of the Islamic world. The construction of the incomparable mosque of Taragai, the survival of Tegina and fruit thrown into the well, the defeat of evil people in the cemetery are also the result of confidence in the power, devotion to the feasts with the support of mythological sponsors.

During the events of the epic, Ruzi Bakhshi was able to illuminate the people's ideas about the ideal hero, able to give the fight between good and evil, justice and injustice, loyalty and betrayal. In this universe there is the pleasure of all suffering, and, on the contrary, the last sorrow of joy. Taragai because of his generosity, patriotism, generosity, generosity, magnanimity, was forced to give birth to Temur, or four days suffered, suffered than his evil deed, and when he greatly regretted his actions, he was healed again. Each of these events has a trace of faith in the Islamic religion. Sins and punishments, rewards and rewards represent the belief that the only creative power depends on God.

Portraying the enemies in the epic and the enemy of the devil in the style of good, Saints, Bakhovuddin, Said Baraka, Babashaikh, who came from disaster, Khizr is celebrated as the defenders of good, justice, honesty and religion. Babashaikh's next words about what Taragai Bakhadir said to Bahadir also suggest that the devil is a trap:

Har ish bo'lsa shayton solar xatoni,
Ko'p sargardon qildi Odam Atoni,
Bir zamonlar olim bo'lgan u shayton,
Katta ketib tanimadi Xudoni.
Olimman deb axmoq ko'ngli bo'lindi,
Bir gap uchun marhamati olindi,
Odamzotdan ziyodman deb oxiri,
Tavqi la'nat u shaytonga ilindi.
Olim shayton har baloni biladi,
Odamzotni har xil kuyga soladi,
Kimki kirsa u shaytonning gapiga,
Oqibati ko'p pushaymon bo'ladi.[14]
Shaytan fault if every job,

Adam Ato who made many vultures,
He Satan, who was once a scientist,
Great went and did not recognize God.
Divided that stupid disappointment,
For one sentence received blessing,
End that over Man,
The Curse of the rabbit was on that devil.
The scientist the devil knows every balloon,
The man puts the man in all sorts of tunes,
Whoever enters into it, he shall be cast into the devil's word.,
The end will regret a lot.

Ruzi Bakhshi Taragai Bakhodir, young Tegina, Musaboy, Babashaikh, Bayonkuli in the interpretation of such images, although using the traditional image to create a portrait, can give their spiritual joy in a kind of individuality. Taragai Bakhadir, back in that I love my child, beat up, who was the child, realising that he was the loser, was badly hurt. As a Kalandar, he finds himself searching for the lost his wife and his child.

While a life spent on a child's earth means that I am now happy to be a father, the world of a person suffering from it, the heavy spiritual mood that has also divorced, is expressed in grief from grief on earth. Such situations, representing the spirit of the heroes, can be given at will.

In the poem " The birth of Sahibkiran" a lot of places, which reflect national traditions, customs and values of that time. The poem is traditionally replaced by the Nazmiy and Nasriy place. If each of them is expressed in prose, then in poetic image and speech, rhymed lines in the style of A-A-B-A, characteristic of folk poetry, are preserved stably. In each point, the meaning, the stagnation of weight, the naturalness of rhymes, the artistic application of artistic and pictorial means, poetic methods strengthen the cognition, the influence of the epic.

Yomon odam uyi doim cho'l bo'lsin,

Yaxshilarning nasibasi mo'l bo'lsin,

Boshingdan toymasin, bolam, davlating,

Davlatli mehmonjon, senga yo'l bo'lsin. [15]

May the house of the bad guys always be a desert,

Let there be many good things,

Don't slide on your head, baby, condition,

State guest, let him come to you.

These four lines, which are spoken of in the language of the grandfather, embody applause and caresses, and caresses, and intentions. When an evil person says the house always desert, there is evidence that no one will look for his evil, shouting that nothing in the house evil that bad people will not see the child. After all, people go to a comfortable place. At the same time, as they say about bad intention, kindness is expressed by the method of resistance. Let portion will be abundant. In the first two lines, two opinions were expressed, about the state of Affairs, about wealth, about the well-being of our elderly people with special wisdom, blessing. In the people, in particular, in Kashkadarya and Surkhandarya families Kungrad say that smart, smart, smart people do not immediately tell where to go. What you do doesn't say what you do, says you don't snore, says your work is blessed. What you sell does not say a blessing to trade. That is, before each sphere, a person who wants to first Express his intention, pray and start his attitude, ask, will find the way to the soul.

Answering Babashaik question about ''whether there will be a road'', Taragai says:

Xudoyim bergandi shundayin savlat,
Savlatga yarasha ham berdi simbat,
Bor so'zimni sizga aytay, bobojon,
Beqarorman, o'zim yurgan befarzand.

May God forgive you,
For the sake of the basket also gave Simbat,
Let me tell you what I have, grandfather,
Unstable, indifferent walking myself.[17]

The grandfather was also approached by the icon of a stately-looking charmed passenger. Riding horse, wearing clothes, Simbat the spirit of the hero corresponding to each other is contrary to appearance. Wealth and Simbat the main thing for a young man is that he does not have children. If there are no children, if there is no son who burns his lamp when he dies, who will take the name of the father, " Sinu-Simbat, what is the state of wealth, what is it that is necessary? Both poems in the proposed question-answer, the order of their rhyming, applied artistic means are traditional.

The epic " Birth of Sahibkiran " embodies the traditions of art, language, plot and compositional integrity.

The epic " Birth and childhood of Temur", written Chori Bakhshi, the ideological content is close to what he said in the poem " The birth of Sahibkiran". This version begins with a description of the events when, after Mukadimma, the castles of the Mongol invasion fell on the head of our people, and from this cruel anger to evil and evil to God. God, who saw excessive injustice during the reign of the Mongol Kazan Khan, suffers from what the descendants of Adam do. Those who receive the "wealth of reason" "destroy nature", not limited to the Resurrection on earth, " weep.; laugh at the enemy, sin-fills you with its agony, slander the heart of contempt, kills the child's father, does the mother's work; career, wealth-it is who holds each other's eyes. Not knowing that the soul is the Savior, it does not know evil, good, does not listen to adults, infidelity, which burns anger, betrayal, which replaces loyalty."

The one who created eighteen thousand worlds is surprised by this: " Let the oppressor express my tyranny to the unjust, let them descend upon my people, let them bring down justice again," the one who will create the Sakhibkiron of the future from the light, and will scatter the heavens to the Falcons, saying that they will be born from the marriage of the two.''[18]

A variant of Chori Bakhshi was also created on the basis of mythology, religious legends, and legends. The emergence of Temur from light, his always leadership divine forces is the result very longstanding views in epic Eastern peoples. As evidence of our opinion, it is sufficient to recall the famous epic of the Indian people "Mahabharat". The basis of these similarities should be found in the economic, cultural, educational, spiritual relations between the peoples of the East. Another proof: in the Uzbek folk epic, it is enough to compare such cases in the poem "Mahabhorat", when the main events develop on the basis of the accepted prayer or oath of the epic hero.

The epic "Birth and childhood of Temur" appeared on the field of epic traditions. According to the tradition of the epic, the future hero should be born in a family in which the symbol of childlessness was lit. Temur's father Muhammad Taragai Bakhadir: " polvan was who took his head for offending his elite, overthrew the enemy on the day of the war, knew about the people, tried on the battlefields, sent to justice, took responsibility", but put the child on the five.[19]

In Chori Bakhshi Umirov, too, Taragai went on a hunt, chasing a deer came upon a flock, telling him a shepherd's dream, the arrival of Bukhara married to Tegina, the long-term go to battle and the blame for the fell on the head of Tegina, the struggle of the seven climate Kings to lose, the birth of a young hero in a well, as in the option of fasting Bakhshi Kulturaev.

In our opinion, in a fairy tale written on two gifts, the basis of this similarity is as follows:

1. General provisions Both Bakhshi under the influence of the representative of the Sherabad Dastan school, teacher and student Umir Bakhshi Safarov and Kadir Bakhshi Rakhimov grew up creative personalities. This is recognized by Chori Bakhshi: "my father all his life, a friend was an able teacher, their spirit was supported from Temur."

2. Both Bakhshi listened to the work of the famous folklorist Abdimumin Kakhkhorov "Temurnoma", written by him in 1971 on tape, and marked the beginning of these events.

3. They are well aware of the epic traditions, as both are creative Bakhshi. Traditional epic places in epics could effectively and rationally use the epic of Amir Temur.

4. Both Bakhshi are aware of Legends and legends about Amir Temur, a common people, about the noble people. These narratives and myths they heard almost in one area, in the Land of Dekhkanabad, because both of them were minors here.

5. To create the epic" Birth of Sakhibkiron " and " Birth and childhood of Temur " there are traditional epics, which preserved such motifs as" Alpomish"," Birth of Gurugli"," birth of Avaz", " Birth of Nurali" and others.

6. Both versions were created by individual creators, based on the above sources, which were not mastered by hearing from the masters.

But similar places in both versions differ in Outlook, art, preservation of ancient traditions, the way of image, the use of words, artistic, aesthetic view. From the point of view of Ruzi Bakhshi, the Nazi position was dominated by the traditional four rows of occupied construction, artistic preferences, the Chori Bakhshi version preserved the epic even in Nazmi, instead of the traditional four appeared five, the text used more ancient foundations. For example, in the version of Ruzi Bakhshi, when Taragai wants to punish the shepherd, when the dog snores returns this idea, in the version of Chori Bakhshi, he speaks the language. The dog describes the course of Taragai in Bukhara with a poetic speech 45th lines telling that the shepherd himself saw the dream he saw.

Since the future Sahibkiran Chori Bakhshi was injured by the light, the earth sponsors understand that strength and energy are not enough to preserve and improve it. Therefore, in addition to Sheikh Saifiddin and his spirit, Shamsi Kulal, Said Azimkhan Eshon as a sponsor of Temur, the traditional master of Khojai Khidir, calls for the help of angels. In particular, the thought of Sheikh Saifiddin Taragai about touching is manifested in a dream, that Tegina in a dream runs away from enemies and with the help of the soul gives shelter to from the grave, becomes the owner of Temur. The master hugs him after Khojai Khidir gives birth to Tegina Temur in the well. Mother and child lead to the grave of Sheikh Saifiddin. And the angels save them both from the enemy forces. Because the tradition to sponsor a future epic hero, even the birth of his horse were noted in the Uzbek distaste. It is enough to recall only one " Birth of the Girot horse of Gurugli"[19] in this area. In turn, performing positive actions will require the guidance of divine forces. On the side of negative forces must also be the forces of evil. Therefore, the Chinese Ambassador is not only an Ambassador, but also a witch. He understands that he cannot be killed by a witch in the Holy Temple, touching his son as well. The angels understand that they are coming here with a dog to get rid of help. When the mother and child are taken, they are killed in the morning, because it is the night of Bayankulikhan, who was the ruler in the upbringing of Sheikh Saifiddin.

At night, Bayankulikhan dreams. In a dream, his mentor Sheikh Sayfiddin in a dream appoints him to keep a mother and a child. And the Chinese Witch is killed by divine forces. In the variant

of Chori Bakhshi Umirov, special attention is paid to the upbringing of the future hero, his upbringing as an entrepreneur. Bayankulikhan Tekinabegim, whose immunity was provided by the order, and his son Amir Chaku, live in his house. Young Timur grows up together with his son Mirzo Said. At the age of seven, the father and mother predicts the future of the saint Sheikh Sayfiddin Timur with advice in a dream:

Mashqlar qilib chiniqaver, o'saver,

Qo'ling bilan toshni urib kesaver,

Polvon bo'lib man-man zo'rni bosaver,

Nasihatim yodda saqla, jon bolam,

Bolalikdan dushman yo'lin to'saver.

O'qiganda bilim borin ko'targin,

Nomardlarning ko'kragidan itargin,

Muhtojlarning iltijosin bitkargin...

Yuk olishning hadisini bilgan - chun

Nor tuyalar o'n ot yukin ko'targan. . .

Nomardlarni o'z safingga qo'shmagin,

Zafar quchsang havolanib toshmagin,

Yengilganda tushkunlikka tushmagin,

Nasihatim yodda saqla, jon bolam,

O'ylab ish qil, katta ishda shoshmagin. . . [20]

Grow up doing exercises,

Break the stone with your hand

Fall down as a wrestler

Remember my advice, dear child,

Block the path of the enemy from your childhood.

Always be educated,

Numbers always overcome,

Help the poor

Bear the burden of ten camels

Don't be friends with enemy,

Do not brag if you win

Do not ever be disappointed if you are defeated,

Always remember my advice

Work reasonably, don't be in a hurry.

Following this advice, Temur has been training tirelessly for three years with activities such as fencing, spearing, half-climbing, jumping from tree to tree, walking on a rope, swimming on water, heavy load, hunting, skating. In each area, he himself wins out of the children. Bakhshi emphasizes that such physical and military exercises were improved on the basis of national games of our people.

Bakhshi describes four events to show that the young Timur has extraordinary power, entrepreneurship, agility. The first: to beat and kill a tiger thrown at his horse; the second: to lift up a cart with a cart and overthrow it; the third: the son of the Shakhrisabz Beg's, to demolish the famous Jamshid Polvon, and the last: to pull out a tub one by one, weighing forty people. No matter how clear such images seem, it is an expression of the aesthetic appearance of the people. By the way," Jahongir, who occupies half the world " .In order to become A. Oripov, the notion that it is necessary to have divine power from youth, to be separated from others, has firmly established in the minds of the people. The epic heroes of Rustam, Alpomish, Gurugli, Avaz and besides are also the result of the same ideal look.

Different aspects of the epic" The birth and childhood of Temur " from the epic" The Birth of Sahibkiron " are evident in the image of national customs, rituals. To say thanks when there is a child, to put the child to sleep, to describe how he celebrated the Navruz holiday, to ask for salvation from God by a person in distress, various national games to fight, frolic, fall in love, chill, move, race, rope pull, jump, horse fight, squat, partridge and cock fighting, Snake playing, it increases its value.

Another traditional place in the option of Chori Bakshi is given that the epic hero has an epic horse. Going to the Fort in a dream, it turns out that Said Azamkhon brought a horse in the hands of Eshon, he will go with Temur Mirza Said. A self-bearing shaman, like a hornet or an Alpomish, owns a horse. Images such as the birth of Saman horse, the connection of the water horse, the acquaintance of Temur with the merchants who owned the horse in Darband, and the liberation of Temur merchants from the Pardakal chief robbers are the result of the re-creative work of ready-made places in which there is a traditional. In these places, however, artificiality is felt.

Timur, who was born under the auspices of the divine forces and who, with their support, was saved from evil forces and became the owner of the power of exaggeration, is also distinguished from others in Reason, in thought intelligence. To describe the cleverness of Bakhshi Timur "The Head is majestic, the foot is magnificent?", The narratives" the soil is sacred " are broken into the plot of the saga. When Temur was seven years old playing the game of "Kingdom management" with his peers, Saint Shamsi Kulal came and did not introduce himself: "Oh the young man who is king, if you really are king, will you save the world?",- he said. Then Temur said, " Oh grandfather, even if God gives the world to me, this world will be scarce." "Why?" grandfather said. "Because God created man from the soil, and from time to time he would again become dust. For this reason, the soil is magnificent, everyone's risk is due to this soil. The same reason is that the dignity of the kingdom of the world does not glorify a pinch of soil," [21]Temur said. Having heard this saying, Shamsi Kulal admires his mind and prays. He always becomes one of the sponsors of the Temur.

The transition of sponsors from gods, Saints, Chiltons and Masters to Real persons, pyrites is a further phenomenon, which is associated with the socio - everyday life, concepts and thinking of the people, the creators of the people. For this reason, if epic heroes such as Alpomish or Gurugli

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are mostly Guardians of forty Chilton and Khojai Khidr, then in the subsequent development of the epos, in particular, along with Epic sponsors dost about Amir Temur, real personalities, mature representatives of Islamic science, such as Shamsiddin Kulal, Sheikh Sayfiddin, Bahavuddin Naqshband, will become leaders. Although this is also attended by traditional sponsors, they are in a much more passive movement. It is interesting to study, analyze the process of the transition of sponsors from divinity to real persons, which undoubtedly leads to new folkloristic studies, scientific conclusions.

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Special Issue

COINS-TREASURES ADMITTED TO THE NUMISMATIC FOUNDATION OF TERMEZ ARCHAEOLOGICAL MUSEUM IN 2019

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ABSTRACT

This article provides information about the coin treasures of the history of our people, which were accepted to the fund of the Termez Archaeological Museum in 2019. The 3 coin-treasures, consisting of tetradrachma, drachma, obol and halks are totaled 381 pieces.

KEYWORDS*: Greco-Bactrian, Tetradrachma, Drachma, Obol, People, Eucratius, Antimax, Sanab Geray, Sapadbiz.*

INTRODUCTION

Termez Archaeological Museum was established on April 2, 2002 on the occasion of the 2500th anniversary of the city of Termez. Today, the museum has more than 103,000 exhibits, including 28,614 numismatics. This year, law enforcement agencies have donated 647 coins and various jewelry to the museum fund. Including 3 times the coin treasures were received.

Let's focus on some of these precious treasures. First of all Act №1. 14.01.2019 85 exhibits were received, numbered SVAM 36773-36822, according to the composition of the exhibits, 13 of which are various metals and military items, 72 of which are coins of different periods. We can conditionally divide these coins into 3 parts.

1-a 36 coins of the Kushan and Kushan-Sassanid periods, which are mainly of the Kushan (early I-III centuries) and Kushan-Sassanid (III-IV centuries) coins, are better preserved than the usual Kushan coins. These coins mainly consist of Vasudeva, Kanishka and Khuvishka Coins.

2-a 19 Coins that are difficult to identify in cycles, the inscriptions and images on the reverse of the coins are so blurred in many circulation and the effects of time that it is very difficult to identify or read anything.

3-a 17 coins are of IX-XIII centuries, all coins are made of copper. Preliminary inspection revealed that 17 coins of the IX-XIII centuries belonged mainly to the Karakhanid period.

Act №17, the treasury of the second coin was suspended by the Regional Customs Administration in the process of illegal entry into the country. 04.09.2019 SVAM consists of 244 silver coin obols issued with serial number 36987/244. These coins consist of Antimax (190-180 BC), Eucratius (171-155 BC) and other extinct Greco-Bactrian rulers. We can conditionally divide these coins into 5 parts.

подишоси Евкратид (эрамиздан аввалги 171-155 йиллар) оболи.

1-a consists of 142 coins. It is 1 cm in diameter and weighs 0.51–0.50 g, with a makeden hat and helmet in a dotted ring on the obverse, depicting a royal veil covering the king from side to side, facing to the left. In the center of the reverse is a picture of the Diascur brothers with two palm leaves. At the bottom of the image is a Greek inscription. This coin is most likely the face of the Greco-Bactrian king Euclid (171-155 BC).

2-a consists of 89 coins. It is 1 cm in diameter and weighs 0.51-0.50 g, and in the obverse part the ruler's hair is tied with a visible ribbon behind the heads, the royal veil is depicted from the side to the chest of the king, facing to the left. In the obverse, as usual, in the center, two caps of the Diascur brothers are depicted, along with two palm leaves. At the bottom of the image is a Greek inscription. This coin is most likely the face of the Greco-Bactrian king Euclid (171-155 BC).

3-a consists of 1 coin. 0.9-1 cm in diameter and weighs 0.50 g. The obverse depicts a king wearing a flat hat, standing from side to side, facing to the chest. In the center of the reverse is Zeus holding a staff in his right hand, and Greek inscriptions inscribed on either side of it. This coin most likely depicts the Greco-Bactrian king Antimachus (190-180 BC).

4-a consists of 1 coin, 1x1 cm, weighing 0.49 g. Inside the obverse is a circle of circular dots depicting a man standing to the left of the coin up to his chest. He tied his hair with a tie like a Geleokl from his forehead, with both ends of the tie hanging from the back of his head. Inside the circle, the inscriptions around the head of the image can be spotted but not readable. The person in the image is depicted in a royal cloak, not in a royal veil like the Greco-Bactrian kings.

The beard is also present only in the chin. Her hair is not curly like other Greek coins, but long and curly. A deep free, slightly elevated look and a slight width of the face from the forehead bear a striking resemblance to the image on the Sanab Geray coins.

Reverse. In the center of the coin is an image of a man holding something high in his right hand. It is permissible to agree with the image of the Soter Megas coin, which is depicted on the side only on the Soter Megas coin, while on this coin it is depicted directly, facing you. There is nothing in the left hand of the human figure depicted. The image is clearly visible up to the waist, after a bit of ambiguity a line resembling two legs has fallen on the lower part of the reverse.

 On both sides of the image we see two dots in the form of a column. Only at the beginning of the dots on the right side of the image we see a column-shaped shape with 3 or 4 letters followed by dots again. The column to the left of the image consists of full dots. From the above images, this coin depicts Sanob "Geray" (late 1st century BC - early 1st century BC).

5-a Images and inscriptions are extinct, as well as coins belonging to other unknown rulers. A total of 11 pieces.

The third set of coins was also suspended by the Regional Customs Administration in the process of illegal entry into the country Act №18. 13.09.2019 SVAM consists of 52 silver coins with serial numbers 36988 / 20-, 39988/32. They can be conditionally divided into 3 parts. Most of these coins are Euclid coins from the Greco-Bactrian rulers who ruled our country.

1-a consists of 1 coin. It is 2.2 cm in diameter and weighs 17.7 g. On the obverse, one can notice the fading, embossed part of the head facing the left side of the person. Zeus, seated on a throne in the center of the reverse, holding a cane in his left hand and a bird in his right. This is a tetradrachm of Alexander the Great (336-323 BC).

2-a consists of 2 coins. It is 3.2 cm in diameter and weighs 16.01 g. Inside the dotted ring is a Macedonian hat, helmet, and a royal veil depicting the king from side to side, facing to the left. In the center of the reverse are images of the spear-ridden, twin brothers Diascurs riding a horse. The image is surrounded by the Greek inscription "Euclid the Savior". This coin is most likely a tetradrachma of the Greco-Bactrian king Euclid (171-155 BC).

3-a consists of 49 coins. It is 1.5 cm in diameter and weighs 1.59 g. Inside the dotted ring is a Macedonian hat, helmet, and a royal veil depicting the king from side to side, facing to the left, with a Greek inscription in the form of a crescent at the top of the image. The reverse depicts a proud lion-like animal in the center, whose general appearance resembles a horse, but whose neck is long, curly, and vertically upright, and whose mouth is wide open and ready to fire like a dragon.

At the top of the waist, we can see the image of the Roman numeral v in the opposite direction, with the semicircle pointing upwards and connecting at the bottom. Two Greek words are written on both sides of the image. This coin is most likely the site of Yuechji Sapadbiz (late 1st century BC - early 1st century AD).

From the coin-treasures described above, Act №17. 04.09.2019 SVAM 36987/244 and Act №17. 04.09.2019 SVAM 36987/244 Not only by the scientists of the Termez Archaeological Museum, but also by the scientists of Termez State University and Karlovy Vary University of the Czech Republic. -98.6% of the pure silver was found to be coins belonging to the Greco-Bactrian and later periods.

| | Tetradrachma of the Greco-Bactrian king Euclid (171-155 BC) |

	Euclid, king of Greco-Bactria (171-155 BC)
	Yuechji Sapadbiz (late 1st century BC - early 1st century AD).

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PERCEPTION OF THE WORK OF ART IN THE FORMATION OF AESTHETIC IMMUNITY OF YOUNG PEOPLE IS A MATTER OF EDUCATION

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ABSTRACT

This article discusses the role of aesthetic culture in the life and work of young people from a scientific and philosophical point of view, as the formation of aesthetic immunity in young people is a constant socio-educational issue. In short, by reflecting the holistic view of perceptual objects and events, it demonstrates the ability to define and manage reality through the influence of human sensory organs. While this view expresses a general view of cognition in young people, cognition is uniquely expressed in each area. However, perception does not copy images from the outside world as a simple copy, but as a result of inquisitiveness, active action. This problem, in turn, requires a person's emotional and mental attitude to reality and his ability to perceive it in a subtle way, the ability to feel the experiences of the protagonists and the culture of conscious observation. If you look at the statue from afar in the evening, the majesty of Jahongir Temur, his glorious figure, shows his stature. On the contrary, such a feature does not appear as a result of close inspection. It is not even a question of the size and scope of the statue. After all, if this statue of Sahibkiran is made smaller, it will not give us the above content. Eventually, under the influence of these feelings, man discovers a world that is completely new to him. Therefore, it is self-evident that a person who deeply understands this need has no moral right not to join the social development of society, to be indifferent to it. If we analyze the participation of young people in social life, the issue and content of cognition is a broad concept that applies to all existing areas.

KEYWORDS: *Artistic perception, subtle perception, emotional perception, mental perception, subtle upbringing, art, modern perfect man, factors, means. The concept of artistic and subtle perception; the issue of emotional and mental perception of a work of art.*

Special Issue

INTRODUCTION

If we analyze the participation of young people in social life, the issue and content of cognition is a broad concept that applies to all existing areas. Cognition, in turn, helps a person to interpret the specific properties of things through thinking and to study different relationships. The correct formation of the cognitive process is also a key factor in mental development. In short, by reflecting the holistic view of perceptual objects and events, it demonstrates the ability to define and manage reality through the influence of human sensory organs. While this view expresses a general view of cognition in young people, cognition is uniquely expressed in each area. However, perception does not copy images from the outside world as a simple copy, but as a result of inquisitiveness, active action. Indeed, the fields in which moral cognition, social cognition, philosophical cognition, biological cognition, spiritual cognition, and similar cognitions participate, react to reality from their own spheres of research. In fact, artistic perception is also reflected in the creative process, and these aspects play an important role in the lives of young people.

In contrast to the perception of material objects, the processes of artistic perception are characterized by extreme demands. Because, as noted above, artistic perception is manifested in relation to the creative process.

Young people in particular are now "preparing" to perceive another artistic process. He does not apply his impressions of the previous work to the details of existing events in the new work. After all, the details of the events in the novel "Last Days" do not correspond exactly to the details of the events in "Satan". The perception of artistic creation differs in this respect from the perception of material things. whereas the material object in most cases does not change and at the same time always leaves the same impression on the person. As a result of artistic perception of a work of art, the younger generation tries to take a deeper look at reality, to solve existing problems using subtle emotions.

Main part

Influencing the spiritual world of young people, bringing it to a higher level in terms of art and sophistication is one of the main problems of subtle perception. This problem, in turn, requires a person's emotional and mental attitude to reality and his ability to perceive it in a subtle way, the ability to feel the experiences of the protagonists and the culture of conscious observation. It is also advisable to approach the process of creating artistic values related to the content of artistic perception on the basis of subtle theories, based on modern-historical stages. For it would be appropriate to refer to subtle theories in order to properly understand how a work of art contributes to the development of a nation, and what role it plays in the development of the nation's artistic thinking. However, in these respects, artistic perception constantly enhances a person's interest in life, and develops on this basis.

These circumstances are a sign that artistic perception does not exist in isolation from subtle perception. So what are the characteristics of subtle perception in it?

Subtle perception is a concept that has the same theoretical and practical significance as artistic perception. For without the study of subtle perception, it is impossible to fully comprehend the theory of artistic creation and to reveal the social nature of art. Indeed, "Nafosatlia" enriches the content of the concepts of "art", "art", "delicacy". Therefore, the issue of subtle perception has a significant impact on the development of the relationship between man and society, man and the

state, man and nature, because it is directly related to the subtle upbringing of man. This is because the peculiarity of perceptual perception is determined, first of all, by its influence on the nature of artistic creation and the social essence of art. Second, the study of the laws of subtle perception provides an opportunity for art and artistic creation to fully express its content and essence. In short, subtle perception is essentially manifested in the fact that man assimilates reality through artistic images.

Color perception in works of art is a complex process. This requires a conscious attitude towards a work of art, even paying attention to the national characteristics of color. Indeed, the ability to perceive color appears to be the basis of the viewer's imagination. This, in turn, is an important component of a complete understanding of a work of art. We found it necessary to turn to the art of sculpture in order to express our views on this subject in a slightly broader way.

It is known that an artist can draw a work on any subject in any size. For example, the image of a natural landscape, whether large or small, is perceived by the viewer as the beauty (or ugliness) of nature. After all, if the spectator learns a meaning by watching it from a distance, then a sculpture intended to watch that work up close will also show a meaning. the interesting thing is that there are such works of art that it is possible to fully comprehend its content and essence only by watching it from a long distance. The monument to Sahibkiran Amir Temur erected in the Central Avenue of the capital is distinguished by such features. If you look at the statue from afar in the evening, the majesty of Jahongir Temur, his glorious figure, shows his stature. On the contrary, such a feature does not appear as a result of close inspection. It is not even a question of the size and scope of the statue. After all, if this statue of Sahibkiran is made smaller, it will not give us the above content.

A similar situation is observed in the process of watching a theatrical work. At the same time, the audience takes a closer look at both the stage decorations and the costumes of the actors, their behavior. And he tries to bring all these situations into proportion through his subtle imagination. With this in mind, the artist seeks to take into account the importance of the subtle distance in the work's impact on the viewer.

The process of formation of subtle perception develops on a gradual basis and manifests itself after certain observations. whereas it was never formed spontaneously. Man satisfies his spiritual need at the same time as he perceives the work of art delicately. It is this need that ultimately helps to alleviate some of the worries of life, to go through the complex paths of life with courage, and to create innovations. After all, a person brought up with a delicate intellect derives from Navoi's "hamsa" creative feelings, from Qadiri's "Last Days" loyalty, from Cholpon's poetry love for the homeland, from Abdullah Qahhor's stories humiliation, humiliation, hatred of begging, Chusti's poetry.

When we talk about the features of subtle perception, we must first pay attention to the specificity of the cognitive processes in the subtle perception of the work of art. This, in turn, defines the difference between the perception of a work of art and the perception of a scientific work. The peculiarity of the perception of a work of art is that the artist pre-determines the plan of his creative activity, "materializes" "intangible" things with the help of artistic textures, that is, meets the reader with unexpected events. Accordingly, the function of works of art is essentially to satisfy the delicate needs of man. In this respect, the emotional perception of a work of art is different from the perception of a scientific and theoretical work. After all, in order to understand a scientific work, the reader must first be aware of the knowledge in this area. Otherwise, this

work will remain completely uninteresting and incomprehensible to him. There is no need to study this process in order to know the essence of a work of art or to master its content. After all, human subtle perception is by nature close to the creative process, and this state is involved in all stages of human perfection.

Also, when creating a work of art, the artist first of all thinks about how the work will impress the perceiver, how the work can evoke in the reader a sense of racism. Inner states, such as grief, sorrow, excitement, and pleasure, which arise as a result of the perception of the work, in turn, lead to the emergence of a personal "I". while on the other hand, in the process of subtle perception, the perceiver (spectator, reader, reader, etc.) becomes aware of the processes that take place in reality. All this ultimately lays the groundwork for the emotional perception of the work of art. The Spanish philosopher Jose Ortega i Gasset (1883-1955), in his book The Dehumanization of Art, drew sufficient conclusions about the processes of art creation, its horny impact on human potential, and at the same time its debilitating properties. In particular, he emphasized that through the emotional and mental perception of a true work of art, a person will be able to strive for higher deeds (ideals), a sense of confidence in the victory of goodness and truth, and beautiful feelings in his heart.

It should be noted that the artist tries to express the work in two forms, complex or simple. Some quickly understand the complex processes in a work with their ability to perceive it mentally and emotionally. So this category of readers do books with a more philosophical content

Whatever the name of the twentieth century, it has left an important mark on history as a century of great discoveries. It is no exaggeration to say that in this century man has, in a sense, been able to demonstrate his higher potential than in previous periods; built modern-looking cities, erected magnificent, majestic, skyscrapers, and developed the material goods needed for need. At the same time, all this is the product of human thought. The right direction of thinking is a process directly related to educational issues. Delicate upbringing serves to beautify thinking in this process.

It is known that the main task of education is the perfection of human existence. Indeed, in all a number of forms of education, such as legal, moral, economic, political, lies the question of man. Each of them has its own impact on human upbringing in one way or another, depending on the scope of their research. In this regard, the delicate upbringing is to cultivate the taste, feelings, imagination of the person by certain means. The foster child, in turn, must be a follower of such foster care. Therefore, the theory of subtle upbringing is interpreted through the subtle essence between nature and man and encourages a deeper look at the life activities of the individual.

As has been pointed out, delicate upbringing is neither a spontaneous and evolving 'microorganism' nor a 'mechanism' that suddenly stops. It is gradually formed through life experiences, skills, knowledge acquired by man. Second, delicate education works as a goal-oriented activity in certain aspects of social development. In addition, this form of upbringing can occur as a result of different activities of individuals or groups.

According to the essence of delicate upbringing, it is related to human deeds (ideals), and the person who possesses these deeds is distinguished from others by his delicate taste and pure feelings. It is known that young people are directly involved in this system, as well as participating in various aspects of social development. Ultimately, young people thus become a delicate subject of social development. Accordingly, we can say that no young person living in a society is excluded from the subtle processes, on the contrary, by his specific behavior he

influences these processes to one degree or another. The purpose of delicate upbringing is to direct such influences on the basis of beauty, splendor, delicacy.

In particular, in the process of formation of delicate upbringing, the issue of delicate development is very relevant. Subtle development sometimes occurs through factors that affect only the individual, and sometimes under the influence of external forces that do not belong to him. Nevertheless, subtle development is essentially a sign of human existence. After all, in both cases man shows his vitality. This, in turn, is explained by the subtle attitude of man towards reality.

It should be noted that delicate education is in constant contact with artistic education. However, this does not mean that "subtle upbringing has the same meaning as artistic upbringing". After all, art education is only a part of a person's subtle understanding and mastery of the world of diversity in the creative process. Sophisticated upbringing is an important element that helps to create a spiritual environment in society, it is a force that shapes and develops the human taste, and thus brings a person closer to social relations.

Inchun believes that while the delicate form of upbringing is involved in social processes, it in turn aims to arouse people's interest in the positive work being done in society, a sense of interest in democratic relations. That is why the ultimate goal of delicate upbringing should be to enrich the spiritual world of man.

DISCUSSIONS

The task of sophisticated education is that it not only encourages people to create innovations, but also teaches them to develop on the basis of the principles of sophistication, the requirements of beauty. After all, a person does not come to the world with a delicate outlook, rich in emotions and tastes. Rather, these skills arise as a result of observing, studying, and drawing appropriate conclusions from reality. Eventually, under the influence of these feelings, man discovers a world that is completely new to him. Therefore, it is self-evident that a person who deeply understands this need has no moral right not to join the social development of society, to be indifferent to it. It can be said that as long as a person lives, it is necessary to strive for innovations, to acquire modern knowledge, to establish friendly relations, to acquire knowledge. now the scope of sophisticated upbringing is ever expanding. Accordingly, subtle upbringing has set itself many glorious tasks;

- Improving people's ability to not only actively master the works of art, works of art, but also to understand and appreciate their subtle nature;

- To demonstrate the creative potential of members of society and to inspire confidence in their ability to use them;

- To develop the ability to relate to the social processes of nature and society with a pure sense and to work diligently for their development;

- To arouse respect for our spiritual heritage of the past, to create a basis for the formation of feelings of national pride, national pride;

- To develop all kinds of creativity, to turn to the world and to encourage them to promote the aspects that benefit the interests of the nation.

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CONCLUSION

It is evident that the true function of delicate education is explained by the fact that delicate feeling and delicate taste take precedence in all human activities. That is why delicate upbringing ends only when it fully implements its function in human relations and its possibilities. This is evidenced by the fact that today in our society; more attention is paid to the fact that this process should be organized by man himself, rather than managing human activity.

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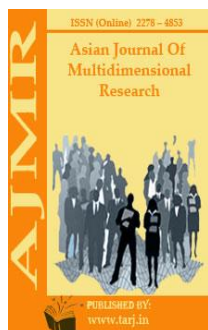
THE ARTISTIC AND SCIENTIFIC HERITAGE OF MAVLONO SAKKOKI

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ABSTRACT

This paper investigates major points of theartistic and scientific heritage of Mavlono Sakkoki. On this case, research has been pinpointed to make better investigation on artistic views of scientific heritage of Mavlono Sakkoki. It concludes with the outcomes of the life heritage of Mavlono Sakkoki.

KEYWORDS: *Artistic, Scientific Heritage, Mavlono Sakkoki, Research, Investigation*

INTRODUCTION

Sakkoki is one of the most talented lyric poets in Uzbek classical literature, who wrote unique poems and poems. Very little is known about the life and work of Sakkoki. We can learn about his biography from his office and from Alisher Navoi's Majlis un-nafois and Khutbai davovin. In addition, the poet Yaqini's description of Sakkoki as a mujtahili (enthusiast) of Turkish (Uzbek) poets in Arrow and Bow indicates that he was one of the greatest poets of his time. Sakkokiy is a transcendentalist who lived and worked in Samarkand, the capital of the Timurid Empire. Sakkokiy is a pseudonym of the poet, whose real name is unknown. The word "sakkok" (knife-wielding) suggests that the poet was born into a family of craftsmen. Sakkoki was born in the second half of the 14th century or in the last quarter of the 14th century in a poem dedicated to Amir Temur's grandson Khalil Sultan in 810 AH (1407-08):

Tarixqa sakkiz yuz dog'i o'n erdiyu qadr oqshomi,

Bir oy tug`di dunyodakim, mamalakatga xon erur.

- can be learned from the verse. This verse consists of 30 bytes and is written in the healthy weight of the rajazi musam. The seventh byte is the runaway, in which the yard is referenced.

Boshta qilur erdi qoshing, ko`nglum haqida egrilik,

Ko`z qoqqil, o`zni saqlasun, davri Xalil Sulton erur.[1]

LITERATURE REVIEWS

This means that the poet must have written this poem at the age of about 30, after gaining a lot of creative experience. The heyday of Sakkoki's work dates back to the reign of Ulugbek (1409–1449). It is known from history that the great astrologer and statesman Mirzo Ulugbek was not only an enlightened king, but also a patron of science, art and literature. From this point of view, it can be said that Sakkoki was one of the scholars who took refuge in Ulugbek, and his creative activity was associated with a just king. He studied the rich oral tradition of the Sakkoki people, the works of his predecessors, and was creatively nourished. He did a lot of work to create works in the Turkish language, to use its rich internal potential.

Main part

In his works, he described human love, dreams, pains, and the beauties of nature. In his poems, he maintained the unity of meaning and form, and made effective use of puns and puns. His lyrics promote justice against ignorance and ignorance. Such ideas are more clearly expressed in the poems of Sakkoki. He studied the rich oral tradition of the Sakkoki people, the works of his predecessors, and was creatively nourished. He did a lot of work to create works in the Turkish language, to use its rich internal potential. In his works, he described human love, dreams, pains, and the beauties of nature. In his poems, he maintained the unity of meaning and form, and made effective use of puns and puns. His lyrics promote justice against ignorance and ignorance. Such ideas are most evident in Sakkoki's poems. Sakkoki swears by his patron and praises Ulugbek and strikes at his enemies with his words. Evaluating Ulugbek, the poet is proud to be a contemporary of such an enlightened king and says:

Falak yillar kerak sayr etsayu keltirsa ilkiga,

Meningdek shoiri turku seningdek shohi dononi,

In addition to Mirzo Ulugbek and Khalil Sultan, Sakkoki also wrote poems to Khoja Muhammad Porso and Arslonkhoja Tarkhan. In addition to these poems, a number of lyrical poems have been included in the collection, many of which have not survived. Although several manuscripts of Sakkoki's divan are known, none of them are complete. In London, the British Museum has a copy of the devon from the middle of the XVI century, and in Tashkent, the Institute of Oriental Studies named after Abu Rayhan Beruni of the Academy of Sciences of the Republic of Uzbekistan has a copy from a source in 1937 by a secretary named Shoislam. - 56 ghazals were included in the "Selected Works" of the poet, prepared for publication by the literary scholar K. Munirov. Sakkoki's death in the middle of the 15th century can be explained by Navoi's meetings and conversations with Sakkoki's fans during his stay in Samarkand (1465-1469). For some reason, Sakkoki was not alive at that time, and if he had been alive, Navoi would have met him himself. lamiz. He was at the level of a poet who could compete with the great poet Lutfi. Alisher Navoi writes about this in his book "Khutbai Davovin": If there are offices. " It is obvious that Sakkoki had a great reputation in Turkestan, that is, in Movarounnahr, with his beautiful poems, his unique poems about love, which are firmly rooted in the hearts of Samarkand scholars. The main theme of Sakkoki's lyrics, like that of many poets, is mainly to honor love. He sings of his love for man, his love for life, his joy, his love of nature, and his love for human virtues. He paid great attention to the meaning and form of his poems. In his poems, Sakkoki skillfully uses the same word games as his contemporaries. Describing the grief of the lover in the picture:

Qachonkim g'amzasi ko'zlab o'qin kirpiki kezlosa,

Qora qoshlaridan paydo bo'lur ushshoqning yosi,

Many artistic images and analogies in Sakkoki's ghazals can be found in the ghazals of Alisher Navoi, Babur and other poets. Sakkoki not only wrote lyrical poems, but also wrote beautiful poems. and these poems are closely connected with the social life of the period in which he lived and created. Prior to Navoi, the order of genres in the formation of the devon, like the Arabic devon, began mainly with poems. An example of this is the 22-byte headless praise and verse at the beginning of the devon. It is useful to pay attention to another verse of Sakkoki's poem dedicated to Ulugbek:

Raiyat qo'y erur, Sulton anga cho'pon yo bo'ri,

Bo'ri o'lgayu qo'y ting'ay, chu Musotek shubon keldi,

In this way, Sakkoki thinks about the rulers of that time and likens the just rulers to a shepherd and the unjust rulers to a wolf. The poet describes the event of Ulugbek's coming to power as follows:

Jahondin ketti tashvishu mabodoyi amon keldi,

Xaloyiq aysh eting bu kun, sururi jovidon keldi.

Tan erdi bu ulus barcha, aningtek joni bor yo yo'q,

Bihamdilloh, o'g'on fazli bila ul tanga jon keldi.

CONCLUSION

In the poem dedicated to Ulugbek, the words people, nation, citizen, well-being, surur, justice are often used. From this it can be concluded that the great poet Sakkoki, as a progressive thinker of his time, thought about the condition of the people and expressed his satisfaction that it was a good thing for the people to have an enlightened ruler like Ulugbek at the head of the state. According to Navoi, Mavlono Sakkoki is one of the great poets who wrote wonderful lyrical poems and unique poems and made a significant contribution to the development and prosperity of Uzbek classical literature.

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ABOUT CONDITIONS OF CONTROLLABILITY OF ENSAMBLE TRAJECTORIES OF DIFFERENTIAL INCLUSION

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ABSTRACT

In this paper we consider the one model of dynamic system under conditions of indeterminacy – linear controllable differential inclusions. The controllability problem of ensemble trajectories of differential inclusion to the variable terminal set is researched. The necessary end sufficient conditions of controllability are obtained.

KEYWORDS: *Differential Inclusion, Ensemble Trajectories, Terminal Set, Controllability, Condition Of Controllability.*

INTRODUCTION

The control and observation under the conditions of informational limitations (incomplete data) arise as a result of taking into account such important factors as measurement errors, incomplete and delayed information about the initial data and external disturbances, etc. These problems are studied using mathematical models of control systems under conditions of uncertainty [1, 2, 3]. In studies of such models, differential inclusions with control parameters and their discrete analogues are used as an effective mathematical apparatus [4–9].

Differential inclusions occupy an important place in the mathematical theory of optimal control [10,11]. They have various applications in the theory of differential equations with discontinuous right-hand sides, in differential games, in models of economic dynamics, and in other fields.

The modern theory of differential inclusions and their applications are developing in several directions. The optimization problems for ordinary differential inclusions and with delays, differential inclusions with a fuzzy right-hand side and other classes of differential inclusions are studied [12–17]. The problems arising in this case belong to the class of nonsmooth optimal control problems [18]. They are studied with wide application of the theory of multi-valued mappings, convex and nonsmooth analysis [3].

In the theory of control of dynamical systems, the problem of controllability is important. This problem for controlled differential inclusions can have various formulations. There may be requirements for a full or partial translation of the ensemble of trajectories into a terminal set. Various statements of control problems for the ensemble of trajectories of differential inclusions, controllability conditions, and some properties of controllability sets were considered and studied in [7, 8].

In this paper, we study the properties of the "point" and complete controllability of the ensemble of trajectories of linear differential inclusion to the terminal set. The general conditions of controllability are clarified and their making more precise in special cases is given.

THE OBJECT OF STUDY AND METHODS

Consider a control object whose state is determined by an n-vector $x = x(t)$ satisfying the differential inclusion

$$\frac{dx}{dt} \in A(t)\,x + B(t, u), \; t \geq t_0, \, u \in V, \tag{1}$$

where $A(t)$ is a $n \times n$-matrix function, $B(t,u)$ is a nonempty compact subset of the space R^n for each point $(t,u) \in [t_0,+\infty) \times V$, V is a closed subset of R^m.

Assume that the following conditions are met:

1) the elements of the matrix $A(t)$ are measurable and $\|A(t)\| \leq a(t), \quad t \geq t_0$, where $a(t)$ is the summable function on each finite segment $T = [t_0, t_1] \subset [t_0,+\infty)$ ($a(\cdot) \in L_1(T)$);

2) the multivalued map $(t, v) \to B(t, v)$ is measurable in t, $t \geq t_0$, and continuous in v, moreover, $\| B(t, v)\| \leq g(t), \quad t \in [t_0,+\infty)$, $v \in V$, where $g(\cdot) \in L_1(T)$.

By an admissible control for system (1) we consider every measurable bounded on some interval $T = [t_0, t_1]$ m – vector function $u = u(t)$ taking almost everywhere on T values from a subset V

An admissible trajectory corresponding to an admissible control $u = u(t)$, $t \in T$ is an absolutely continuous n-vector function $x(t) = x(t,u)$ satisfying differential inclusion (1) almost everywhere on T.

Denote by $U(T)$ the set of all admissible controls $u = u(t)$, $t \in T$, and by $H_T(x^0,u)$ the set of all admissible trajectories $x = x(t)$, $t \in T$, system (1) corresponding to the control $u = u(\cdot) \in U(T)$ and the initial condition $x(t_0) = x^0$.

Fix a point $(x^0,u) \in R^n \times U(T)$ and for each moment of time $t \in T = [t_0, t_1]$ consider a set $X_T(t, x^0, u) = \left\{ \xi \in R^n : \xi = x(t), x(\cdot) \in H_T(x^0, u) \right\}$. The set $X_T(t, x^0, u)$ thus defined for each $t \in T$ is the reachability set of system (1) corresponding to the initial state $x^0 \in R^n$ and the control $u(\cdot) \in U(T)$. The dynamics of the set $X_T(t, x^0, u)$, i.e. its dependence with time $t \in T$ is described by a multi-valued map $t \to X_T(t, x^0, u)$, which we call the ensemble of trajectories of system (1).

The controllability problem, which is one of the most important for control systems, has the following formulation for model (1): to find out the conditions for the existence of at least one admissible control $u = u(t)$, $t \in [t_0, t_1]$, and the corresponding trajectory $x(t,u)$, $t \in [t_0, t_1]$, for which the relations $x(t_0, u) = x^0$, $x(t_1, u) \in M$ are valid, where x^0 is a given initial state, M is a given set of final states (terminal set).

In the general case, the terminal set may depend on time: $M = M(t)$, $t \geq t_0$. Suppose that the set $M(t)$ is convex, closed for each $t \geq t_0$, and the multi-valued map $t \rightarrow M(t)$, $t \geq t_0$ is continuous.

Definition 1. *If there is a time instant $t_1 > t_0$ and an admissible control $u(\cdot) \in U(T)$, $T = [t_0, t_1]$ such that the relation $X_T(t_1, x^0, u) \cap M(t_1) \neq \varnothing$, $x^0 \notin M(t_0)$ hold, then we say that the ensemble of trajectories of system (1) is $(x^0, M)-$ controllable(property of $(x^0, M)-$ controllability).*

The property of $(x^0, M)-$ controllability is generalization a notion "point" controllability systems for ensemble of trajectories.

Definition 2. We say that for system (1) with control set $V = R^n$, the ensemble of trajectories is completely M-controllable if the ensemble of trajectories is $(x^0, M)-$ controllable for all $x^0 \in R^n$, $x^0 \notin M(t_0)$.

The set $X_T(t, x^0, u)$ have representation [19]

$$X_T(t, x^0, u) = \Phi(t, t_0)x^0 + \int_{t_0}^{t} \Phi(t, \tau)B(\tau, u(\tau))d\tau, t \in T, \tag{2}$$

where $\Phi(t, \tau)$ is the fundamental matrix of solutions of the equation $\dfrac{dx}{dt} = A(t)x$, $t \geq t_0$, i.e.

$\dfrac{\partial \Phi(t, \tau)}{\partial t} = A(t)\Phi(t, \tau)$, $\Phi(\tau, \tau) = E, \tau \geq t_0$, where E is the identity $n \times n$ matrix.

In studying the controllability conditions for the ensemble of trajectories in the sense of the above definitions, we will use formula (2), the properties of the support functions and the notion of the integral of multi-valued mappings [10]. The results of the study were obtained on the basis of functional, multi-valued, and convex analysis methods [20, 21].

THE MAIN RESULTS

The above definitions of controllability of the ensemble of trajectories suggest that we should first study the structure of the union of sets:

$$X_T(t, x^0, U(T)) = \bigcup_{u \in U(T)} X_T(t, x^0, u), t \in T.$$

By the results of the theory of differential inclusions and multi-valued mappings [10, 20, 21] for all $x^0 \in R^n, t \in T$, the sets $X_T(t, x^0, U(T))$ are convex compact sets from R^n. In addition, using formula (2) and the results of the theory of multi-valued mappings, it is easy to show that

$$X_T(t, x^0, U(T)) = \Phi(t, t_0)x^0 + \int_{t_0}^t \Phi(t, \tau)B(\tau, V)d\tau, t \in T, \qquad (3)$$

where $B(\tau, V) = \bigcup_{v \in V} B(\tau, v)$.

It easily follows from Definition 1 that the property of $(x^0, M)-$ controllability of the ensemble of trajectories of system (1) is equivalent to the fulfillment of condition $X_T(t_1, x^0, U(T)) \cap M(t_1) \neq \varnothing$ for some moment $t_1 > t_0$. And the latter is equivalent to condition $0 \in X_T(t_1, x^0, U(T)) - M(t_1)$. In this relation, the set $P = X_T(t_1, x^0, U(T)) - M(t_1)$ is convex and closed. Therefore, it is equivalent to relation $\sup_{p \in P}(p, \psi) \geq 0 \, \forall \psi \in R^n, \|\psi\| = 1$. Now, using the notion of the support function $C(D, \psi) = \sup_{d \in D}(d, \psi)$ of sets $D \subset R^n$ and its property [10], we find that the property of $(x^0, M)-$ controllability of the ensemble of trajectories is equivalent to the condition

$$C(X_T(t_1, x^0, U(T)), \psi) + C(M(t_1), -\psi) \geq 0 \, \forall \psi, \|\psi\| = 1, \qquad (4) \text{ with}$$

some $t_1 > t_0$.

Using formula (3) and the properties of the support functions, we have:

$$C(X_T(t_1, x^0, U(T)), \psi) = (\Phi(t_1, t_0)x^0, \psi) + \int_{t_0}^{t_1} C(\Phi(t_1, t)B(t, V), \psi)dt .$$

Then relation (4) can be written as

$$\inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + \int_{t_0}^{t_1} C(\Phi(t_1, t)B(t, V), \psi)dt + C(M(t_1), -\psi)] \geq 0 . \qquad (5)$$

Thus, we obtain the following criterion $(x^0, M)-$ controllability of the ensemble of trajectories of system (1).

Theorem 1. *For the $(x^0, M)-$ controllability of the ensemble of trajectories of system (1) necessary and sufficient that condition (5) is satisfied at some point $t_1 > t_0$ in time.*

It's clear that,

$$\inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + \int_{t_0}^{t_1} C(\Phi(t_1, t)B(t, V), \psi)dt + C(M(t_1), -\psi)] \geq$$

$$\geq \inf_{\|\psi\|=1} \int_{t_0}^{t_1} C(\Phi(t_1, t)B(t, V), \psi)dt + \inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + C(M(t_1), -\psi)] ,$$

$$\inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + \int_{t_0}^{t_1} C(\Phi(t_1, t)B(t, V), \psi)dt + C(M(t_1), -\psi)] \leq$$

$$\leq \inf_{\psi \in \Psi^*} \int_{t_0}^{t_1} C(\Phi(t_1, t)B(t, V), \psi)dt + \inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + C(M(t_1), -\psi)] ,$$

where

$$\Psi^* = \{\psi^* : \inf_{\|\psi\|=1}[C(\Phi(t_1, t_0)x^0, \psi) + C(M(t_1), -\psi)] = C(\Phi(t_1, t_0)x^0, \psi^*) + C(M(t_1), -\psi^*), \|\psi^*\| = 1\}$$

Using these relations, from Theorem 1 we obtain the following result.

Corollary 1. *For the* (x^0, M) *– controllability of the ensemble of trajectories of the system (1) the necessary condition is*

$$\inf_{\psi \in \Psi^*} \int_{t_0}^{t_1} C(\Phi(t_1, t)B(t, V), \psi)dt + \inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + C(M(t_1), -\psi)] \geq 0 , \qquad (6)$$

and the sufficient condition is

$$\inf_{\|\psi\|=1} \int_{t_0}^{t_1} C(\Phi(t_1, t)B(t, V), \psi)dt + \inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + C(M(t_1), -\psi)] \geq 0 \qquad (7)$$

with some $t_1 > t_0$.

Let

$$\sup_{t_1 \geq t_0} \inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + C(M(t_1), -\psi)] < 0 . \qquad (8)$$

Relation (5) means that $\Phi(t_1, t_0)x^0 \notin M(t_1)$ for all $t_1 \geq t_0$.

Assume that the condition $0 \in \text{int} \bigcap_{t \geq t_0} B(t, V)$ hold. This condition is equivalent to relation $\inf_{t \geq t_0} \inf_{\|\psi\|=1} C(B(t, V), \psi) > 0$. We consider quantity $\varepsilon = \inf_{t \geq t_0} \inf_{\|\psi\|=1} C(B(t, V), \psi)$. Then $S_\varepsilon = \{\|\xi\| \leq \varepsilon\}$ is a ball of maximum radius belonging to all sets $B(t, V)$, $t_1 \geq t_0$, i.e. $S_\varepsilon \subset \bigcap_{t \geq t_0} B(t, V)$. We have:

$\Phi(t_1, t)S_\varepsilon \subset \Phi(t_1, t)B(t, V)$ for all $t_1 \geq t_0$.

Hence,

$$\inf_{\|\psi\|=1} C(\Phi(t_1, t)B(t, V), \psi) > \varepsilon \inf_{\|\psi=1\|} \|\Phi'(t_1, t)\psi\| \geq \varepsilon \inf_{t \in [t_0, t_1]} \inf_{\|\psi=1\|} \|\Phi'(t_1, t)\psi\| ,$$

$$\int_{t_0}^{t_1} C(\Phi(t_1,t)B(t,V),\psi)dt \ge \int_{t_0}^{t_1} \inf_{\|\psi\|=1} C(\Phi(t_1,t)B(t,V),\psi)dt \ge \varepsilon(t_1-t_0)\inf_{t\in[t_0,t_1]}\inf_{\|\psi\|=1}\|\Phi'(t_1,t)\psi\|. \qquad (9)$$

It follows from condition (8) that $\inf\limits_{t\ge t_0}\sup\limits_{\|\psi\|-1}[(\Phi(t,t_0)x^0,\psi)-C(M(t),\psi)]>0$. Let:

$$\sup_{t\ge t_0}\sup_{\|\psi\|-1}[(\Phi(t,t_0)x^0,\psi)-C(M(t),\psi)]<+\infty,\ \inf_{\tau\ge t_0}\inf_{t\in[t_0,\tau]}\inf_{\|\psi\|=1}\|\Phi(\tau,t)\psi\|>0. \qquad (10)$$

Put

$$t_1 = \frac{\sup\limits_{t\ge t_0}\sup\limits_{\|\psi\|=1}[(\Phi(t,t_0)x^0,\psi)-C(M(t),\psi]}{\varepsilon\inf\limits_{\tau\ge t_0}\inf\limits_{t\in[t_0,\tau]}\inf\limits_{\|\psi\|=1}\|\Phi'(\tau,t)\psi\|} + t_0$$

Then we have:

$$t_1 - t_0 = \frac{\sup\limits_{t\ge t_0}\sup\limits_{\|\psi\|=1}[(\Phi(t,t_0)x^0,\psi)-C(M(t),\psi]}{\varepsilon\inf\limits_{\tau\ge t_0}\inf\limits_{t\in[t_0,\tau]}\inf\limits_{\|\psi\|=1}\|\Phi'(\tau,t)\psi\|} \ge \frac{\sup\limits_{\|\psi\|=1}[(\Phi(t_1,t_0)x^0,\psi)-C(M(t_1),\psi)]}{\varepsilon\inf\limits_{t\in[t_0,t_1]}\inf\limits_{\|\psi\|=1}\|\Phi'(t_1,t)\psi\|},$$

$$\varepsilon(t_1-t_0)\inf_{t\in[t_0,t_1]}\inf_{\|\psi\|=1}\|\Phi'(t_1,t)\psi\|\ge\sup_{\|\psi\|=1}[(\Phi(t_1,t_0)x^0,\psi)-C(M(t_1),\psi)] \qquad (11)$$

Now, from (9) and (11) we obtain (7). So, I have following:

Corollary 2. Let $0\in\text{int}\bigcap\limits_{t\ge t_0}B(t,V)$ and conditions (10) be satisfied.

Then, the ensemble of trajectories of system (1) has the property of $(x^0,M)-$controllability.

Now we consider one particular case of system (1). Let $B(t,v)=B(t)v+F(t)$, where $B(t)$ is $n\times m$ -matrix, $F(t)$ is a compact from R^n as $t\ge t_0$. Suppose that the elements of the matrix $B(t)$ are measurable on each segment $[t_0,t_1]\subset[t_0,+\infty)$, the multi-valued map $t\to F(t)$ is also measurable on each $[t_0,t_1]\subset[t_0,+\infty)$. In addition, let $\|B(t)\|\le b(t),\ \|F(t)\|\le f(t)$ be for almost all $t\ge t_0$, where $b(\cdot),\ f(\cdot)$ are summable functions on an each segment $T=[t_0,t_1]\subset[t_0,+\infty)$. In this case, according to Theorem 1, a necessary and sufficient condition for $(x^0,M)-$controllability of the ensemble of trajectories of the system

$$\frac{dx}{dt}\in A(t)x+B(t)u+F(t), t\ge t_0, u\in V, \qquad (12) \text{ is the}$$

fulfillment of the relation

$$\inf_{\|\psi\|=1}[(\Phi(t_1,t_0)x^0,\psi)+\int_{t_0}^{t_1}\sup_{v\in V}(\Phi(t_1,t)B(t)v,\psi)dt+\int_{t_0}^{t_1}C(\Phi(t_1,t))F(t),\psi)dt+C(M(t),-\psi)]\ge 0$$

with some $t_1>t_0$.

Let in this (12) $V = R^m$. Then the necessary and sufficient condition for (x^0, M) – controllability of the ensemble of trajectories of system (12) takes the form:

$$\inf_{\|\psi\|=1} [(\Phi(t_1, t_0)x^0, \psi) + L\int_{t_0}^{t_1} \|B'(t)\Phi'(t_1, t)\psi\| dt + \int_{t_0}^{t_1} C(\Phi(t_1, t))F(t), \psi) dt + C(M(t), -\psi)] \geq 0 \ ,$$

where $L > 0$.

From this we can obtain the following statement.

Theorem 2. *A necessary and sufficient condition for the complete M-controllability of the ensemble trajectories of system (12) is the fulfillment of the condition* $\mu\{t \in [t_0, t_1]: \inf_{\|\psi\|=1} \|B'(t)\Phi'(t_1, t)\psi\| > 0\} \neq 0$, *where μ is the Lebesgue measure.*

We consider the following matrices:

$$Y(t_0, t_1) = \int_{t_0}^{t_1} \Phi(t_1, t) B(t) B'(t)\Phi'(t_1, t)dt \ , \ Z(t_0, t_1) = \int_{t_0}^{t_1} \Phi(t_1, t)F(t)dt \ .$$

Using the introduced matrices $Y(t_0, t_1)$ and $Z(t_0, t_1)$, as well as applying the theorem on the separability of convex sets, it is easy to show that the following theorem holds.

Theorem 3. For (x^0, M) – controllability of the ensemble of trajectories of system (1) with the set $V = R^m$, it is necessary and sufficient that the condition

$$Y(t_0, t_1)R^n \bigcap [-\Phi(t_1, t_0)x^0 - Z(t_0, t_1) + M(t_1)] \neq \varnothing \qquad (13)$$

at some point $t_1 > t_0$ in time.

DISCUSSION OF RESULTS AND CONCLUSION

It is clear that if the matrix $Y(t_0, t_1)$ is non-degenerate (rank $Y(t_0, t_1) = n$), then for any $x^0 \in R^n$, $z \in Z(t_0, t_1)$, $m \in M(t_1)$ the equation $Y(t_0, t_1)v = -\Phi(t_1, t_0)x^0 - z + m$ has a solution $v \in R^m$. Then it is obvious that relation (13) holds, which is the criterion of (x^0, M) – controllability of the ensemble of trajectories of system (1) with $V = R^m$. So, if rank $Y(t_0, t_1) = n$, then each point $x^0 \in R^n$, $x^0 \notin M(t_0)$, the ensemble of trajectories of system (1) is (x^0, M) – controllable with $V = R^m$.

We showed above that if the ensemble of trajectories of system (12) is completely M-controllable, then $\mu\{t \in [t_0, t_1]: \inf_{\|\psi\|=1} \|B'(t)\Phi'(t_1, t)\psi\| > 0\} \neq 0$. From this we get that

$\mu\{t \in [t_0, t_1]: \|B'(t)\Phi'(t_1, t)\psi\| > 0\} \neq 0$ \qquad for \qquad any \qquad $\psi \neq 0$ \qquad . \qquad Therefore

$\psi'Y(t_0, t_1)\psi = \int_{t_0}^{t_1} \|B'(t)\Phi'(t_1, t)\psi\|^2 dt > 0$. Hence, the matrix $Y(t_0, t_1)$ is non-degenerate, i.e. rank $Y(t_0, t_1) = n$.

We formulate the results obtained as follows:

Corollary 3. *The ensemble of trajectories of system (13) ($V = R^m$) is completely M – controllable if and only if* $\operatorname{rank} Y(t_0, t_1) = n$.

Let $A(t) \equiv A$, $B(t) \equiv B$, i.e. we consider the system

$$\frac{dx}{dt} \in A\,x + B\,u + F(t),\ t \geq t_0,\ u \in R^m, \tag{14}$$

It is easy to see that if $\operatorname{rank} K = n$, where $K = (B, AB, ..., A^{n-1}B)$, the condition $\operatorname{rank} Y(t_0, t_1) = n$ is true for this system, and therefore the ensemble of trajectories of system (14) is completely M –controllable. Further, from the complete M – controllability of system (14) it follows that $\mu\{t \in [t_0, t_1] : \|B'\Phi'(t_1, t)\psi\| > 0\} \neq 0$. From this we can deduce that $\operatorname{rank} K = n$. So, the statement is true:

Corollary 4. *The ensemble of trajectories of system (14) is completely M – controllable if and only if* $\operatorname{rank} K = n$*, where* $K = (B, AB, ..., A^{n-1}B)$.

The last two results presented show that from Theorem 2 we obtain more practical conditions for the complete M – controllability of the ensemble of trajectories of the linear system (12) and (14) with $V = R^m$. Note that Corollary 4 is an analogue of the well-known Kalman controllability criterion for system (14).

Thus, in the paper, the controllability property of an ensemble of trajectories of systems of the form (1) is investigated. The necessary and sufficient conditions for "point" and complete controllability with respect to the terminal set are obtained. They are refined for special cases of system (1) in the form of (12) and (14). These results generalize the known controllability conditions of linear systems to the considered model of a dynamic control system.

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EMPLOYEES WORK IN SERVICE COMPANIES INCENTIVES

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ABSTRACT

The article considers a number of specific features of the remuneration system in the service sector and recommends the establishment of an appropriate incentive system.

KEYWORDS: *Salary, wages, incentives, job results, part-time salary.*

INTRODUCTION

The substantiation of human labor poses new challenges in a market economy. Based on social research, changes in the real state of interest in labor are identified structural changes in values.

At present, under the influence of various macroeconomic and personal factors, the crisis in the motivation and justification of labor, in turn, leads to a crisis of social activism of workers. Creative work does not ensure the fulfillment of all groups of needs: physical, social, mental and others.

Significant property stratification of the population, mainly due to differences in the quality and quantity of labor, mainly due to criminal or semi-criminal activities, also significantly reduces the incentives for most employees in the trade. As a result, there is a backlash against labor, counter-incentives, negative social processes - indifference, passivity, especially among young people. In connection with our research, the latter should be noted, as the trade sector is developing more rapidly and often attracts a large number of workers with low qualifications and not sufficient grounds for highly productive labor.

The task of the created complex system of remuneration of labor is to create conditions for the normal development of the commercial enterprise. First of all, it is necessary to create a favorable socio-emotional climate in the work community because its current state is affected not only by the size of the average income of employees, but also by the processes of organizing and distributing various payments. The socio-emotional climate is an integral part of the incentive mechanism.

Most employees of service companies say that despite the small number of people in the community, the company has an unfavorable socio-emotional climate. This problem can be

solved in two additional ways: by gender reassignment of the team or by measures to replace individual employees.

Currently, the most effective is a system of remuneration of labor based on guaranteed wages and surcharges. The exact amount of overtime pay should be calculated based on the performance of the employees being rewarded. In order to ensure the effectiveness of financial incentives, it is necessary not only to provide an absolutely large amount of bonuses, but also to justify the ratio of basic and additional forms of remuneration of labor for different categories of employees.

MAIN PART

The role of the official position and position in the organizational sequence, but also the complexity of the tasks performed and the quality of service should be taken into account when setting salaries and bonuses for employees of service enterprises. Therefore, employees at the same organizational level may have different salaries, bonuses, because the size of the bonus of an ordinary employee of a commercial enterprise, which must take into account different approaches to the performance of functional obligations, should be directly related to the economic efficiency of the employee. Service executives should be rewarded not for individual performance, but for the overall performance of the business. At the same time, in all commercial enterprises, the amount of bonuses is often not calculated economically. Provided by the head of the enterprise. Any method of incentive, both material and spiritual, must be reasonable and economically feasible.

Incentives should be used in addition to bonuses, such as promotion to a new position and an increase in salary without promotion. The choice of one of the two methods of incentives and its duration is determined by the value of the employee's activities and the specifics of the activities of a particular commercial enterprise.

A specific aspect of job incentives in the service sector is the planning and implementation of the service position. This is due to the fact that the business community is usually small and does not have many management positions. It is difficult to move from one trading company to another, it is difficult to get a professional position, there are salespeople, salesmen, accountants everywhere, all employees are on the same level. Growth within a firm is also a challenge, as there are three directions: vertical, horizontal, and inward, as opposed to industrial, with upward and horizontal movement from commercial enterprises to the service level. Therefore, in order to stimulate the work of employees and reduce staff turnover, it is necessary to use the method of increasing the basic salary without raising the rank. In developing labor incentive systems, it is necessary to take into account the specifics of labor in trade, the characteristics of the mechanism of incentives for trade workers, taking into account the following:

- Rewarding and morale-boosting should be carried out more quickly so that the employee does not lose the connection between his / her additional contribution and the recognition received by the administration;

-Encourage the results of the work and not the actions, and mainly reflected in the income;

- Remuneration of the employee for his / her achievements in the field of his / her responsibilities;

- Encourage more when the service company is doing well and justify reducing when the results are not high enough;

-Financing social programs, training programs, etc. to retain the necessary staff;

- Material rewards are acceptable to the employee and in this form.

In the current context of intense competition, the realization of these commonalities must first and foremost go in the direction of developing reward systems. They need to attract and motivate employees to work more productively. Remuneration based on performance results first and foremost allows for a quick and objective assessment of employee performance. The conditions for successful implementation of performance incentives are as follows:

• Frequent and regular communication of management with employees, which allows to evaluate the contribution of each employee;

• Correct classification and measurement of positions (through the evaluation system); application of general principles of payment;

• General approach to certain categories of positions (in terms of remuneration, bonuses, etc.). In this case, very high performance, overactivity should be encouraged with special rewards, if it is intended to support a high level of participation in addition to the salary;

• What is the end result between the manager and the employee(in the matter of results), an informal mental connection (consent) in relation to what can be considered a high achievement.

He was able to motivate the employee to work as hard as possible. Poll rewards are an important issue. Scientists and practitioners are of the opinion that the basic monthly salary based on the tariff system does not fully encourage employees of commercial enterprises to increase labor productivity. This is especially true of variable payments. The formation of incentive systems must also take into account the general state of the economy, government behavior, materials, energy, the sharp contraction of the labor market, and many uncontrollable random events such as international events. These events can significantly reduce the profitability of a trading company, despite the effective work of both ordinary employees and the management of trading companies.

The management of the company takes into account the differences in the individual results of the work of people in the same position. Therefore, the system of remuneration of sales staff should be integrated not only with the evaluation process, but also with the promotion process. It is necessary to use a set of elements of incentive mechanisms, rather than individual methods of motivating and recruiting employees of commercial enterprises. At the same time, the development of employee incentive systems should be carried out individually by each trading company, depending on its specifics.

In conclusion, it is important to note that the form of remuneration, which is able to provide maximum incentives to employees to work effectively, is an important problem. Scientists and practitioners are of the opinion that the basic monthly salary based on the tariff system does not fully encourage employees of commercial enterprises to increase labor productivity. This is especially true of variable payments. The formation of incentive systems must also take into account the general state of the economy, government behavior, materials, energy, the sharp contraction of the labor market, and many uncontrollable random events such as international

events. These events can significantly reduce the profitability of a trading company, despite the effective work of both ordinary employees and the management of trading companies.

CONCLUSION

The management of the company takes into account the differences in the individual results of the work of people in the same position. Therefore, the system of remuneration of sales staff should be integrated not only with the evaluation process, but also with the promotion process. It is necessary to use a set of elements of incentive mechanisms, rather than individual methods of motivating and recruiting employees of commercial enterprises. At the same time, the development of employee incentive systems should be carried out individually by each trading company, depending on its specifics.

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METHODS OF TEACHING CONFLICTING WORDS IN PRIMARY EDUCATION

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ABSTRACT

In this article, in primary education, we are taught the teaching of adjectives that mean opposite words, their structure, spelling, possessing a base character and not having a base characte desired.

KEYWORDS: *Antonyms, words with opposite meanings, primitive and artificial words, noun, adjective, noun antonym, adjective antonym.*

INTRODUCTION

The pedagogical and psychological skills of a teacher also play an important role in ensuring the effectiveness of primary education.

From the moment students enter school, the emphasis is on their oral and written speech. Teaching them the rules of calligraphy, improving their reading and writing skills, and forming grammatical concepts requires a great deal of responsibility from the elementary school teacher. Therefore, the primary school teacher should be able to organize a holistic general learning activity during the lesson.

Special attention is paid to the teaching of the mother tongue in the early stages of education, because the lessons of the mother tongue help to develop students comprehension, thinking, oral and written speech, the correct and appropriate use of words. Application is a key science in the formation of skills.

It is known that antonyms (Greek) are words with opposite meanings. They always have two opposing members.

MAIN PART

Elementary school native language textbooks provide exercises for words with opposite meanings, mainly when studying the topic of quality, but in the textbook, the topic of the horse is studied first. Therefore, it is important to begin the concept of words with opposite meanings

when we are studying the subject of the horse. That is, in the process of cognition, it is appropriate to contrast objects, events, and signs, and to identify their different aspects. It will be easy and useful to explain with examples that life, our knowledge, our activities are based on contradictions, and if we say one, the other comes to mind. For example, hot (when we think of it as cold) - cold, bitter - sweet, day - night, friend - enemy.

The easiest and simplest way to explain horse antonyms is to teach these students from "Family Members," that is, personal names. For example, old people, parents, sons and daughters (opposite sex), sisters, brothers (opposite age).

Or you can quickly and easily learn the opposite by showing the four corners of the world you learned in the World Around Us picture.
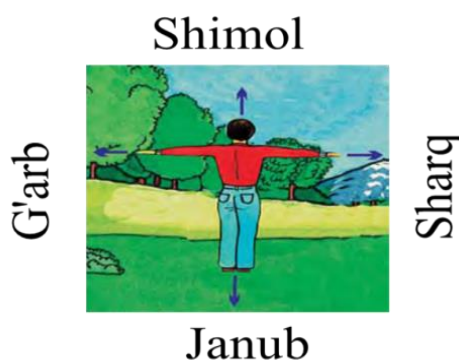
*Picture №1   *north, *south, *west, *east*

Contradictory words can be learned quickly and easily by showing and saying them in a picture.

At the same time, in the process of working on antonyms, special attention is paid to the acquisition of spelling knowledge related to the grammatical topic, because words with opposite meanings are always written with a dash and explained with examples. Say the words that mean the opposite of the examples and remember to spell them out.

White -…, long -…, high -…, pain -…, lazy -…, sick -…, burned -…, started -…, big -…, good -…, short -…, sad -…, dark i -…, botir-…, war -…, hot -…, honest -…, alive -…, day -….

An antonym is found between a series of words. We can explain this to the students in the following order: good (how? Is the answer to the question, and the word that contradicts it, of course, is the word that answers the question? should be) - bad (how?), friend (who?) - enemy (who?). The Wheel of Mind game can also be used to reinforce this rule. If the questions on the given task are answered, antonyms are formed:1.

1. What is the difference between the bear and rabbit bodies depicted in the picture?

Picture №2

2. State the difference in the movement of a kangaroo and a turtle.
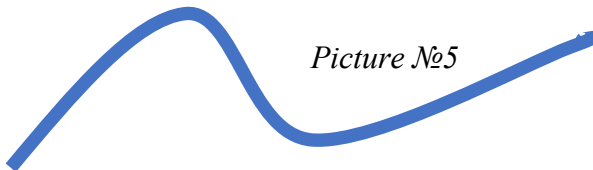

Picture №3

3.Find the difference in the color of the chess pieces?

Picture №4

4. How do the following shapes (geometric lines) differ from each other?

A.

Picture №5

B

5. State the difference in taste of honey and pepper.

Picture №6

Antonyms are common in adjectives (adjectives and adverbs). There is no theoretical information on the subject as it is not taught in primary school, but in the student's dictionary words such as more or less, far and near are used freely. For example, the following task is performed for a word group: If you do the rebus correctly, you will learn a word that has the opposite meaning in the morning.

Picture №8

It is well known that essays not only educate students, but also enrich their vocabulary, correct the formation of oral and written speech, and cultivate a culture of speech. Therefore, it is appropriate to use proverbs in the teaching of contradictory words in mother tongue lessons. The following is an assignment for the topic of the article: Find the contradiction between the given articles and continue writing.

Example: 1-B. Respect the elder, honor the younger.   ***Table №1***

№	Maqol	Variant	Maqol
1.	Kattaga hurmatda bo'l,	A	do'stning – eskisi.
2.	Tunda ko'rib, cho'g' deysan	B	Kichikka izzatda bo'l
3.	Kiyimning yangisi yaxshi,	S	Dushmaning ham til.
4.	Aqlli o`rganar,	D	Tongda ko'rib, yo'q deysan
5.	Do'sting ham til,	F	ahmoq o`rgatar.

Antonyms are primitive and artificial in structure. Primitive antonyms do not contain suffixes: black and white; is a compound word if it contains a word-formative suffix. Artificial antonyms belong to the category of adjectives, which means that the adjectives formed with the suffixes – **"li"**, - **"dor"** have the sign, and the adjectives formed with the suffix – **"siz"** do not have the sign (1.98) is mentioned in the textbook. This is reflected in the following diagram **(in uzbek language)**

belgiga egalik ma'nosini bildiruvchi qo'shimchalar	Misollar	belgiga ega emaslik ma'nosini bildiruvchi qo'shimchalar
-li	Tuz	-siz
	o'rin	no-
	ma'no	be-
-dor	Ayb	-siz
	taraf	be-
-ba	odob	-siz
	ma'ni	be-
-bo	obro'	-siz
	Xabar	be-
ser-	suv	-siz
	Farzand	be-

Although these additions are not detailed in the primary textbooks, we found it appropriate to mention them, as these words are often found in the works in the Reading Book, and some are freely used by students in colloquial speech.

CONCLUSION

So, in the teaching of contradictory words in primary education, the teacher is more effective than poetry, riddles, proverbs, quick sayings, various educational games, as well as rebuses, puzzles, tables. can use. What methods to use in each lesson, what methods to use in the lesson should be carefully determined by the teacher. The main goal is to enrich students' vocabulary with words with opposite meanings, to develop the meaning of antonyms, their spelling, and the ability to use them correctly and appropriately in speech.

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Special Issue

PSYCHOLOGICAL PROBLEMS OF PREPARING CHILDREN FOR SCHOOL IN MODERN PSYCHOLOGY

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ABSTRACT

This article is devoted to the psychological problems of preparation of preschool children for school education, the article focuses on the role of preschool education in the formation of a healthy, well-rounded development of the child, their interest and motivation to learn. information about. In addition, the article discusses how play activities, drawing, making objects, and daily communication in a variety of activities can expand a child's knowledge and skills, ways to develop a child's thinking through a variety of interactive exercises, and the challenges they face thought.

KEYWORDS: *Preschool, Child, Personality, Intellect, Innovation, Motivation, Knowledge, Skills.*

INTRODUCTION

Preschool education ensures the formation of a healthy, well-rounded child, awakens in him a sense of aspiration to study, prepares him for regular education. Preschool education is carried out in state and non-state preschool institutions and families until the child reaches the age of six or seven. Communities, public and charitable organizations, international foundations are actively involved in the implementation of the goals and objectives of preschool education. The current serious demands on the level of readiness of children for school require the development of the necessary theoretical and practical measures in this regard.

The most important task of the pre-school education system is the full development of the child's personality and the preparation of children for school. Preparing children for school is not a new problem in itself, because preschools have all the conditions to solve these problems.

However, addressing the issue of preparing children for school is related to the transition of primary school to a four-year schooling period, which requires coordinated changes in the organization of continuity in kindergarten and school work.

At this point, the question naturally arises as to what are the components of the "school readiness" package. It is primarily a motivational, personal preparation that includes students '" inner state ", strong intellectual preparation, as well as adaptation to visual aids, and an adequate level of physical fitness. An integral part is comprehensive education, including mental, spiritual, aesthetic and labor.

Thus, a child entering school must have a level of development of cognitive interests, a desire to change their social status, a desire to learn. He also needs mediation, inner moral authority, self-respect. The combination of these psychological traits and qualities, according to scientists, contributes to the psychological preparation for school.

LITERATURE REVIEW

In the work of a number of foreign scholars, many questions related to the problems of development of children's psychological readiness for school education have been studied. In particular, general aspects of the mental developmental characteristics of older preschool children (P.P. Blonsky, 1997; L.S. Vygotsky, 1983; V.V. Davidov, 1986; E. Erikson, 1993; J. Piaje, 1969; et al.); content and structural aspects of psychological preparation of children for school education (MR Bityanova, 1998; AL Wenger, 1988; NI Gutkina, 1996; IV Dubrovina, 1991; etc.), structural and practical bases of formation of psychological readiness of older preschool children for school education (M. Donaldson, 1985; AN Leontev, 1975; SL Novoselova, 1978; SL Rubinstein, 1989; et al.); humanistic foundations of child development education (Ye.N. Volkova, 1992; N.F. Vinogradova, 2000; M. Montessori, 1997; K. Rodgers, 1995; et al.) [6].

Despite the extensive scientific work on these topics, many questions about the problem of children's readiness for school education are still outside the scope of special study.

Preparing children for school, firstly, educational work in kindergarten, which provides a high level of general, comprehensive development of preschool children, and secondly, special preparation of children for the acquisition of subjects that should be mastered in primary school implies that Accordingly, in the modern psychological and pedagogical literature (AB Zaparojets, AA Wenger, GM Lyamina, GG Petrogenko, JV Taruntayeva, etc.) the concept of preparation is defined as the development of the child's personality, and in two interrelated aspects: "General attendance at school psychological training "and" Special training ".

Gutkina emphasizes the role of enthusiasm in preparing children for school. The author pays special attention to arbitrariness, the underdevelopment of which is a key condition for the difficulties encountered in school education. First graders preparing for school need to have an educational motivation that combines educational and social reasons. The purpose of learning, according to the author, has become the pinnacle of the mental development of the preschool child, and therefore in the broadest sense implies the availability and adequate level of intelligence necessary for learning [5]. From A.L. Wenger's point of view, school readiness is characterized not by a simple sum of intellectual, motivational, emotional, and other achievements, but by the regulation of specific activities that should be considered as a holistic education in which the components can be conditionally separated. These include: the child's orientation to the instructions of adults and the status of the task, the mechanisms for analyzing a particular situation and the development of a contingency plan, the mechanisms for adhering to the plan, the norms that reflect this incentive and encouraging emotional adherence [4]. However, as noted, in the consideration of psychological preparation for school education,

despite certain approaches in the study of modern psychology, there is no single and clear opinion on the issue under consideration.

MAIN PART

Forms of teaching preschool children are not about achieving results, but about building knowledge, skills and competencies. This goal defines its main feature.

If the child is interested in the process of drawing and tries to draw beautifully, such a process is a game or an effective action. But when a child sets a goal for himself during the drawing lesson, these actions become educational. For example, drawing better than before, painting the picture correctly, or drawing straight lines are some of these actions.

While a child's mental development takes place during learning and in passing on to the child the experience left by the previous generation, he or she acquires most of the knowledge and skills as he or she interacts with adults, following their demands, advice, and instructions. Play, drawing, making objects, and daily interactions in a variety of activities also expand a child's knowledge and skills. Education is at the heart of all forms of adult communication with children.

But it is also systematic, depending on the child's development. Children are educated in social pre-school education through special programs. The use of games and effective tasks play an important role in such cases. At the same time, children are required to be familiar with the lessons: to acquire complete and quality knowledge and skills, to listen to the tutor and to follow his instructions correctly. Classroom education is an important part of learning the basics of learning. The basic premise of learning is to develop an interest in learning and the ability to learn.

A variety of environmental information can cause a child to become curious. What is said and shown by an adult, or what a child sees with their own eyes, can also stimulate their interest in the news. The increase in curiosity in preschool children is often reflected in the number of questions they ask and the change in their type. While three- to four-year-olds' questions focus on learning new things and clarifying things they don't understand, most of the questions children approach school age will have. They are interested in the causes of different events and the connections between them. "Why is it raining?"; "Why water the plants?"; "Why does the doctor hit the patient and hear him?"; "Where do stars come from?"; "Can he take it if he puts a small house on the tractor?"; "If all the water is poured into the sea, then where will they disappear?" This is a short list of questions a six-year-old can always ask.

However, curiosity does not guarantee that the child is ready to study and learn systematically. Interest in this or that event occurs quickly in the child and also quickly disappears or becomes another interest. From the list of questions above, it is clear that the child is interested in events related to different areas of reality. According to the developed method, a constant interest in specific types and aspects of events is required by education. Such events are the subject of subjects such as mathematics, mother tongue, and biology.

In some cases, preschoolers show a clear and sustained interest at an early age, which leads to surprising results in children's learning. Studies show that when children are taught in a systematic way, rather than scattered information, all children develop an interest in mathematics, language, animate and inanimate phenomena. This knowledge should explain to children that reality is the main connection between events in all areas. In mathematics, it is the

relationship of a measure to a measurable, a fraction to a whole, a unit to a set. In the field of language, the structure of a word depends on its meaning, in the field of living nature, the structural features of animals and plants depend on the living conditions, and so on.

After learning about events based on such objective laws, children watch with great interest how they sometimes appear. Children are exposed to unfamiliar aspects of the environment, and they realize that education is a path to great discovery.

The desire to read and constantly acquire new knowledge is a constant and clear interest in children. The ability to read requires, first of all, to understand the task as a task for learning, to distinguish these tasks from practice, from real-life situations. A preschooler sometimes, when he hears a math problem, is more interested in the situation described in the problem than in how to solve it. So he refuses to solve the problem: "If the mother eats four candies and gives two to her son, how many candies will they eat together?" Angered by such an "unfair" portrayal, the boy asked, "Why give Vali so little candy? They should have been equal, "he said. In other cases, the child uses familiar addition and subtraction to get a quick answer. In each case, they have seized it, despite obstacles we can scarcely imagine. " The child should understand that the situation described in the context of the problem is not important because it is a picture of a life situation, but a simple material for learning to solve problems correctly. The point of solving a problem is not to find the answer quickly, but to determine which arithmetic operation to use based on the conditions, and to be able to use this skill in the future.

Younger and preschoolers typically accept assignments only if the knowledge and skills they are taught are immediately applied to play, drawing, or other engaging activities. Children approaching school age develop the ability to accept learning tasks in a specially organized learning environment without having to immediately link the material they have mastered. There will be an opportunity to learn in a way that will be "useful" in the future.

Observations show that didactic games (such as lottery, drawing cubes, numbers, mosaics, checkers, puzzles, etc.) are more effective in learning in preschool than the usual method of homework. didactic games, didactic games often help to develop skills and thinking related to different tasks. In this sense, didactic games are one of the tools to prepare a large group of children for school activities. However, it should be noted that children's learning activities do not directly result from didactic games. But while didactic play is predominant in primary and secondary school age, the gap narrows significantly in older kindergarten age. This is an indication that children are becoming more receptive to homework. This means that children begin to pay attention to how the activities are done, and they begin to understand the content of the learning tasks. They consciously try to master these methods. Preschoolers learn to make goal-oriented observations, describe objects, compare and group them, tell stories and pictures in a coherent way, find arithmetic problems and find solutions, and so on. It is important that the tasks are done correctly and that the requirements set by the adults are met. In such cases, children often ask adults to evaluate the correctness of certain tasks. For example, children approaching school age, in the process of learning to accurately describe distance communication, repeatedly ask the educator: "Does it look like I'm drawing, please?"; "The angle has to be right around the corner, it's about the other side of the triangle.

Usually, any process of thinking is the result of not being able to comprehend something, to be surprised by something, to be amazed. Too many parents and some educators will tease children when they ask too many questions, saying, "Don't be too hard," "Where did you learn that?"

After repeated such teachings, the child will not ask adults questions, will misunderstand some complex things as he knows them, or as in fairy tales. For example, a 7-year-old asks, "Where does it rain?" he asked. The child was told that the formation of rain was very simple and straightforward (even the formation of water particles when exposed to hot steam on a cold glass). The boy looked at it for a while and said no. If not, please explain. The boy explained, "The rain lives in the sky, and his house is higher than the clouds. When the clouds open, the rain falls ... " It takes a long time for a child to give up such a mythical concept and develop a true, scientific understanding.

There are several reasons why children's questions are so interesting:

1) Children depict things and events around them as they are, that is, as a whole, as in the picture;

2) are unable to deeply analyze and synthesize the connection and causality between things and events;

3) They do not contain and do not contain scientific concepts of various natural and social phenomena;

4) Children have very little life experience.

Some children ask too many questions, while others ask almost none. The fact that children ask a lot of questions is positive, which indicates their curiosity, activity and independence. Usually, very passive and shy children do not ask questions. Such children should be asked questions by the educator during various activities and excursions, thereby activating them. Preschoolers can rely not only on what they perceive at the moment, but also on what they perceive in the process of thinking. For example, if a child is asked a task or question that he already knows, he will respond immediately, without difficulty, based on his imagination. For example, a 6-year-old child is asked, "Does a nut sink in water or flow?" When asked, he replied, "It flows." The boy answered correctly because in his experiment he threw a nut into the water. This suggests that children are beginning to develop the simplest forms of inductive and deductive reasoning.

METHODS AND RESULTS

One of the hallmarks of kindergarten thinking is that their thinking is still figurative. They base their judgments on concrete facts, not abstract concepts. Therefore, they cannot solve simple tasks given in an abstract tone. However, in a large group of children, the ability to generalize begins to emerge, depending on the important signs of certain things and events. For example, a child collects pictures of apples, apricots, pears, cherries, plums, grapes, pomegranates, quinces and figs and calls them fruits. They will now be able to use the general concept of fruit in their speech. Children begin to learn to generalize in this way as they play with a variety of picture lotteries. In such games, the educator sometimes intervenes and helps the children complete tasks that are generalized (e.g., animals, insects, flowers, birds, toys, etc.). The child begins to compare and contrast similarities and differences. For example: "By comparing a square and a rectangle, a square and a rectangle have four sides, so they are similar. But the difference is that the four sides and the four corners of the square are equal, and the opposite sides of the rectangle are equal. " Children will be able to think about and talk about simple problems. A four- or five-year-old solves a problem in a practical way and talks about it through speech. For example: A 4-year-old child pulls a flagpole stuck in a pipe by force, but cannot remove it. The child then carefully rotates the wand upwards into the pipe and pulls out the flag. The issue has been

resolved. This means that a small group of children solve the problem through practical action and conclude the work done with their speeches. Children between the ages of 5 and 6 think about the problem in advance and make a plan. This is done through internal, silent speech. They solve the problem orally: For example: "There are 7 birds perched on a tree. Two of them flew away, how many birds are left in the tree? " So, the role of various educational activities in the development of children's thinking is great. Classes help children develop their minds and think independently. The development of a child's thinking begins with the formation of concepts.

The development of elementary mathematical concepts through lessons develops children's ability to compare: they are taught to draw conclusions and solve simple problems. Using cubes, circles, squares, and strips, allow children to compare, compare, and contrast objects, group a group of things, and divide one into groups into several equal parts, 2 and 4. it is necessary to teach and teach them to compare.

When you go to preparatory groups, you can develop your child's thinking by teaching them to count to ten in order and to solve oral problems. Children become more observant during excursions and trips, they learn to compare and analyze different things. For example, if a child goes on a field trip, the legs of a tortoise digging on one side of the garden are like a shovel, and the other child is like the back of an excavator. Such comparative considerations have an active effect on the development of children's thinking.

Here are some common problems that kindergarten children face today.

1. The level of mental development of the child does not correspond to the age norm, ie developmental difficulties: memory, poor attention, etc.

2. Getting ready for school. The problem here is that the parent has decided to educate the child from the age of 6, and in this connection the child may or may not be able to do well in school.

3. Negative aspects of personal development and interpersonal problems.

4. The child's inability to plan, manage, and evaluate their own actions. Parental conflict with child.

5. The child's adaptation to the children's institution.

If we are to address the above common problems, then we need to study the kindergarten-age person thoroughly. Because the correction of the mental development of children of kindergarten age includes the development of sensory and cognitive abilities. Drawing, plate making, application and construction activities are widely used for all children. The development of cognitive motives in the correction of the thinking of children of kindergarten age, and the development of figurative thinking play an important role in plot and role-playing games, rule games.

It is important to determine a child's level of school readiness, that is, whether he or she is ready for school. There are special methods for this, for example, the Kern Yerasik test for the first acquaintance with children, "Home", "Graphic dictation", "Thorens" and other methods. For example, in the case of the Kern Yerasik test, this test consists of 3 tasks:

1. Draw a picture of a man.

2. Copy the sentence.

3. Move points.

Each task is evaluated on a 5-point scale, and the results of the task are added up to give an overall grade. If a child scores 3-5 on all tasks, it means that such children are considered to be highly developed, ie ready for school. If a child scores 6-7 points in the course of the task, it is considered to be the average level of readiness for school education, and if it is 8-9 points, it is considered to be the average level of readiness for school education. Additional training is required for such children. If a child scores 10 or more in the study, the psychomotor area of such children is considered underdeveloped. However, according to Yerasik, getting a good result in a test in children is a relatively reliable basis for good mastering in this school, but a bad result cannot serve as a reliable basis for drawing conclusions about unpreparedness for school, poor mastering [9].

CONCLUSIONS AND RECOMMENDATIONS

In order to develop preschool education, it is necessary to do the following:

- Priority training of qualified educators and teachers;

- Search and introduction of effective psychological and pedagogical methods of preschool education;

- Organizational, psychological, pedagogical and methodological support of family upbringing;

- Development and production of modern teaching aids, hardware, toys and games;

- creating conditions for the spiritual and moral upbringing of preschool children on the basis of the rich cultural and historical heritage of the people and universal values;

- selection of programs in different options for different types of preschool institutions, the possibility of providing qualified consulting services on all issues of preschool education;

- Development of a mechanism to support and develop the network of preschool education and health facilities.

- Preparing for school involves a certain amount of mental development, as well as the formation of the necessary human qualities. In this regard, scholars distinguish between a child's intellectual and personal readiness for school. Second, the child is required to have a certain level of development of the social motives of the personality and moral characteristics of the individual. According to many researchers and experts, psychological preparation for school is reflected in the formation of the basic mentality of children: motivational, spiritual, strong, intellectual, in general, ensures the successful teaching of educational materials.

- Modernization of education is not a solution to the formation of knowledge, skills and abilities in the educational process. The range of preparation for school should be wide and innovative. The formation of the following trends in this range and the positive processes built from them will ensure that the child will successfully overcome not only pedagogical (socialization) problems, but also psychological problems in primary school:

- Innovative approach of parents;

- Systematic in the innovative system of educational processes in MTT;

Of course, the psychologist of MTT should use social skills when directing his activities to a small person. An innovative parenting approach includes:

- to acquaint parents with Internet materials in preparation of the child for school;

- In-depth acquaintance and use of special literature;

- Consultation with a psychologist;

- create a healthy lifestyle in the family, etc.

The systematic (permanent) nature of the educational process in the MTT in the innovative system implies the following pedagogical forms:

- Review and encourage the best and most innovative scenarios for preparing children for school in MTT;

- Competition among the staff of MTT on the most useful and innovative technologies;

- Frequent acquaintance with the views of parents;

- Enrichment of the internal concept of parents, psychologists, educators, administration on an innovative basis;

- Trainings with parents, etc.

In short, preschool is the beginning of lifelong learning. It helps the child to develop into a healthy and developed person, stimulates the desire to learn, prepares him for systematic learning. Therefore, it is important to further strengthen the system, to create favorable conditions in preschool education, to involve preschool children in them, to develop our children into harmonious and mature individuals.

To study a child's psychological readiness, it is necessary to determine its various aspects: motivational, intellectual and psychological readiness, the child's attitude to the teacher as an adult with special social functions, and the necessary forms of communication with peers.

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Special Issue

FEELING OF FAULT - AS A PSYCHOLOGICAL PHENOMENON

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ABSTRACT

The article interestingly describes the phenomenon of guilt, the features of its manifestation and ways to get rid of it. It also discusses the positive impact of the phenomenon of guilt on personal development and a number of studies on the subject. Psychological and psychoanalytic analysis of guilt is given.

INTRODUCTION

Failure, misconduct, lawlessness can cause a person to have a situation or an unpleasant feeling that we can call guilt. This may seem like a simple situation, but in practice, guilt can be difficult. In addition, there are at least twenty forms of guilt, and of course behind each form there are certain theoretical assumptions and real life, some part of real reality.

Guilt is often perceived as a sign of obedience, piety, in some cases as aggression and resentment, in some cases as a painful mind, and sometimes as a pang of conscience. Feelings of guilt are associated with feelings of anxiety for some people. However, we can say that its main associations are directly related to punishment, regret, remorse and remorse.

Guilt is a complex psychological phenomenon in its structure and functions. Researchers divide the structure of guilt into three components, which are emotional, cognitive, and motivational. The emotional component includes unpleasant internal tensions. If a person pleads guilty, there is a desire to compensate for the damage, and this can be called a motivational component of guilt. The most complex and important part of guilt is its cognitive component. One must first understand the harmful effects of one's behavior, which requires the ability to draw causal conclusions. E.S. Cuba has identified four components of the cognitive component that lead to guilt based on one's belief in one's role in the event: 1) accepting responsibility for negative consequences; 2) self-blame; realizing that a person has violated his or her own moral standards; 4) how to come up with the idea of how to avoid or prevent these negative situations.

LITERATURE REVIEW

Despite the fact that the phenomenon of guilt played a significant role in the emergence of world religions and influenced the formation of modern humanistic ideas, guilt has not been studied at all in research on general issues of spiritual development of the individual. , not even mentioned. Recently, there have been a number of studies that have studied the phenomenon of guilt as a specific concept. However, they are being studied in connection with the study of the phenomenology of experiences or its social regulatory functions, including O.A. Gavrilitsa, V.V. Ivanova, A.A.Ignateva, E.P.Ilin, T.Yu.Kirilina, M.N. In the works of Kornilov, GG Matyushin, K. Muzdibayev, Yu.M. Orlov and a number of other scientists we can see the study of guilt.

According to Freud's name, which was formed in the world of science, it was not until recent years that it became a tradition to cover the destructive side of guilt. However, the positive impact of the phenomenon of guilt on personal development is also widely supported today.

Therefore, the origin, nature, characteristics and functions of this phenomenon are extremely important for pedagogical, psychotherapeutic and law enforcement practices and require serious research. [2,185-186]

MAIN PART

There is hardly a person in his life who has not felt guilty. This painful feeling often causes us discomfort and puts pressure on us. This is not to say that guilt only serves a negative function, because it is through it that we can distinguish good from evil, right from wrong.

If, for some reason, we do not keep our word to someone, if we do not justify the trust of another person, if we do not fulfill our obligations on time, we immediately feel guilty. This feeling can lead to other types of unpleasant emotions, such as anxiety or panic, embarrassment or self-loathing, and so on. However, according to psychologists, guilt is a sign of psychological health. Social psychologist David Mayeres writes, "It is because of the opportunity to feel guilty that we try to be better. At the same time, a person realizes the negative aspects of his actions, realizes that he has not been able to justify someone's trust because of his moral values, and tries not to repeat the same actions in the future. Feelings of guilt force us to apologize to other people and offer our help to them. We become more attentive and more alert to those around us. This will help to improve our relations with our relatives, friends and colleagues, and make them more humane. "[2,187-189]

We can say that guilt also depends on a person's character. Because when a person sets high standards for himself and strives to be worthy of high-level responsibilities, he often begins to feel guilty. It's like a guide to the right path, and we can tell the difference between good and bad because of this unpleasant but very rewarding experience. Emotion psychologist Carroll Izard says, "If no one in our society felt guilty, it would be dangerous to live in such a society." [1,314-315]

The main characteristic of guilt is self-judgment, self-punishment. Everyone lives his life according to different moral and ethical rules, which can be stealing, not lying, not betraying, not breaking promises, and so on. If, for some reason, in real life or in the imagination, a person violates these rules or his actions do not comply with these rules, he will try to correct the situation. There is another feeling of guilt, which is shame. Embarrassment is a social feeling that causes a person to develop various complexes. Such complexes make a person feel inferior to others, for example, he or she decides that his or her level of education, wealth, appearance, or

dress code do not meet the requirements of society. The onset of guilty feelings about having the affair, in the first place, further zaps whatever energy the partner having the affair might still have left.

People experience a number of emotions throughout their lives, including fear, grief, amazement, and more. Such emotions include guilt. Some researchers, such as psychoanalyst Jacques Lacan, have suggested that guilt may be innate. A similar idea is echoed by Melanie Klein, who believes that guilt occurs in the first months of a person's life and that the child experiences a mixed feeling towards his or her mother at the same time as he or she he may or may not like it.

Studies show that people with mental illness often do not feel guilty. Therefore, the presence of this emotion in a person indicates that he is mentally healthy. Sigmund Freud called this part of the personality the "High-Self" and believed that it was responsible for the emergence of morality. You don't have to worry about how to get rid of guilt, you have to be able to accept it. It is also important that we be able to distinguish between guilt in real life and imaginary guilt. [1,319-320]

Often people around you try to take advantage of guilt because it's easier to control that emotion. For example, our elderly relatives, grandparents, or parents often complain that we are unaware of their condition. The decisive factor in their complaint is the idea that they may die soon and that there will be no one left to take care of them. Naturally, such words have a strong effect on us, and we feel guilty, we suffer from our own negligence, from not following the rules that exist in society. Feelings of guilt can also lead to self-punishment. It is this feeling that allows us to prioritize the interests of others over our own.

If a person constantly feels guilty, his attitude towards himself will get worse. To avoid that, we need to think carefully about our decisions and actions. If this feeling is not false, then if you are really guilty, then you have to look straight at your guilt in front of another person, because no one can analyze their actions objectively.

In psychology, guilt is a complex emotion that can often be misleading. For example, when we do something wrong, we feel guilty for some reason. This condition is more common in mothers. If a mother abandons her child to look after someone else and goes to a party or a party for fun, she will not feel guilty all day or all night. In fact, she didn't do anything wrong here, she just took some time for herself. False guilt is also more common in people who have been in a car crash but survived. He feels guilty for the rest of his life that other people around him have died and survived.

Let's look at another simple situation, we took a long-awaited and planned vacation, but by this time our mother or father became ill. We went on vacation to avoid breaking our plan, and we couldn't take care of our sick parents. From that moment on, we have feelings of guilt that poison our entire vacation. The waves, the sunny shores, no longer make us as happy as we used to be, and we eat our fill for what we have done. If we look at the truth, we are not to blame here either, because a person who has been tired of working for years has the right to rest for himself. That is why we should not look at every action we take and every small mistake we make with a sense of guilt, because there are more complex and serious situations in life that make a person feel guilty.

1. Often, guilt problems are caused by conflicts between emotions and duty. In each case, they have seized it, despite obstacles we can scarcely imagine. " A similar situation is described in

the Russian writer Nikolai Leskov's story The Man on Guard, which is based on real, real-life events. According to the story, the protagonist was on guard duty at the Winter Palace when he saw a man drowning in the Neva River, but he was forbidden to leave his place of work. A person in such a difficult situation will give up his duty and save another person's life, and in the end he will feel guilty for violating his oath, but he says he is ready for any punishment. He is beaten two hundred times with a whip, but he is even happier. Because he knew that if he did not save the drowning man, he would have to live with more guilt for the rest of his life.

2. The question is, why do adults often feel guilty when they are not really responsible? Because the tendency to feel guilty is formed in childhood by those who raised them. In psychology, there is a concept of guilt complex, which is created by parents emphasizing that the child is guilty and influencing them. The guilt complex is formed in a child between the ages of 3 and 6, which is characterized by the child's perception of the environment and about himself, and the influence of educators on him.

3. There are two ways to influence a child to feel guilty:

Through direct criticism, such as, "You're going to be bad. If you don't want to brush your teeth, then you don't love your mother, "" You're a bad person, you won't be a good person in the future, because you've beaten your neighbor's child so hard. "

By scolding, for example, "We didn't think you were a jealous girl, and you're jealous of your friend's toys," "Good kids eat to the end."

Influencing children in these ways is very effective, and adults can see in them the behavior they want. However, there is another problem with this, which is that it can cause psychological harm to the child, and it is always reflected in the fact that the child feels guilty, and that adults always guide him in this way.

MATERIAL METHOD AND RESULTS

We must always be clear about what we should not do before thinking about what we can do with guilt. Alcohol should never be the solution to the problem, as it will only make the feeling worse. We don't always have to justify ourselves in front of others, because it usually doesn't work, we can't try to forget the guilt, we can't ignore it, we can't swallow that emotion. The best solution is to break your fears or problems into a series of smaller steps. If the analysis reveals that we are really guilty, then we must first find out why we did it and what caused it. And then we need to develop the necessary measures to avoid repeating the same mistake in the future and, of course, follow it. If we feel guilty, if we punish ourselves accordingly, but if we repeat the same mistake in the future, it is the biggest mistake we have ever made in life.

In order to determine the origin of guilt in a person and the amount of its indicators, we conducted a study of 40 students of the group 401-402, Faculty of Psychology and Social Sciences, Samarkand State University. For the study, we used P. Tangney's "Measurement of Guilt and Shame" method and achieved the following results. The methodology consists of 15 different situations that cause people to feel guilty and four related answer options so that the subjects can read the situational questions carefully and put themselves in that situation and find the appropriate answers. they had to choose. At the end of the study, their answers should be evaluated on a five-point scale, and if the test takers score more than 50 points, it means that they have a high level of guilt. In our experiment, we obtained the following results, out of a total of

40 test takers, 21 scored 22 to 32 points, 14 scored 33 to 49 points, and the remaining 5 scored 50 to 75 points.

total	22-32 score	33-49 score	50-75 score
40	21	14	5
100 %	53 %	35 %	12 %

It can be seen that in 5 students with high guilt for various reasons, we conducted a separate interview with each of these students at the end of the study and organized psychoprophylactic measures. In doing so, we used the "Six Steps" method to rid them of guilt.

CONCLUSION

There are six steps you can take to begin the process of preparation for mediation. These steps include:

First of all, admit that you did something wrong.

1. Once you admit your mistakes, analyze the situation and determine the reasons and motives for your behavior. This step will help you avoid mistakes later.

2. Forgive yourself wholeheartedly and, if necessary, apologize to those who feel guilty in your thoughts or in real life. Forgiveness is the most important step in overcoming guilt.

3. If the situation can be corrected, do something that will offend you. First, sincerely apologize to the person you offended.

4. Change your behavior and be determined to act differently in the future. This step will help you avoid repeating the same mistake over and over again.

5. Set aside guilt and live in peace. This phase occurs naturally after the previous five phases have been completed.

From the above, we can say that the first step is to learn to forgive, so that we can feel that we deserve the best.

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Special Issue

PSYCHOLOGICAL DESPOTISM IN THE GENDER RELATIONS OF TROUBLED FAMILIES

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ABSTRACT

The article provides information on the forms of despotism in the gender relations of troubled families that affect a person's psyche (anxiety), anxiety, depression, feeling unwell or in a state of stress or self-control. According to the author, it is expedient to study scientifically and practically the causal conditions, classification, behavioral characteristics of factors such as distrust-stubbornness-negativism in family relations as a result of despotism in the family.

KEYWORDS: *Indifference, ruthlessness, despotism, distrust, negativism, neglect, mental tension, insecurity, stubbornness, rudeness.*

INTRODUCTION

Human society has emerged that positive and negative relationships between people have been at the center of attention of all people. Therefore, these issues have been the object of expression and analysis since ancient times in the examples of folklore, epics, songs and fairy tales, as the thoughts and opinions of sages. It is known that the problems in the field of family-marriage relations are characterized by their versatility. The study of problems in this area, scientific research, is a very topical issue, especially today. Because the important task of the family is to continue the best traditions and customs of our ancestors, to strengthen the society by educating the younger generation.

Good human relations and the ethics, manners, and procedures associated with them have been the subject of study, observation, and reaction from Central Asian thinkers.

Abu Rayhan al-Biruni, on the other hand, argues that the appearance of a person is inextricably linked with his moral image, and that nobility and modesty in a person are important in dealing with people. Yusuf Khas Hajib The main key to making friends with people is "it is a language, because of which a person sharpens his knowledge and mind. Thinking about a word makes it great, or if it is said without thinking, it devalues it. "He emphasizes the need to pay more attention to behavior in human relations.

Abu Nasr al-Farabi in his book The City of Virtuous People states that a person worthy of morality should have two qualities, and these qualities include good manners, good communication and friendship between people.

MAIN PART

Indifference, carelessness, rudeness, rudeness, disrespect, etc., undermine sincere communication in the family. If in most cases requests, advice, mutually agreed questions and answers are used, the method of calm expression of one's intentions, actions, if there is a habit of mutual help, mutual understanding, conciliation in the family, then such families will establish friendly relations , the most optimal psychological environment for family life occurs.

None of those who get married even think about the possibility of disappointments in their future family.

As problematic families, Minuxin understands the breakdown of relationships between existing structures within the family. Despotism is a common condition in family life. The main methods of domestic violence: verbal abuse, jealousy, constant monitoring. Despotism often develops in families when one partner (usually a wife) is dependent on the other. For example, being unemployed for a long time, not being able to find a job to do, only has a negative effect on the psyche of all family members. This is more pronounced in a couple's relationship. Poverty, on the other hand, leads to a gradual decline in the couple's sense of empathy and empathy, and they become more and more rude to each other. Such situations can lead to a despotic process in a couple's relationship.

It is natural for a husband or wife to have questions about why the husband or wife is feeling uncomfortable, depressed, unwell, or stressed, or if there are any negative behaviors in the spouse's words or actions, and to understand the root causes. important.

In our opinion, mental (psychological) despotism is a behavior that is detrimental to the psychological state, and experts include symptoms that indicate the presence of depression, increased anxiety, decreased self-awareness, sleep disturbances, memory impairment, post-traumatic stress disorder.

In world practice, there are several approaches to detecting psychological oppression. The first is based on determining the damage done to a psychological despot victim. It is assumed that a person who has experienced such abuse has a number of symptoms that indicate psychological trauma. In fact, our analysis and research have shown that symptoms that damage a person's psychological state include increased anxiety, neurological disorders, depression, decreased self-awareness, sleep disturbances, abusive behavior, memory impairment, post-traumatic stress disorder. indicates the presence of varying degrees of distortion.

It is natural that in our society such an approach requires serious expert work and raises many questions among psychologists.

In resolving the above-mentioned problems, Article 26 of the Constitution of the Republic of Uzbekistan stipulates that "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment." indicates that the value. At the same time, the Law of the Republic of Uzbekistan "On protection of women from oppression and violence" dated September 2, 2019, No. ZRU-561 is of great importance. It introduces the concept of the use of psychological violence against women for the first time in Uzbekistan. Article 3 of the Law is called "Basic

Concepts" and includes psychological violence - a form of violence that is expressed in insults, slander, threats against women, humiliation of their honor and dignity, as well as other actions aimed at restricting their will. including control in the reproductive sphere, an act (omission) that caused the victim to worry about his or her own safety, inability to defend himself or herself, or harm his or her mental health from pressure and violence.

For moral people, the notion of oppression in family relationships may seem strange, but it can be likened to an animal when portraying a horrible person from the outside. When thinking about despotism, it was discovered that it has different manifestations.

The appearance of some people is also prone to despotism. Typically, they engage in a pathological passion for the regulation of pedantic and domestic violence. Such fathers in the family are a hotbed of oppression for children. They are deprived not only of avoiding natural need, making noise, having fun, but also having a warm relationship. Such people walk in a depressed and heavy mood for a long time and cannot even understand themselves. Family members understand this mood immediately and always do everything not to bring his anger, but hope that someday all may be well. However, after a while, the anger repeats itself, and the cause of the flow is often funny and simple trivial things.

How to communicate with them? Children growing up in such a family do not feel affection, at least a little masculinity, and are always oppressed, and then in their hearts there are pathological conditions associated with their youth. Wives who marry an oppressive man often quickly become wordless slaves, and this is a despot-friendly behavior. This despot justifies himself because there are no logical laws of tyranny in the family. In dealing with such people, the intellect of the communicator must be high.

However, these humble wives prefer to be patient, and the best way is to make the mistake of saying so. By critically justifying their spouses with their resilience, they create an environment for selfishness in the family.

The study asked people between the ages of 25 and 35, "What do you mean by despotism in family gender relations?" The main reasons for the emergence of domestic violence are: the use of physical force by one person in the family against another person, actions aimed at psychological influence, the transfer of domination and influence, as well as the oppression of each other's psyche, emotional outbursts and otherswere shown.

What do you mean by despotism in gender relations in the family?	responses
the use of physical force by one person in the family against another person	27,0%
behavior aimed at mental exposure	16,6%
to assert its dominance and influence	5,5%
to say a word that quenches the emotions	11,6%
crushing each other's psyche	8,3%
just nervous	7,1%
mental anguish	7,4%
Torture	3,7%
Intimidation	4,6%

Our research has shown that the use of physical force by one person against another in the family, behaviors aimed at psychological influence, self-domination and influence, and oppression of one another, emotionally abusive speech, etc. can lead to despotism in gender relations. .

When despotism reigns in the family, the oppressor uses all means to achieve his goal, which manifests itself as psychological and physical violence. An autocrat has no idea of the personal boundaries and freedoms of others, and accepts those who are considered his family as his property. Naturally, with such a perception, others are required to constantly carry out the despot's wishes, as well as to be fully consistent with his ideas about life, not only himself and his partners, but also how the other person behaves and behaves. Typical demands may include things like a ban on tears and the need for constant joy. Such attacks on the uncontrolled area of intuition indicate a lack of adequate perception.

Such behavior inevitably leads to different levels of conflict. Victims of assaults may try to explain or swear, broken vessels and physical beatings may enter the process. Finally, those who feel their weakness provide silent resistance, which drastically disrupts not only the psyche of the victim, but also the oppressor.

Despotism for love is oppression and slavery to love. And the same female love has a particularly oppressive nature, requiring all without exception. This love therefore collides with the principle of personality. The connection with jealousy gives love a demonic character, and this is especially strong in women. The metaphysical horror of love is not only in its infinity and non-sharing, in its non-recognition by the lover (which is relatively painful): it is in the essence, the essence, of the mutual shared, happy love. It is associated with the mystery of the individual, the feminine and masculine nature, the significant difference in character, the disproportion between the excitement of first love and its realization in the conditions of a poor life, the mysterious-industrial connection with death. But the horror and tragedy of love is weakened by the rationalism of life, by the sinking of human life into a socially alien life, that is, by the victory of objectivism over subjectivism.

However, if the situation cannot be changed, the best thing to do is not to feel sorry for yourself for the things you have suffered and tortured for. It is impossible to accumulate and lose the good things given to every human being by nature. Then you don't have to repay the oppression to other people, that is, to your mother-in-law - children, relatives, friends. It has everything a person needs in this life, so it is also necessary to fight for survival. There is so much love and kindness in life. Only if there is love and affection in the family will those who live there live happily.

In these relations, it is desirable to create a socio-psychological environment in the family, which is devoid of the above-mentioned features in ensuring equality. Looking at the results, both men and women are prone to jealousy, suspicion and stubbornness.

Husbands and wives, as well as those around them, should be careful not to allow insecurities and negativism in family relationships. Insecurity-stubbornness-negativism in the family leads to a breakdown in family relationships.

Our research shows that in real life, men do not always give in to family relationships, in a sense, give in to "masculine pride", want dominance and freedom in relationships.

Feminine kindness, resourcefulness, normalizes the emotional reactions of the husband.

Showing respect, reverence, striving to share happiness creates a positive psychological environment in the family.

It is necessary to recognize that in order to ensure equality in family relations, it is permissible for couples to be polite, calm and supportive.

CONCLUSIONS

Thus, research shows that self-confidence, kindness, impartiality, diligence, self-confidence, tolerance, values of independence, personality traits are a necessary aspect for family relationships. These qualities can lead to a healthy family environment, otherwise despotism occurs.

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3. At this stage, two referees will carefully review the research article, each of whom will make a recommendation to publish the article in its present form/modify/reject.

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