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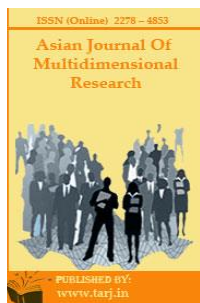
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SPECIAL ISSUE ON

**THE ROLE OF LIFE SCIENCES AND
TECHNOLOGY IN HUMAN LIFE, THE DIGITAL
ECONOMY IN THE DEVELOPMENT OF SOCIO-
ECONOMIC LIFE**

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THE APPLICATION OF MYTHOLOGEMES IN ENGLISH ADVERTISEMENTS

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ABSTRACT

The article explicates the term “linguocultureme” and scrutinizes its types that were distinguished by several known scholars and scientists (V. A. Maslova and D.U. Ashurova & M. R. Galieva). In addition, mythologeme is exemplified with English advertisements as a common type of linguocultureme. The illustrations are mainly based on ancient Roman and Egypt legends. The reasons why advertisers have implemented the myths are also well researched.

KEYWORDS: *linguocultureme, mythologeme, advertisement, god, visual aids, explicit meaning.*

INTRODUCTION

One of the main notions of linguoculturology is linguocultureme. Linguocultureme is a linguistic unit that conveys cultural information. This term was introduced by V.V. Vorobiev. He defined it as a complex, interlevel language unit, a dialectical unit of both linguistic and extra linguistic factors, and the correlation between the form of a verbal sign, its semantic content and cultural sense. (2006: 47-48). For example, the word **pub** stands for “a public house” (linguistic meaning). However, it is of great cultural significance for the English people. In Great Britain pubs serve as places where people gather to relax; some of them spend all their evenings after a hard working day there in a good company in order to discuss business affairs or political issues in a more comfortable atmosphere.

MAIN BODY

Different types of linguoculturemes can be distinguished according to their structural and semantic characteristics. For instance, V. A. Maslova suggests the following classification of linguoculturemes:

- Legendary language units: archetypes, mythologemes, customs, worship, rituals;
- Non-equivalent units, lacunas;

- Paremiologic language fund;
- Phraseological language fund;
- Standards, stereotypes, symbols;
- Language images and metaphors (created by the form of the word);
- Stylistic means;
- Formulas of speech etiquette (Maslova, 2001:36-37)

D.U. Ashurova & M. R. Galieva discusses the sources of cultural information in a linguocultureme which are specific for each culture: realia, outstanding people, legends, images, beliefs, customs and traditions. (2016:216)

Linguoculturemes as it was noted are special units that demonstrate peculiar features of one's nation. They can be presented by mythologemes, intertextual markers, words-realialia and phraseological units as well. All these units can also be observed in the advertisements.

One of the widely used types of linguocultureme is mythologeme. As it noted in previous section, mythologeme is an important mythological personage or situation. It is as "main hero" of the legend that can transfer from one myth to another one. (Maslova, 2001:30). Even though there are variety of mythic heroes and creatures, the advertisers try to choose the most famous legendary heroes to make the advertisement more efficient. The mythological heroes in advertisements are mainly gods/goddesses or personages. Let's analyze the following advertisements with mythic personages as Odysseus, Midas, Atlas as well as Pandora and mythological deities/divinities as Zeus, Athena, Nike, Venus, Poseidon, Mercury, Apollo, Dionysus, Uranus and Ra, Tyr as well as Thor.

"Odysseus" is one of the mythological heroes that is mostly used in the advertisements of car companies. For instance, Honda Odyssey is the logo of a famous company that produces cars. One of the advertisements of this company is:

"Honda Odyssey car could take you many places"

This advertisement is based on the Greek legend. Odysseus was a celebrated hero, famous for his role in the Trojan War and for his ten-year journey home after the war. It is said that he inherited his cleverness from Sisyphus.

Here the advertisers try to persuade the consumers that if they buy this car, they become Odysseus and will be able to travel to many places. At the same time, the usage of mythologemes fulfills one of the pragmatic intentions of the advertisement: to attract the attention or to interest the consumers.

In another advertisement, Midas who was the king of Phrygia is used as logo and at the same time, as an attention getter. He was famous for his foolishness and greed. According to Greek mythology, Midas found the wandering Silenus, the satyr and companion of the god Dionysus. Therefore, Dionysus rewarded Midas with a wish for his kind treatment of Silenus. Dionysus wished that whatever Midas touched might turn to gold, but when his food became gold and he nearly starved to death consequently. Even though Midas was not a very good mythological hero, his power is taken into consideration in this advertisement:

“Your car could have the force to run well if you go to Midas”.

It means that your car can get the extraordinary force as Midas had. This is the power that not all companies are able to offer it. This message is given in the form of implicature. Thus, it promotes the product and attracts consumers` attention. Unlikely, in another advertisement the power of Midas is explicitly expressed:

The Midas Touch: beauty, brilliance and craftsmanship that suggest a price tag many times the modest amount you actually pay. Each ring features a patented adjustment for sizes 5 thru 8. You`ll hear, “they`re either real or Eisenberg Ice”. By Eisenberg Ice.

Here the advertisement presents that these jewelries are made of brilliant. The brilliant is equaled to the gold. The surprising power of Midas helps to create these wonderful jewelries. Even the word ***“touch*** “is indicated in this advertisement.

There is one more Greek mythic hero whom many advertisements are related to is Atlas. He was the Titan that was responsible for bearing the weight of the heaven on his shoulders, a burden given to him as punishment by Zeus. He led the Titans in their battle with the Olympian Gods for the control of heavens. Besides, Atlas was also known as a wise man and the founder of astronomy. There are a lot of advertisements with Atlas. Here is one of them:

“Atlas can move your belongings around the world”

This advertisement persuades customers that their belongings are transferred in safe and secure condition, because even Zeus believed Atlas to hold the sky.

Another Greek myth is also based on a woman whose name is Pandora. She was created by the order of Zeus in order to take revenge from Prometheus for giving humanity the fire. The woman was created from earth and water in the model of Aphrodite – Greek goddess of love. Four Winds breathed life into it. Then, all Olympian gods gave their gifts to her: Aphrodite – unparalleled beauty, grace and desire; Hermes – cunning, deceitful mind and crafty tongue; Athena clothed her and taught her to be deft with her hands; Poseidon – a pearl necklace that protect her from drowning; Apollo taught her to play the lyre and to sing. Zeus – foolish, mischievous and idle nature; Hera – curiosity. The first mortal woman was born and she was sent to earth. Along with her, Hermes gave a gilded carved box from Zeus and asked her never to open it. Epimetheus was told not to receive any gift from Zeus by Prometheus, because he knew that Zeus was still angry and one day he would try to take revenge from both of them. Unfortunately, he fell in love with Pandora as soon as he saw her and he married her. Time passed they together lived very happily, but Pandora always thought about what might be inside of the box. Whenever, he came to open the box, she reminded about the warning and gave up. However, the curiosity that was given by Hera worked and she opened the box. As a result, she had released all the wickedness and malevolence that Zeus had locked into it. Zeus had trapped hope with other evil feelings to give a man succor when he felt that everything was coming to an end. From that time, Pandora was a woman who unleashed all the feelings and made a man live with sins.

In the following example, we can that there is special relation between the legend and the advertisement. In both of them, there is a gift:

Pandora: unforgettable moments. Get the perfect gift for that special someone.

In this advertisement the name of Pandora is not used as traditional understanding as Pandora's box that contains evil. It is understood as present given by gods and that's why it is precious.

Another widely used Greek mythic hero is Zeus. He was the most dominant god of ancient Greece, the leader of the gods and the all-powerful overseer of earthly events and human destiny. He was the god of law and social order. In addition, he was the king of the sky. He was believed to bring clouds, rain, thunder and lightning. Homer called Zeus as "the father of gods and men". In this advertisement, the customers' attention is drawn to the superiority of the advertised product by using the Greek god Zeus. The cigarette is different from other filters and holders as Zeus was quite distinctive from other gods in his period.

Worried about smoking too much? Get a Zeus ! Absorbs over 70 % of nicotine and tars. How it works: Do not confuse ZEUS with ordinary cigarette holders or filters. Get a Zeus filter-holder.

Another example illustrates the usage of the name of the Greek mythological heroine Athena who was the daughter of Zeus and of the Titan Metis, was famous for her knowledge and wisdom, of warfare as well as of crafts. She was ranked as Zeus' favorite child and one of the most powerful of the 12 Olympian gods. According to encyclopedia, the Athenians considered her their special guardian and called their city after her. She took in active part in the lives of many heroes and enjoyed their bravery in the battle such as Bellerophon, Argus, Perseus and others. In the following advertisement, Athena is used by the Avro trainer:

The avroATHENA advanced trainer:

Robust construction

Exceptional accessibility

Component interchangeability

more flying hours

This training company mostly trains military pilots. As Athena was the goddess of warfare, the name of her is used to make customers that they are the best.

One more Greek mythological goddess is Nike and she was chosen as brand name for a shoe company. According to Greek mythology, Nike was the goddess of victory, daughter of the giant Pallas, and of the infernal River Styx. Other goddesses are represented without wings while Nike is described with wings. In addition, she appears carrying a palm branch, wreath, or Hermes staff as the messenger of victory. Later, Nike gradually came to be recognized as a sort of mediator of success between gods and men.

When the shoes get lighter, the moves get tighter. Nike. Just do it !

Nike was a goddess of victory and a name brand sportswear ensures if you wear their brand one must be victorious.

There is one more goddess that is also used in the advertisements. According to Roman mythology, Venus was the goddess of love, sex, beauty, and fertility. She was also considered as the goddess of victory and fertility

In the following advertisements, the character is used to show the beauty of women and to impress them that if they purchase the product of this company, they will be able to be as Venus:

beautiful, sexy and beloved. Furthermore, this advertisement convinces customers that only their product can show real goddesses that hidden inside them.

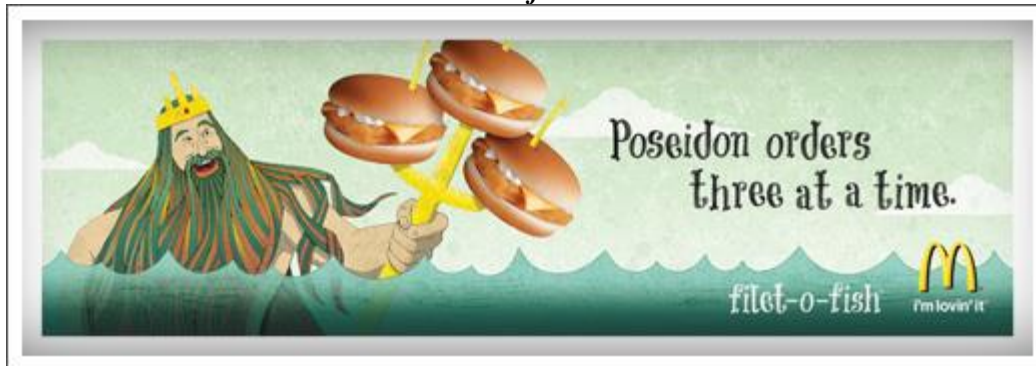
Let's get your goddess showing. "Today is another day for your inner GODDESS TO STEP OUT and shine on your mark. Get set. Go." Jennifer Lopez. Venus.

As it is noted above, Venus razor helps customers to feel them as goddesses. Unlikely, below it is said that women's skins are as goddesses and only Venus Breeze can be suitable for them.

Now smooth, silky skin is a BREEZE. Introducing Venus Breeze. The only razor with built-in Shave Gel Bars so there's no need for shave cream. It flexes to closely fit your curves revealing smooth skin worthy of a goddess.

One of the major gods in Greek mythology is Poseidon. He was a supreme ruler of the seas. Furthermore, he was associated with storms, earthquakes and some other violent forces of nature. He had a special weapon that called Trident with which he could strike the earth and mountains. He was often helpful to humans – protecting sailors at sea, guiding ships to safety, and filling nets with fish. Thus, he was regarded as a good mythological hero. Mc Donald used his character in their advertisement in this way as:

Poseidon orders three at a time. Filet-o-fish. M:I'm lovin' it.



As you have seen above, graphic and visual means are quite important to interest the customers. Here the photo immediately attracts attention: Poseidon with his Trident and three filet-o-fish on it. After looking through photo and reading the content, customers would like to taste filet-o-fish, of course.

There is one more famous Roman mythic hero - Mercury and his name is mostly used in the advertisements. According to Ancient Roman religion and myth, Mercury is the god of trade, commerce, financial gain, messages/communication, travelers and boundaries, trickery as well as merchants and thieves. Besides, he is associated with speed, sometimes used as a messenger. He was the son of Jupiter and Maia, thus he was one of the dominant gods in Roman state religion. Mercury is sometimes represented as holding a purse, symbolic of his business functions. Moreover, the name of the planet and the name of chemical element are named after him.

More of everything you want with Mercury: more style, more comfort, more economy...Mercury Dealer.

Here Mercury is the brand name of the car company. They chose this roman mythological hero, because he is associated with speed which is quite important for cars. The implicit information that the advertisers want to say is that if you purchase these cars, you will be able to have speed

as Mercury had. The usage of mythologemes in this advertisement fulfills one of the pragmatic intentions of the advertising: to interest the consumers and to promote the products.

One of the powerful gods of ancient Greek mythology is Apollo. He is the god of light, god of prophecy and poetry as well as music and healing. He was the son of Zeus and Leto, twin brother of Artemis.

In these advertisements, one of the qualities of Apollo – healer is taken into consideration:

Apollo pharmacy: A promise beyond prescriptions.

or

Apollo hospitals: touching lives: Our vision is to “Touch a Billion Lives”

Here the advertisements get consumers` attention easily, because most of people are aware that Apollo is the god of healing. In these pharmacy and hospital they will be able to be cured well.

Dionysus was the son of Zeus and Semele. He was a nature god of fruitfulness and vegetation, especially known as a god of wine and ecstasy. As Dionysus apparently represented the sap, juice, or lifeblood element in nature, lavish festal orgia in his honour were widely instituted. Dionysus had the power to inspire and to create ecstasy, and his cult had special importance for art and literature. He often took on a bestial shape and was associated with various animals.

Dionysus Vineyara: chardonnay. Columbia valley American viticultural area.

As the Dionysus was the god of wine, a wine product named Dionysus would ensure the quality of wine.

As it mentioned above, the advertisers try to use famous mythological heroes and creatures in their advertisements. However, sometimes less-known mythic heroes can also be indicated in the advertisements. For example, Tyr and Thor who were considered ancient Norse gods and their names are mostly observed in advertisements.

Tyr was the god of Norse war and who more than any other presided over matters of law and justice. His juristic and heroic characteristics are well-presented in the tale that called “The Binding of Fenrir”. According to it, Tyr sacrificed one of his hands to uphold the law.

Tyr: always in front

This advertisement created by one of the program that teaches swimming. We know that Tyr was one of the leading Norse gods and if you come our program, you will be able to be first as Tyr, ancient Norse god.

Another foremost god of Norse is Thor. He was the son of Odin and Fyorgyn, the earth goddess. Thor was considered the storm-weather god of sky and thunder and also a fertility god. Sif, his wife was also linked to fertility. He had a red beard and eyes, he was huge in size. Besides, he had an insatiable appetite and not much wit. According to The Prose Edda, Thor was the strongest of all gods and men. Furthermore, he was regarded as a guide for those travelling over the sea because of his power over storms and wind.

The Thor wins the 15 mile race.(Bicycle company Geo. W. Beall& Company)

Here the speed of god Thor is taken into consideration. Thor is very fast because he had power over storms and wind. Geo. W. Beall& Company`s bicycles are very quick.

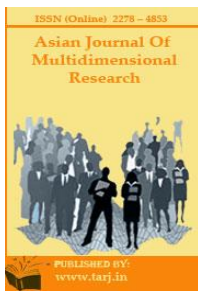
The ancient Norse gods Tyr and Thor are not as well-known as Zeus or Poseidon, that`s why it is difficult to interpret advertisements that contain these names of gods. Therefore, it is better to use the names of famous people to make it easier for customers to understand.

CONCLUSION

To recapitulate, mythologeme is one of the most widely-applied means to capture customers` attention at once. The specialists never deny that advertisements with mythologemes never fail to provoke the audience to purchase certain products.

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**ON POEMS OF ADO INCLUDED IN «MAJMUAI SHOIRON»****Mukadas Tojibaeva*; Utkirbek Madumarov*****Doktor of sciences in philology,
UZBEKISTAN**Teacher of Andijan State University,
UZBEKISTAN**ABSTRACT**

The article refers to a representative of the Uzbek classical literature Sultankhan tura Ado. It provides the detailed information about his life and work, which played a big role in the literary life of Kokand.

KEYWORDS: *literary surrounding, classical literature, description, genre.*

INTRODUCTION

The details of Sultankhuja Ado, a descendant of Khoja Ubaydullah Ahror, are insufficient in the studies of independence and early literary studies. There is no information about his life in the manuscripts of the poet kept in the Institute of

Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan.

We can briefly study the life and activity of the poet based on various sources dating from the 18th - 19th century.

In some of the manuscripts we have seen, such as “Samaria” by Abu Tahirhoja, “Tazkiraii Kayiyumi” by P.Kayumiy, “Buyuk ma’naviy murshid” by B.Valihojaev, “Zapiski o Bukharskom Hanstve” by P.Demezson and I.V.Vitkevich, we have read the references in the sources and in the articles of several researchers.

For example, literature scholar E. Shodiev notes that there are poems by the poet in «Bayozi Fakhri Rumoni».

Sheikh-ul-Islam, Khujakalon Sultanhoja Ado was born in Samarkand. But the year of birth is unknown. He received his first religious education from his father Khudoyorbek. He later continued his education at the Kukeldash madrasah in Bukhara. He was one of the leading students of the Madrasah. He was promoted to the rank of the Sheikh-ul-Islam of Samarkand because of his profound knowledge of religion and deep thoughts.

MAIN BODY

One of the most important sources that provide information and gather poems of Sultankhantura Ado is the memoir «Majmuai shoiron» by Fazli Namangoni. M. Shaniyozov, doing a special research on this collection, examined more than 30 manuscripts and lithographic copies of the book stored in the manuscript fund of the Institute of Oriental Studies named after Abu Raykhan Beruni, the Kokand Literature Museum named after Gafur Gulom, and the Alisher Navoi State Literature Museum.

Another manuscript copy of this work is stored in Turkey at «İstanbul Büyükşehir belediyesi Atatürk kitablığı». On the basis of these sources, we tried to study about the parts related to Sultankhon Ado in «Majmuai shoiron».

First and foremost, the thing that captured our attention is to see some descriptive lines about the author of ghazals written by Fazliy for every single ghazal. The author also wrote masnaviys (a type of poetry) on Ado, just like other poets, with descriptions and praise. It is noteworthy that the poet had a ghazal in the 42 places, but all had a masnaviys.

The Masnawi were written in Persian and sometimes in Turkic. Ghazal may be in Persian, a masnaviy about a poet might be in Turkic, or vice versa. At times, even the masnaviys themselves come in mixed form.

In terms of their meaning, they are almost identical. That is to say, Ado is praised for his skill and ingenuity, subtlety and goodwill.

Simultaneously, it is also possible to come across some information about the life of Ado through some of the Masnaviys. And this is what we truly want.

ادی در ریازی سخن کامران

سری خاجگان فخری اهراریان

That is, he is the governor of the world of word, the leader of the Khojagon tariqah, and the pride of the Ahroris. Here it is mentioned that the poet was the descendant of Khuja Ubaydullah Ahror. In another Persian masnaviy, it is mentioned that he was a «khujakalon».

Fazliy also mentions that the ghazal were written in the form of devotion. This will make it easier to see if the piece was written independently or if it was a compromise.

The poems of Sul-tonkhuja Ado included in this memoir are in the genre of ghazal, muhammas and muammo (two types of poetry). The ghazals are in Turkic and Persian. Muammos and one muhammas were written in Persian. Their total volume is 761 lines.

We can safely say that the poet's 19 ghazals in Turkic languages were written mainly in tatabbu (a genre of ghazal), which complies with the rules of poetry. The second ghazal was not a mere imitation of the first ghazal, as the poetic art requires, but the poet had approached it creatively, the topic was elucidated more clearly and the literary scope was enriched.

It is well-known to the people of literature that the literary environment of Kokand played a special role in the development of the Tatabbu genre. In this literary environment, the tendency and need to writing tatabbu was strong. There was also a PhD dissertation by B. Fayzullaev. This dissertation states: «Although the poets who rose to the level of control of the literary process were Ado and then Fazli, but the principal guide was the khan poet himself. Therefore, tatabbu writing had also been largely a response to their and malikush-shuaros' poems». In the memoir

of «Majmuai shoiron», the most important place and the most meaningful tatabbus to the ghazals of the Amiri was the tatabbus of Ado.

The history of writing one of the muammos in «Majmuai shoiron» is found in the quote from the literary critic M. Shaniyozov's article «Qo'qondagi bog'i dilbar tarixi (The History of the Pleasant Garden in Kokand)»:

«Everything that Amir Umarchan did has been recorded, that is, they are all included in the «Majmuai shoiron». In particular, he created a «Garden Dilbar» between Margilan and Kokand. Poet Sultankhan tura Ado Ahrori wrote a beautiful poem in Persian-Tajik language in 9 verses. Prior to the poem of Ado, Fazli Namangoni gave a 22-verse masnaviy description. The naming of the garden in verses of 11-20 of the masnaviy description is as follows:

تمايش از بسك مر بود
مسماش بر باغي دلبر نمود
پس از اقليدېن نام شود با ادا
بابري فترت ايشارت نما
كي كرديد در ازم فكر بيباد
از اِن اِسْم تَأْرخِ هَمْ مَسْتَفَاد
در لَتْفِي اِن نَكْتِ اِرْجُومَنْد
توان كرد در رشت شعر بند
ادا بحري فرمان ان محترم
با نزم لي عالي چنن زد رقم

The translation of the meaning:

It was a spectacle of the great; the name of the garden was chosen as Dilbar. The name was given by Ado after the connection; the gestures had some features of Baburism. There is greatness in the character. That name expressed a history. There is grace and tenderness in its nibs and it is able to tie the bonds of poetry. Ado wrote a special poem to the Supreme Decree. Ado's poem in historical genre on «Garden Dilbar»:

امير المسلمین سید عمر
گلي از گلشن عالي سمبر
نحال دولتش باد از شاش سو
با هفت اقلم الاحي ساي گستر
با لشکر گاهي ميدان زمان
بود يا رب كي منسور مزفر
بنا فرمد باغي ديلکشاي
با امر قادر داداري داور
میان شهر مرغان هوقند
كي باشد در مسافت ها برابر

فسايش در نزاھت دلر داشت
 از ان نهاد نامش باغي دلبر
 چمنپراي و نباشد هر سو
 باتر افش بس سرو سنوبر
 اميري پاك دين تينت گفـت تارخ
 شد از دلبر خود برابر
 از ان جوستم پيري عقل من هم
 باگفتا بتوقف باغي دلبر

To find out the establishment year of Dilbar garden, we look for the words of Ado on history. In this verse, that is, in the 8-9 verses of his poem in the genre of history, he only wrote the commentary of Amir Umar Khan himself in a poetic way.

Meaning: Amir, a pure Islamic character, gave a comment on history, and his garden was as good as Dilbar's. I also sought out the history of garden from the wise mentors, I was told to stop at the «Dilbar Garden».

The word Dilbar comes from the year 1811 CE, according to the era calculation». The poet's son, Ahrorkhon, was also a good poet. When he was a child, he received his first education from his father and later went to the Kokand madrassa. It is also noted in the sources that Ahrarkhon had also compiled a devon. But this devon has not been found so far. His poems are included in the «Majmuai shoiron». The following lines belong to the poet:

پردئی چشمم چو برگي گول شود از خناب سرخ
 بسكه از كوهي ديلم ميايد ان سيلاب سرخ
 هسته گي هايـم ز هچري رويي آتشناكي كست
 نيزم انگوشي حكيمان كرد چون اتاب سرخ
 بي تقاضا ميورد در خسرتي ميگون لبي
 اشكها از ديدائي احرار چون خناب سرخ

CONCLUSION

Sultankhan Ado's poetry is deeply connected with the teaching of sufism in terms of essence and world of images, artistic significance, content, ideas and the power of spiritual influence.

We think that the study of other sources other than «Majmuai shoiron» will enrich the information about Ado's life and activities. Future researches will contribute to the development of our literary studies.

In our opinion, this work is not a work of Ado. Because of the contents of the book, the events of the book date back till the end of 1898. S. Ado died in 1835-36. In addition, no source says that Ado had a historical work.

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V. V. VINOGRADOVS DEVELOPMENT OF CHARLES BALLY'S IDEAS ON PHRASEOLOGY AND HIS OWN CLASSIFICATION OF PHRASEOLOGICAL UNITS

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ABSTRACT

Phraseology as a separate linguistic discipline has existed for only about sixty years, presumes as the subject of phraseology have been known for a long time – since the time when scholars started showing interest in rhetoric and stylistics. Charles Bally is considered to be the founder of phraseology in modern linguistics, and its sudden development was encouraged by Russian linguistics in the second half of the 20th century. Russian linguists (Potebnja, Fortunatov, Shaxmatov, Molotkov, Telija and others) developed hypotheses for the theory of phraseology. Around the middle of the 20th century, more precisely, after the publication of Basic Types of Phraseological Units in the Russian Language by Viktor Vladimirovich Vinogradov in 1947, phraseology started to isolate itself from lexicology as one of the youngest linguistic disciplines. As a result, in the 20th century, phraseology developed into a relatively autonomous linguistic discipline which has its own object of research, its own name and its own methods of analysis and description.

KEYWORDS: *phraseology, the phrase logical combination linguistic disciplines, phrase logical fusions.*

INTRODUCTION

V. V. Vinogradov also paid attention to the question of phraseology as a linguistic discipline. In his work on phraseology, he formulated his theory of phraseological units in the Russian language and distributed them on the semantic groups. Vinogradov's classification system is founded on the degree of semantic cohesion between the components of a phraseological unit. Units with a partially transferred meaning show the weakest cohesion between their components. The more distant the meaning of a phraseological unit from the current meaning of its constituent parts, the greater is its degree of semantic cohesion. Accordingly, V.V. Vinogradov classifies phraseological units into three classes: *phraseological fusions, unities and combinations* (Р. фразеологические сращения, единства и сочетания) [1].

MAIN BODY

Phraseological fusions as their name suggests, represent the highest stage of blending together. The meaning of the components is completely absorbed by the meaning of the whole, by its expressiveness and emotional properties.

A typical example of a fusion is the emotional expression *as mad as a hatter* // сумасшедший, безумный // акилданозган, телба, жинни. Its meaning is not explicable from the meaning of its component parts when the general phrase is understood, but the meaning of the separate elements is forgotten, misunderstanding of the elements may arise and lead to some transformation. The history of the expression shows that it has nothing to do with the makers or sellers of hats, but really is a reference to shake, while mad originally had one of its older meanings "furious with anger", so that the original meaning was *as furious as a shake* // бешенный как звер // хайвондайвахший.

Examples:

- *to come a cropper* (to come to disaster);
- *Neck and crop* (entirely, altogether, thoroughly, as in: *He was thrown out neck and crop. She severed all relations with them neck and crop.*);
- *at sixes and sevens* (in confusion or in disagreement);
- *To set one's cap at smb.* (to try and attract a man; spoken about girls and women. The image, which is now obscure, may have been either that of a child trying to catch a butterfly with his cap or of a girl putting on a pretty cap so as to attract a certain person. In *Vanity Fair*: "*Be careful, Joe, that girl is setting her cap at you.*");
- *To leave smb. in the lurch* (to abandon a friend when he is in trouble);
- *To show the white feather* (to betray one's cowardice. The allusion was originally to cock fighting. A white feather in a cock's plumage denoted a bad fighter);
- *To dance attendance on smb.* (to try and please or attract smb.; to show exaggerated attention to smb.) [2].

Phrase logical fusions are specific for every language and do not lend themselves to literal translation into other languages.

Phrase logical unities are word-groups with a completely changed meaning, that is, the meaning of the unit does not correspond to the meanings of its constituent parts. They are motivated units or, putting it another way, the meaning of the whole unit can be deduced from the meanings of the constituent parts; the metaphor, on which the shift of meaning is based, is clear and transparent. The emotional quality is based upon the metaphorical image created by the whole as in *to stand (or stick) to one's guns* // неизменять своего решения // узфикриданкайтмаслик, implying courage and integrity. The above example reveals another characteristic of the type, namely the possibility of synonymic substitution, which can be only very limited without changing the meaning of the whole. Some of these are easily translated and even international: e.g. *to know the way the wind blows* // знать куда дует // ишкандай ахволдаэ канини билмок.

Examples:

- *To stick to one's guns* (~ to be true to one's views or convictions. The image is that of a gunner or guncrew who do not desert their guns even if a battle seems lost);

- *to sit on the fence* (~ in discussion, politics, etc. refrain from committing oneself to either side);
- *to catch/clutch at a straw/straws* (~ when in extreme danger, avail oneself of even the slightest chance of rescue);
- *to lose one's head* (~ to be at a loss what to do; to be out of one's mind);
- *to lose one's heart to smb.* (~ to fall in love);
- *to lock the stable door after the horse is stolen* (~ to take precautions too late, when the mischief is done);
- *to look a gift horse in the mouth* (= to examine a present too critically; to find fault with something one gained without effort);
- *to ride the high horse* (~ to behave in a superior, haughty, overbearing way. The image is that of a person mounted on a horse so high that he looks down on others);
- *the last drop/straw* (the final culminating circumstance that makes a situation unendurable);
- *a big bug/pot*, sl. (a person of importance);
- *a fish out of water* (a person situated uncomfortably outside his usual or proper environment)¹.

The third group in this classification, *the phraseological combination*, is not only motivated but contain one component used in its direct meaning, while the other is used metaphorically: *to keep heart* // непадать духом // хафа булмаслик. The mobility of these is much greater than in the meaning of the metaphorical elements; e.g. *to keep one's head* // сохранять спокойствие, не терять голову // бошиний укотмаслик; *to keep one's legs* // елидержаться на ногах // зургаоёгидатурмок. These substitutions are not synonymical and the meaning of the whole will change, while the meaning of the verb is kept intact. The weak points of this classification have been criticized by several authors. Trying to apply it to English material as it has been too often done, one must be aware of its limitations. First, it is next to impossible to say whether a set expression is demotivated for the speakers or not, as no rigorous criteria exist and no consistent procedures are offered.

Examples:

- | | |
|---|------------------------------------|
| • <i>to be at one's wits' end</i> , | <i>to be good at something</i> , |
| • <i>to come to a sticky end</i> (coll.), | <i>to look a sight</i> (coll.), |
| • <i>to take something for granted</i> , | <i>to stick to one's word</i> , |
| • <i>to stick at nothing</i> , | <i>gospel truth</i> , |
| • <i>bosom friends</i> , | <i>to have a bite</i> , |
| • <i>to be a good hand at something</i> , | <i>to come off a poor second</i> . |

Proceedings of V. V. Vinogradov were a step ahead of its time and has inspired numerous works on the phraseology of different languages. This accumulation of systematic evidence - one of the

prerequisites for the creation of phraseology as a linguistic discipline. However, after the publication of works by V. V. Vinogradov phraseology has not become a linguistic discipline and did not go beyond one section of lexicology. This was because despite the great importance of the works by V.V. Vinogradov, the basic concepts of phraseology as a linguistic discipline were not worked out. These issues primarily include: the method of study of phraseological units and their different types of stability. V.V. Vinogradov has proposed definition of phraseological units. Excessive convergence of phraseological units with the word, is also characteristic of the teachings of Bally. V.V. Vinogradov has included his theory of phraseology in to grammatical teaching of a word. [1;21]

Too broad understanding of phraseology by V. V. Vinogradov made it impossible to establish its boundaries and to separate the phraseological units from adjacent formations.

In view of these considerations, the concept of V. V. Vinogradov may not be the basis of phraseology as a linguistic discipline. However, several important observations contained in the writings of V.V. Vinogradov on phraseology, of course must be taken into account when further developing the theory of phraseology.

Furthermore, Vinogradov said that not all phraseological units in the semantic relations have the same degree of equivalence to the word. Fusions are considered as equivalents of words, and unities - as potential equivalents of words.

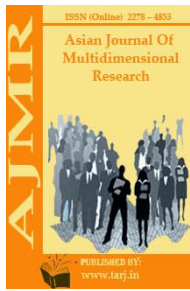
V.V. Vinogradov also considers, that all terms are equivalents of words on the basis that the attitude of the term to a subject designated by it creates "inextricably of phrase structure" at all terminological words-combinations [3].

CONCLUSION

Thus, the equivalents of words-fusions and potential equivalents of words – unities are allocated on a purely semantic basis, without regard to their structural features and without discrimination among types of words and features of their semantics. The assignment of all the terminology to the equivalent combination of words along with the fusions also remains inconclusive, due to differences in their semantic structure. In many terminological combinations there is no rethinking of the values of the components, and they are very far from the words in the structural and semantic relationships.

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THE ROLE OF PEDAGOGICAL TECHNOLOGY IN TEAM BUILDING AND CREATIVE ACTIVITIES

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ABSTRACT

Renewed Uzbekistan has gained its place in the world with its original, fresh interpretation. The task is to study and promote the works of Orientalists of in the world now. Such works serve to educate young people in the spirit of devotion to their homeland, and to formulate ethical responsibilities. In the process of implementing the requirements of the Law on Education and the National Program for Personnel Training, training of highly qualified teachers is the main concern. Therefore, the formation of highly educated, independent thinkers, creators with a high level of professional competence, the ability to meet the requirements of vocational training, and a new approach to their personality is a prerequisite for modern social development.

KEYWORDS: Generation, Education, Social Relations, Creative Activities, Team Building.

INTRODUCTION

Expanding the scope of social relations calls for the growing generation to be well-versed in the process of dealing with the complexities of the relationship. They should not be isolated at that time from the environment in which they were accustomed.

This can have a negative impact on the mentality and continuity of young people and, ultimately, on education. And we need to teach young people how to educate, educate, guide them and, of course, work in groups.

Today, teamwork and creative work with students bring a great success. Creating a team system: The word “community” comes from the Latin word “collective,” meaning a congregation, a community, a union, a group, and a number of members. a group formed on the basis of a common goal of social importance.

MAIN BODY

Teaching young children to work collectively from a young age is beneficial for a child. From a young age, children adapt to the social environment by organizing work and study activities with their peers. Not everyone is isolated from the social environment. An example of this is Maugli in the work which was written by R. Kiplin. Although a human being is not able to adapt to people's lives because of the lack of skills and abilities to participate in the process of social relations.

Spending most of your time with animals. Community mobility and social environment not only provide a child with a sense of well-being but also an opportunity for self-realization. The constant presence of a child in the community contributes to his or her social activity. The child's speech and thinking grows.

It even reaches a level where it can compete with other peers in the field of knowledge. This shows that the child is growing, because there is always development in the competition, no matter what field they are in. Even in education. Oriental thinkers pay special attention to the role and role of the team in maintaining personal maturity.

In particular, Abu Ali IbnSina praised the role of the social environment in the formation of the individual. The external environment and people say that not only does a person understand the essence of processes and processes but also that it influences the formation of good and bad qualities in his behavior.

That is why it is important to take into account the micro fluidic nature of the child. Needs Only then we will be able to protect our children from bad influences. Our great grandfather Abu Nasr Farabi said, "People need a relationship with others, to feel their support and protect."

Abu RayhonBeruni said that mutual aid, cooperation, and sympathy in the formation of a person determine their role and place in the social environment. Mutually respecting, close-knit community, working together for a pedagogically-motivated team and its members, caring for one another, caring for the benefit of the community, and organizing practical action in this way. and developing a sense of responsibility for the team.

The team's activity reflects the purpose of its mission. The team and its formation is the goal of teaching activities. Therefore, the role of the organizer in the team is important. To create a credible, collaborative team, it is important for the students to organize the social activities of each student, as well as monitor their participation and behavior.

The role of the student should be taken into account when forming a team activist. It is advisable that the community chooses the children themselves, of course, with the participation and leadership of the instructor.

The pupil starts learning in the community during the school year, working in harmony, which means that he or she learns the basic principles of the community. ., The word 'community' comes from the Latin, which means collective, community, unity.

The concept of community is, first of all, the principle of teamwork, working for the people, bringing personal interests to the common good, and helping each other with impartiality and solidarity. Community should be seen as an essential feature of the individual. The sense of community has an impact on the development of the individual on the one hand.

On the other hand, it creates a dialectical relationship in the upbringing of the individual. As a basic principle of community morality, writes AshurmatAkhmedov, the relation of individual to one another, to the individual and to the community. reflects society's attitude towards the individual [2].

The community also has its own moral value, that is, the individual must understand his or her commitment to the individual community, consciously serve the interests of the community, be based on mutual support and cooperation, be self-assured and trust the community. They said that. Traditions also play an important role in the formation of a student community.

Team traditions are the same tradition that is supported by team members, and their content reflects the nature of the relationship and the creative mind of the team.

1. Tradition of daily activities;
2. Holidays and traditions.

Daily activities include student learning and work activities, such as camping and hashing. Holiday traditions include activities related to the celebration of various socially significant events such as the Independence Day, the Navruz Holiday, the Alphabet holiday and more.

Traditional holidays are different in educational institutions. The power of a student's ability to understand traditions and his or her attitude to them is greater. Student attitudes play an important role in the development of traditions.

When teaching and organizing activities by a team of teachers or teachers with a focus on working with the student community to teach them how to keep their traditions going, this can be accomplished pedagogically. the importance of community support and cooperation among its members.

We must keep up with education and training. The first President IAKarimov in his book "High Spirituality - Invincible Power" wrote that "We must not forget that the foundation of our future is educated, in other words, how our children learn today. To do this, every parent and teacher must first see the person in the image of each child. To reach our children through these simple requirements is to bring our children into a full-fledged, intelligent, independent mind". Thus, the role of the class leader is important in team building and in directing student learning.

The class leader should use methods that will have a positive impact on children in their work. The class leader should be fair to the team. I think this will build confidence in the upbringing of children.

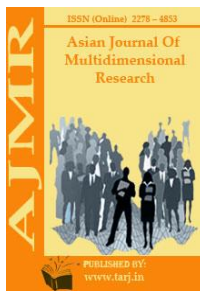
Because if a teacher does not see the injustice in the classroom and does not handle it fairly, the student loses credibility. Pedagogical scientist V.A.Suhomlinsky in the book "I donate to the children" has no right to say something about the educational effect of those children unless they are joking. Every child has his or her own heart. We must be able to reach the heart of every child, to guide them in the right education.

CONCLUSION

The first president of the country, IA Karimov, said: "The future starts today, and the future will be lost if we do not pay attention to education." Therefore, we must take care of our future and our future generations.

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FEATURES OF INNOVATIVE AND PHYSIOLOGICAL APPROACHES IN PRE - SCHOOL EDUCATION

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ABSTRACT

This article describes the history and development of the younger generation and the distances and indicators of their development. it is given the history of the child's development.

KEYWORDS: *Pre-school education, pedagogical staff, intellectual, moral, aesthetic and physical development, anatomical and physiological action , specific physiological changes, thyroid, iris and signaling system, speech reflexion, general mental and physiological development, skills of motoristic action.*

INTRODUCTION

Further improvement of preschool education in the country, strengthening of material and technical base, expansion of network of preschool educational institutions, provision of qualified pedagogical staff, improvement of quality of preschool education, radical improvement of quality of preparation of children for school education, modern educational programs widely used in world practice and the introduction of technology, as well as the intellectual, ethical, aesthetic and physical development of children attention is paid. Comprehensive upbringing and education of children in preschool institutions places a great responsibility on parents and caregivers. This, in turn, is one of the most important and urgent tasks facing all educators. Whilst preschool age plays a very important role in the development of a child, regardless of his or her occupation, care should be given to the anatomical and physiological status of pre-school children. This is because certain physiological and psychological changes that are scientifically based are observed as each child grows up, and the child's personality becomes more and more adaptive to naturally changing behavior.

MAIN BODY

As is well known, educator in preschool is the subject of innovative activity. Because the effectiveness of innovative activities is determined by the pedagogical personality. The

educational process is a priority and the educator should use modern pedagogical and information technologies in his / her work to be well aware of the anatomical and physiological structure, hygiene, growth and developmental patterns and age characteristics of the relevant bodies of preschool education. In order to properly nurture a growing organism, we must take into account the main features of growth and development of the child's organism. Preschool is a time which there is a strong desire for growth, development, self-expression, learning and knowledge. It is during this period that the foundation for the development of children's human qualities and mental abilities is laid. The earlier the training begins with the preschoolers, the better their effectiveness.

Preschool education envisages an individual approach to each child, an education tailored to the interests and age of the child.

The main objective of the preschool education is to ensure that each child's personality is properly developed for the age group and that it is well prepared for the next stage of education and the creation of a positive atmosphere in the institution. In order to increase the effectiveness of preschool education, it is important to focus on the involvement of parents in partnership. It is no secret that parents are the first teachers of a child. One of the most important upbringing tasks is to protect the health of children, to develop imagination, to promote healthy lifestyles and hygiene.

Based on the introduction of the child to the nature, the tasks of mother and nature conservation will be enhanced by developing plant care skills. The task of the pre-school educator is to ensure that every school-age child is properly prepared for school education. When a child is physically and mentally healthy, he / she will be able to maintain a normal pregnancy and a normal birth in the womb.

The weight of the baby at birth is 3.5 kg on average, about 50-55 cm in height, within 5 months, 5-6 kg and 65 cm in height.

At the age of 2 years the child is given 2.5-3.5 kg. At the age of 4-5-6 years old a child weighs 1.5-2 kg every year. At age 7, the weight of the baby increases rapidly. Russian hygienist NP Gundobin combines his childhood years into periods. Each period covers several years. During each period, specific physiological changes occur.

The first step is the period of development in the womb. The fetus is fully dependent on the mother's body.

The second step is the period between 1 and 10 days of birth. It is during this time that the child becomes accustomed to the new life. He breathes independently for the first time. The system of analyzers in the baby's body starts to work independently.

The third step is the age from the infant to the age of 2 years. Weigh 2.5-3.5 kg on average. The speech will appear. The function of the thyroid, cerebral and glandular glands increases. Some systems are not functionally robust, including digestive and respiratory, leading to the spread of gastrointestinal diseases among children of this age.

Kindergarten is from 3 to 6-7 years. During this period the increase in body weight increases slightly. The vocabulary increases, the organs improve, the processes of memory, thinking and imagination develop. Many conditional connections in the cerebral cortex are formed. The signaling system is based on the 1st alarm system at an early age. At the age of 1 year the child

can say 5-10 words, 300 words of age 2, 1000 words of 3 years, up to 2000 words of 4 years. The vocabulary of a child depends on the health of the parents and the content of their educational work. Conditioned reflexes and words learned by a child during school age leave a strong mark on the brain cells. In order for the child to develop and develop speech ability, the central nervous system must be well developed. First of all, the auditory center of the auditory organs and the cerebral cortex, as well as the speech center in the cerebral cortex, must be well developed and healthy. Unless one of these centers develops, the child does not appear. 2-3 years is a typical period in physical development of a child. At this time the baby weighs 13-15 kg and is about 85-90 cm. Conditioned reflexes and words learned by a child during school age leave a strong mark on the brain cells. In order for the child to develop and develop speech ability, the central nervous system must be well developed. First of all, the auditory center of the auditory organs and the cerebral cortex, as well as the speech center in the cerebral cortex, must be well developed and healthy. Unless one of these centers develops, the child does not appear. 2-3 years is a typical period in physical development of a child. At this time the baby weighs 13-15 kg and is about 85-90 cm. The 2-year-old's ability to perform various activities develops in the child's intuition and perceptions, imagination and memory, speech and emotion.

The development of the foot, arms, body, head, movements, and standing position through the formation of vital activities of the child (walking, running, jumping, crawling,) helps to properly shape the child's body. Regular exercise under the supervision of a facilitator can help prevent miscarriage.

It is recommended that rubber toys, cotton, peas, glue containers hold hands with the hands and allow the smell of flowers to develop the child's sensory organs. In order to develop cultural and hygiene skills, the child needs to be trained to wash his hands with soap and towel. It is important to get used to the exercises and exercises of the morning body, to follow a healthy diet and to learn how to eat independently. At the same time, the child should be able to tell the body parts. To do this, you need to encourage the child to show the body parts (head, eyebrows, eyes, nose, mouth, teeth, ears, hands and feet). In order to nurture a sound culture, the child should be accustomed to speaking loudly and clearly enough. Using vowel-like sounds, pronounce vowels (e, i, a, o, o, o) and consonants (m, n, b, p, t, d, k, g, f, v, l, r) to practice the exercises, to rehearse small poems, to motivate the child to perform such tasks as "say", "return" and "imitate" the voice (vocal, exit, puppy, clock), and practice different vocalizations. At the end of the second year of life, elementary words are formed. The time of its emergence depends on the condition of the hearing of the intellect and the conditions for other genetic development programs. The most important thing is that the child is expressed in one word and then in the words, with the ability to properly use the words in the sentence. If the child does not form elementary speech before the age of 2.5 years, it means that his or her speech is behind the norm. The speech of a 2.5-year-old child will also be an important means of communicating with adults. Inadequate speech communication in the child affects not only his speech development but also general mental and physiological development.

When the child is 3 years old, his physical growth is slightly slower. During this period, its weight reaches around 16-18 kg, and its height is 90-100 cm. The child is much more physically fit and the nervous system develops. The musculoskeletal system is improving. The normal development of the spine is especially important in the formation of the baby's abilities. Normally, the spine in the neck and spine is slightly bent at the front of the chest and the ankle. These natural bends do not occur in children under one year of age.

CONCLUSION

Pre-school educators need to continuously develop innovative and physiologically based approaches to achieve good results. It is becoming increasingly clear that the development of pre-school education is inextricably linked to the work of educators who intend to perfect innovative and physiological approaches.

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THE DIRECTIONS AND PERSPECTIVES OF ENTREPRENEURSHIP ACTIVITY OF THE HOUSEHOLDS

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ABSTRACT

The directions of entrepreneurship of households in the Republic of Uzbekistan, their futures as well as the analysis of works done and their results in this sector are illustrated in the supplying article. Additionally, the suggestions and recommendations regarding development of business in households are given.

KEYWORDS: *Households, Entrepreneurship, Poverty, Revenue, Economic Activity, Saving, Capability.*

INTRODUCTION

The main part of household sector as the most widespread economic subject in the world is suffering poverty and poorness due to negative effects of globalization events. Financially-economically supporting these households and providing their whole employment play an important role for amplifying their economic activity and, especially, progressing the economy of the developed countries. According to the researches of the World bank, a rise of norms of saving in households gives a higher, effective result than many increases of investment involved in the economy. Therefore, nowadays the most essential goal in the economic policy of the world economy is considered that households are rescued from poverty, released from financial-economic crisis, enhanced the totally inclusive degree of their employment together with supplied concessional credits which are oriented to go up to an economic pursuit.

It is not secret that some portions of the people in the regions, particularly rural places, have insufficient income. Simultaneously any country has noticeable level of mediocrity, there is also the population with low revenue in our country. Concerning the calculations, they include 12-15 percent. Instead, the primary theme is not about small, ordinary numbers, not with standing, on approximately 4-5 million people in our population.

It is gradually fathomed by some people that paying subsistence money and reliefs or climbing their rates would solve these problems. It is one-side approach not having a chance to sort out the issue fluently.

It is said that decreasing the level of poverty is that entrepreneurs are encouraged, the internal capability and ability of human are shown, complex social-economic policy in terms of creating new job places is implemented¹.

Following to the information of the World bank, 736 million people which constitutes 10 % of the world population live with less than 1,9 dollar earnings per day in the extremely needy situation whereas the almost half of the world population, which is 3,4 billion people, earns less than 5,5 dollar daily. The most impoverished degree is seen in Africa continent, for example, the most penniless countries are the Democratic Republic of Congo (77, 1%) and Madagascar (77,6%)².

“The World Bank directs 5-6 billions \$ investment to settle these functions through the project called (UNDP) in the 174 countries every year³”

The result of transformation of the economic system aimed to form economic subjects of the market type within fundamental institutional reformation in the world is that the deep changes of social re-production and its adopted economic mechanisms are inducing. Thus, a state's economic capability, its upward trends and purposeful scientific research devoted to the consequences of the social-economic reformation are more accelerating in the new economic condition in the world along with the developing countries by improving the economic activity of the households as an economic subject, who is a main deliverer of resources in the social re-production process and a primary consumer of products made.

Nowadays the more the objects such as raising the number of households who re-produce labour resources as independent economic subject, saving human capital and investing the savings to real economic sectors are done, the more the economic system is settled and has high economic growth opportunities in our state. They intensify an economic increase and people's life abundance via the economic activity in the way of striving stability in the economy. “Indeed, we are able to only achieve abundant life, progressing by active doing business, non-stopping labour and researching⁴” .

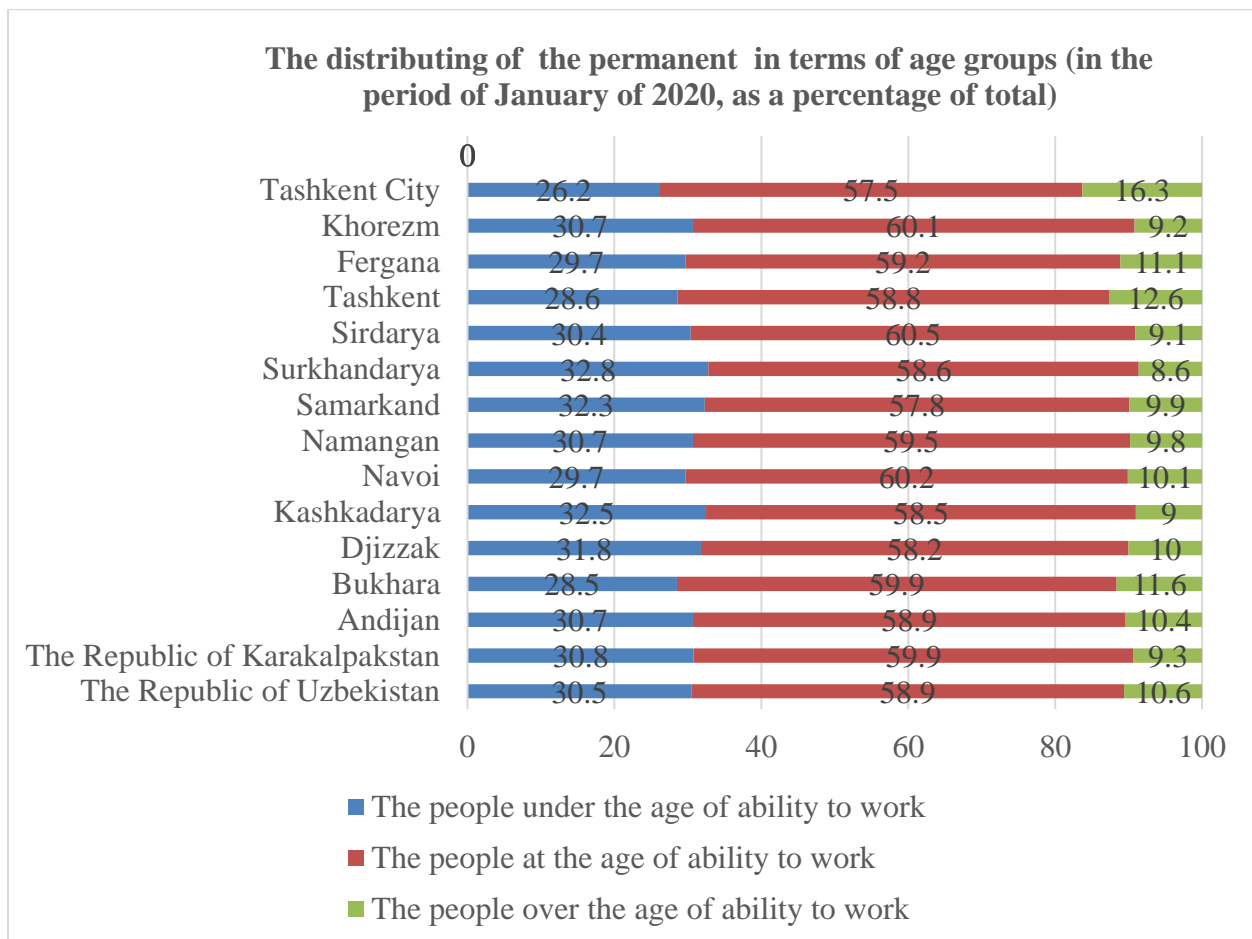
Today rapid developing of households and ameliorating their economic activity are considerably necessary for enhancing population's standard of living, providing them with consuming goods as well as solving the problem of unemployment in the globalization circumstance. In terms of this, the President of the Republic of Uzbekistan claimed: “The basic aim of this policy is that we must create wide atmosphere and chance for every citizen to fulfil their strength and opportunity, capability and ability⁵”. What is more, exploring the main point, features, functions and social-economic capacity of households, resolving some issues in growing their economic energy and scientifically-theoretically basing the helping projects organized by the authority are being tremendously significant in the circumstance of the modernization of the economy.

MAIN PART

The revenue of households covers not only salary, but also business profit, income coming from property (rent, interest rate, dividend), government transfer payments (pensions, bursaries, subsistence money, free services in the field of medicine and education) and other benefits taken from other sources.

There is one specific law of sharing in the market industry, according to it, "... the profit of economic subjects depends on the number of their resources and their effectually participating"⁶. In short, this law relates market revenue. However, non-market revenue is at households' disposal. This kind of income does not generate due to the market laws, yet they trigger because of humanitarian relationships. The revenue arises purchase fund of the households. Consequently, finding money earnings, guaranteeing purchase power must be accomplished for the households. "Revenue-is the resources, which its owner possesses money or financial basis composing of supplying the consumption of necessary resources, and are the sum of all resources are important as a new mean of making a profit"⁷. Firstly, here the revenue is financed, secondly its significance regarding utilizing is paid attention.

It is thought that the Republic of Uzbekistan is one of the countries which have abundant possibilities. The area of Uzbekistan constituting 448, 978 square km, its permanent population includes 33905,8 thousand people in the terms of the condition on the 1 January 2020. For instance, 50,5 percent of the permanent population reside in the urban cities whereas 49,5 % is covered by the people in rural places. 49,8% of the permanent people is female and males compose 50,2 percent of the whole population.



1-diagram.The distribution of the permanent population in terms of age groups (in the period of January of 2020, as a percentage of total)

In addition, the age of ability to work is appointed for women from 16 to 55 as well as for men from 16 to 60 in the Republic of Uzbekistan. Besides, 58,9 % of the total population in the republic includes the people who are able to work.

So there are a sufficient number of labour resources in the country, providing them with jobs, surging material welfare, finding jobs or creating them concerning their educational level are still being one of the most difficult problems though.

In the state the age of marriage is equal for both women and men, which is accepted at the age 18⁸. In December and January of 2019 310,9 thousand marriage and 31,4 thousand divorce are recorded by FHDYO. There is the main one of the reasons for the divorces, which is caused by financial deficiency generating in the families.

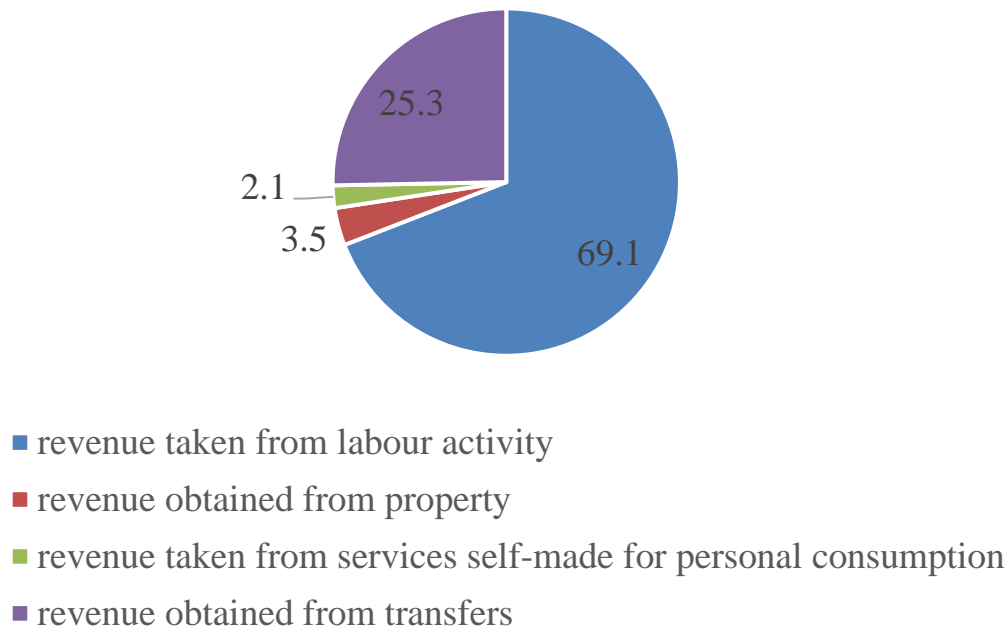
When the data of migration of the people were analyzed, it is found that the number of the emigrated reached 158,8 thousand people, which were 156,3 thousand people from the republic regions and 2,5 thousand people from foreign countries, moreover, the people who were moved away were 169,5 thousand (156,3 thousand people from the republic regions and 13,2 thousand people from the foreign countries) in the period of 2019. As a result, the balance of migration amounted 10,7⁹ thousand people. The primary cause of this situation is supposed that enough rate of jobs lacks, there are no guaranteed jobs or the wages of workers is low in the country, which leads that people have difficulty in living by financial side.

If we exemplified the analysis by the total income of the inhabitants, the total income of the population composed 344,7 trillion sum, which means that 10,3 million sum of the total income matched per person. The real growth rate of total income of the people went up to 106,5% (nominal 121,9%) so that 104,5% (119,7%) rise accounted for every person. In this circumstance, the amount of real revenue of the people witnessed noticeably lower increase although the degree of inflation became 15,2¹⁰ percent in the state in that whole year.

69,1 % of the total income of the population constituents earnings taken from labour pursuits (the salary of the employees and other income from their being independently employed). Within the total income of the people 27, 1 percent concludes the earning of the employee such as wage, salary. Likewise, the benefits taken from being freely employed experiences 42, 0 percent. The complete quantity of profit from property (13,7% accounts interest rate, 23,3% - dividends, 0,1% - income from copyrights and 62,9% - other proprietary proceeds) includes 11,9 trillion sum.

Particularly, 39, 2 percent of the gains obtained from the transfers accounts for social transfers (pensions -82,5 % , allowance-13,7% bursary-3,8%) and 60,8 % matches to the rest of the gain from current transfers.

The content of the total income of the population (%)



2-diagram. The content of the total income of the population in the Republic of Uzbekistan in December-January of 2019, %

The financial assets of the households are the crucial factor of their social and collective fostering and progressing in a lot of countries. In the states developed in term of the economy the financial savings of the households reaches the amount of GDP (Grossing Domestic Product) and even it can be seen that the level of the financial savings rise more enormously than GDP does.

1-TABLE THE INFORMATION ON THE LABOUR MARKET THOUSAND PEOPLE

Identification	2014	2015	2016	2017	2018	2019-Q3 January- September
The number of the employments (average by the period; thousand people)						
Economic active population	13505,4	13767,7	14022,4	14357,3	14641,7	14946,2
Of which: the employment	12818,4	13058,3	13298,4	13520,3	13273,1	13608,8
including: in terms of the kinds of economic activity						

Agriculture, forestry, fishing	3528,9	3601,7	3646,7	3671,3	3537,2	3653,4
Industry	1736,5	1768,7	1802,4	1826,8	1802,9	1820,5
Construction	1183,3	1222,2	1263,6	1290,0	1205,5	1238,7
Sale	1378,3	1413,8	1452,4	1480,2	1401,8	1461,6
Carrying and saving	592,1	614,7	638,2	654,9	645,2	663,5
Education	1104,7	1105,3	1105,6	1106,6	1111,7	1154,1
Healthcare and social services	600,8	601,5	601,6	602,6	604,0	620,7
Other activities	2693,8	2730,4	2787,9	2887,9	2964,8	2996,3
Division of the number of the people by property forms						
Government sector	2324,7	2341,3	2330,4	2338,3	2427,0	2542,2
Non-government sector	10493,7	10717,0	10968,0	11182,0	10846,1	11066,6
The unemployment registered in the Labour organization	3,4	2,7	5,0	14,4	32,3	34,7

The prime portion of the population operates and does their pursuits in the non-governmental sector. Another noting information is that 3653,4 thousand people are busy with work in the agriculture, forestry and fishery areas.

A number of people, who have applied to the employment centers with the application about that they are unemployment, have attained 34,7 thousand people.

In Uzbekistan the following causes, which influence the people who lack necessary resources and financial assets and why they have become in the mediocrity class of the society, are given:

- demographic factors (existing children who are under the age 16 in the family);
- social factors (the degree of education and health of the family members);
- economic factors (employment, the total income of the family and labour migration);
- territorial factors (living in the city or village, developed or less-developed areas).

It is highly possible that the families, which conclude many children, as well as the families, which compositethe wage-earner under the age 16 with a lot of children, and the families, which are not fully occupied in the social labour, will be jointed to the group of the families which are supplied with low income. These days it is extremely probably for the families which include three and more than three children to be added to the range of the families with low income in Uzbekistan.

CONCLUSION AND SUGGESTIONS

As a result of the researches, which have been widely conducted, the below summaries and offers have been formed:

-In order to rein the level of poverty of the people in the country, clear, comprehensible and efficient the governmental project should be made and performed under control heavily;

-Being calculated that there are lots of people who are able to work and the main fraction of them lives in the countryside, it is truly thought that the following actions are carried out to raise the financial position of the people in the countryside:

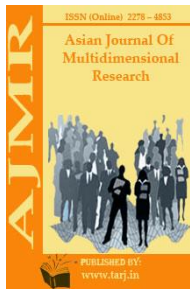
1. Increase the comfortable greenhouses with 1-1,5 hectares in the house of the people;
2. Combine experienced farmers to the owners of the greenhouses regarding giving them a practical support to organize the works of planting in the houses and continue this practice;
3. Completely implement the activity of “Erf service” LLC (Limited Liability Company) serving farms and the owners of the land in all the regions;
4. Organize the work of the agriculture cooperatives involving money of the international finance institutes on based cooperative between the households and a great producer in order to grow the income of the people having a lack of financial resources;
5. Provide the employment of the people and climb their revenue through the development of feeding intensive cattle by the home-based work of the garden plot;
6. Set up sowing the plants of limon, considered high-income direction and cared by utilizing alternative energy, in the compact greenhouses of the people.

- it is necessary for personal consumption within the total income of the populations to increase the share of services self-produced step by step;

- regenerate the types of the traditional craftsmanship disappearing in the households and widen their activity.

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THE VALUE OF CELTA IN TEACHING ESL TEACHERS

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ABSTRACT

The current article contributes towards the investigation of the value of CELTA (Certificate in Teaching English to Speakers of Other Languages) courses for ESL (English as a Second Language) Teachers. Three main objectives have been formed in order to investigate whether there is a value of the intensive course CELTA for ESL teacher or not. A comprehensive literature review has been studied and theories have been deprived from the views of different authors about the course. Nowadays, it has become very common that ESL teachers keep teaching without upgrading their knowledge of teaching. For this, one month course can be a good solution for the teachers to become internationally certified and be aware of the new knowledge of teaching English as a second language.

KEYWORDS: *CELTA, ESL Teacher, Objectives, TEFL Qualification, Experience or Training*

INTRODUCTION

CELTA – intensive course is considered as the essential TEFL qualification that is trusted by employers, language schools and governments around the world it plays a crucial role in the development of most teachers' careers globally. This practical English language teaching qualification provides trainees with indispensable knowledge, active teaching experience, and classroom confidence to become qualified as a teacher of English as a Second Language (ESL). In this respect, the study will focus on the potential importance of the course CELTA on the professional development of ESL teachers. The question lies whether after the completion of the course CELTA graduates will succeed in their careers or it will not change at all.

MAIN BODY

There has been a considerable increase in the demand for ESL teachers in non-English speaking countries. This growing trend has triggered intentions for many young adults to master teaching skills and get successful jobs in this area. In this regard, The CELTA is an excellent platform for those who are seeking to become outstanding ESL teachers, it is considered to be an intensive,

initial TEFL qualification specially designed for people with little or even no previous English language teaching experience or training (IH World, 2018).

With an internationally-recognized and externally legalized qualification, it will be easier to secure that all-important first job, meaning that schools around the world will precisely be aware of what the trainees have completed in the course. Apart from gaining excellent opportunities worldwide in career progress, the trainees will also obtain interpersonal skills which are considered to be transferable to many jobs where clear communication is of high importance (Thompson, 2015).

According to a survey of 600 English language teaching job advertisements in more than 60 countries, Cambridge Assessment English's CELTA has been distinguished to be the most frequent qualification requested by employers in the recruitment process. The findings conducted by Cambridge Assessment English also reveal that CELTA is demanded by 71.5 percent of employers in Europe (Cambridgeenglish.org, 2018).

Dawson (2015), a Trainee at IH London rated the course as excellent which "exceeded expectations – especially in the quality of delivery of course content and the professionalism of tutors" and was excited about the choice made. Also, Bastie (2018) highlights the reputation of CELTA among language schools and other employers who are confident in the quality of training it gives to new teachers. After the completion of the course, CELTA graduates are enthusiastic about getting their dream job considering that this qualification is recognized worldwide (cambridgeenglish.org).

However, critical views about the course CELTA could never be neglected. It has been argued that the course could have been treated in the wrong way as to be considered highly essential in teaching the development of TEFL teachers. Alwright and Hanks (2009) state that the CELTA is normally perceived as a TEFL-initiation course, which encourages some of the stigma and stereotypes associated with English teaching, especially in the fields where doctoral qualifications dictate employability channels (cited in Breen, 2018). It is also argued that this course serves based on short-term prospects, being only conducted for four weeks, which is considered to be insufficient according to TEFL teaching principles (Breen, 2018).

Meanwhile, Murray (2009) argues that immediately measurable competencies of the teachers are at more likely to be at the focus of the pre-service courses that is a "wash back effect" on the content of the whole course. Thus, just because CBT (Competency-based training) philosophy is firmly applied in this course, other more crucial aspects of TESOL as "critical awareness of the characteristics of different teaching contexts and a conceptualization of the social, cultural and linguistic peculiarities of learners" and their levels of literacy are in fact neglected from consideration (Barnawi, 2016). The outcomes of Barnawi's study (2016) reveal that participants of the CELTA course expressed rather "mixed" views stating words as "shallow", "good –and bad", to lacking "critical aspects of language teaching" and "massively practical". Nevertheless, some of the participants seemed to report that they mainly gained many job opportunities after the completion of the course.

Furthermore, Sulaimani (2015) identified a gap between cases of the trainees that multi-lingual trainees learn during the course differs from the real case after they accomplish and return their home country to work. This gap created a detrimental challenge for CELTA holders when they encountered conflict between their newly gained methodologies and the ones followed by local

professionals. Likewise, this obstacle also led to a "dilemma" whether or not to apply these methods and techniques to match the local needs of the learners (Sulaimani, 2015).

King (2016), in his article, reviews a critical reflection of the CELTA. He highlights that the CELTA is "in danger of not meeting the needs of its candidates in the teaching situations they are in and therefore becoming increasingly irrelevant". Precisely, King tries to explain that there is too much of attention to the techniques of teaching rather than underlying them. He also concludes that if the relevance of the course CELTA to its candidature is sustained, it does serve teacher educators worldwide. This argument leads to an idea that relevance of the course's purpose where the candidate is applying afterwards determines if the course is serving the candidates.

It is also arguable that the reason the course is short and intensive there is a risk related to time constraints, which means that throughout the short course the trainees are less likely to experience valuable qualities of TEFL. They include such aspects as a reflection after the completion, internalization, and experience that come mainly by time.

Both views, supporting or contradicting to CELTA's essence in teacher's career improvement do make sense to the topic whether the introduction of the CELTA course in Uzbekistan makes an influential contribution into both professional growth of ESL teachers is an interesting realm to examine and discover. This creates a reasonable idea to be a good research gap.

The study uses the philosophy of "Interpretivism". As the field of observing various subjective views on the course and observing social phenomena by collecting qualitative data mainly. Also, interpretivism is one form of qualitative methodology, relies upon both the trained researcher and the human subject as the instruments to measure some phenomena. Hence, this project is conducted by carrying out mostly interviews which are qualitative research types and correspondingly match the philosophy of "Interpretivism".

The respondents clearly stated that their aim was to gain more knowledge in teaching on international levels and also making money out of it. This can make an understanding that potential participants of the course expect the course to be as fruitful as it promises to be and they expect to utilize the knowledge after graduation. As the respondents during the interviews said that they are happy to implement the tools and instructions learned during the course. Also the respondents mentioned about increasing their employability which means that they consider the course to be valuable for their career path. Now employs teachers for his education centre and he differentiates the teachers based on the standards of CELTA (feedback part of the course). In fact, the knowledge received from the course also serves for upper positions from teaching. It was also mentioned during the interview that the knowledge acquired from the course is still being practiced and digested throughout the time.

The benefits gained during the course can be classified as meeting the expectations more than assumed. It is mainly because that the candidates expect the course to be valuable for their career and teaching, and of course brings more than expected. It is also important to note that there was no respondent who claimed about the quality of the course or counted any disappointments about the course.

CONCLUSION

Overall, having analyzed the collected primary and secondary data, it can be concluded that the course is considered of high importance for ESL teachers who are planning to work on their both

personal and professional lives. If those teachers attempt to apply for the course they may gain valuable knowledge and utilize huge opportunities that the course promises.

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THE IMPORTANCE OF DIGITAL TECHNOLOGY IN MODERN ECONOMY

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ABSTRACT

The article highlights the importance of the digital economy in its current state of the market economy. At the same time, the prospects of the digital economy in Uzbekistan are in great detail. There is a discussion about today's technological processes.

KEYWORDS: *Digital Economy, Advanced Market Economy, Electronic Banking Services, Information and Communication Technology, Software, Finance, Workers and Resources.*

INTRODUCTION

Uzbekistan is now undergoing a transition to a digital economy, as is the case with countries with advanced economies. With the introduction of information technology into our daily lives, many opportunities are created for ordinary people. The policy put forward by the head of our state justifies this. Increasing investment in digital technology in recent years has been a major priority. What are the benefits of the digital economy? The digital economy reflects several economic elements. Information technology, services, new activities and others.

MAIN BODY

Today, we can see that global IT spending has returned with the biggest return in recent years. Looking at the experience of the United States, it is no secret that every dollar invested in digital technology has increased the United States gross domestic product to \$ 20 over the next 20 to 30 years. That is why at present, about 60 percent of the United States and nearly all of the high-industrial countries, such as China and Europe, are directly linked to digital technology. Examples of multinational companies operating around the globe for technology innovation are: Wikipedia, Facebook, Alibaba, Wikileaks, Amazon, YouTube, Google and others. The idea is

simple - new progressive imaging technologies will solve business and commercial issues, and each new generation of information systems will lead to the emergence and development of several new innovative services. The penetration of new technologies in all areas will lead to the transition of e-governance to the state and economy. The result of this work is the State Agency for Civil Service, the only electronic government portal. As a result, new services have emerged in the new state and non-government sectors, new markets have emerged, and traditional business models have begun to be transformed into electronic ones.

That is why in order to accelerate the development of the state and society, the leadership of the republic made several important decisions. For example, the President of the Republic of Uzbekistan, in his Address to the Oliy Majlis on December 28, 2019, outlined the priorities for digital economy in the country: We need to develop a national economy concept ". On this basis, we need to implement the program "Digital Uzbekistan - 2030". The digital economy will increase gross domestic product by at least 30%, reducing corruption. Analyzes by reputable international organizations also confirm this. Therefore, the Government is tasked to develop a roadmap for the transition to a digital economy within two months. Particular attention should be paid to information security. ". In the near future, as a result of these efforts, we will be moving into a society that is more sophisticated with smart companies, service programs, and high-tech digital technologies. Looking at the world scene, countries with the highest levels of socio-economic development are Norway, Sweden and Switzerland. The top 10 economies in the digital economy include the United States, the United Kingdom, Denmark, Finland, Singapore, South Korea and Hong Kong. It can be seen that these countries are also highly socialized countries. In a digital economy, budget funds are directly targeted. Social problems in all regions are clearly visible in the whole system, and the funds needed to finance the project are credited to the consumer's account at no cost. For example, in a remote area, a public health services budgeting fund is allocated from the budget to the existing system, and only after the regional district is credited to the institution's account. In the case of a digital economy, money is directly redirected to consumer accounts, which reduces resource costs.

MATERIAL AND METHOD

Currently, about 60% of the national budget is spent on social expenditures. Of these, the largest funds are required to pay pensions to education institutions (9,974), health care institutions (1,165) and social security benefits to 3,690,300 people. The digital economy is closely intertwined with information and communication technologies, creating a common framework for all. There are several social benefits that can be attributed to:

- increased efficiency in production and service delivery;
- Growth of competitive companies;
- Decrease in production costs;
- Creation of new jobs and services;
- Emergence of new modern technological parks;
- Poverty alleviation and the loss of social strata

As we move to the digital economy, some of our problems will be automatically resolved. Looking upward, addressing social inequalities can motivate all segments of the population. These are just a few of the benefits of the digital economy. The development of the digital

economy has a positive impact on our daily lives, giving the ordinary user many additional opportunities and, at the same time, the growth and development of the market. Another important aspect of the digital economy for the social sphere is that the shadow economy will be abolished if we go through the system as a whole. That is, whether it is a large company on the market or a small business, they are considered equal. They are given the same opportunities. The state ensures compliance with regulations and, ultimately, the consumer receives a quality, modern service or product. This means that the state will create equal conditions for the development of the digital economy, be as transparent as possible, market rules, laws, contracts, and laws, based on market demand (ie, predicting market development trends and adopting relevant regulations). Give freedom to the participants of the game.

Digital companies are fundamentally based on new business models that can increase customer demand by leveraging the value of their services and products, taking advantage of the new capabilities of the digital economy, and therefore having access to some of the market from older companies. Giant tech-based giants such as amazon and alibaba group, which are in the service industry, now generate billions of dollars. The magnitude of the current financial strength of these magnates, which has recently spent a modest amount of money on simple technology, is admirable. By comparison, when our GDP is 511 trillion soums, they have the same amount in dollars. Current business processes are automated, digitalized, and customers are implementing their own processes. Companies are fully digitizing and automating sales, thus reducing costs and increasing revenue. There are certain initial costs for these processes, but if the forecast is implemented correctly, the number of transactions will not affect the linear increase in costs. The company can sell 500 or 50,000 chips, but the costs are virtually unchanged. As a result of additional automation of customer communication processes, the cost of internal processes is significantly reduced. The need for a response service operator is reduced, and the reduction in payroll increases the rate of return. A good example is the cash lending system in digital banks. While most banks allow their clients to apply for cash through digital channels, internal processes remain the same and involve a relatively large number of partners. Banks that really use digital banking have automated the process of applying, analyzing, approving and repaying cash loans. Thus, customers can receive money in their accounts within minutes, thus automating all internal processes in the bank. The loan is approved and repaid without interference from bank employees. Intermediary Cutting. Industrial business models use a standard supply chain. The product passes through one or more distributors or dealers until the customer reaches retail stores. Passing through this supply chain significantly increases the price that the end customer must pay, compared to the price of the finished product. The digital economy can cut through many intermediaries in the supply chain and thus can significantly increase the cost for the end customer by reducing prices and fast delivery. You, Google, and many other companies are building their success on business processes. Another major difference between digital companies and traditional ones is the size and number of manpower. Digital companies employ more software workers than economists. This is because most of the inputs, applications and reports are made using digital technology. Of course, digital companies are not flawed either. The main problem is technical. Because if the technical base fails, the system will stop, employees will have problems and will lead to a drastic reduction in customers. In addition, protection against hacking attacks is a key challenge for digital companies.

CONCLUSION

In conclusion, it is not an exaggeration to say that the development of our country and its role in the world community, especially in the economic field, should open wide access to the digital economy as a priority. . To do this, we must first teach our people how to effectively use information technology. In addition, it is useful for us to implement the experience of the leading foreign countries. Because nowadays most of the world economy belongs to the leading economies.

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(A Double Blind Refereed & Reviewed International Journal)

**MODERN ANESTHESIOLOGY AND ACHIEVEMENTS****Murodova Zarifa Marufovna***

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ABSTRACT

The article is devoted to new technologies that have been introduced into world anesthesiology practice over the past decades - general anesthesia methods with modern steam-forming anesthetics, xenon anesthesia, use in practical work and in the educational process of computer programs and simulators person.

KEYWORDS: *anesthesiology, inhalation anesthesia, xenon, human simulators.*

INTRODUCTION

Over the past two decades, the vector the development of anesthesiology in the world was determined by two main components: first, increasing public attention to the problems of ensuring the safety of patients in general and the safety of anesthesia, in particular, and, secondly, the rapid spread hospital-replacement technologies in surgery with a corresponding reduction in the duration of pre- and postoperative periods and a regular increase in the labor intensity of anesthetists. For work in such conditions was required fundamentally other methodological, technical and organizational solutions that were found, implemented in everyday practice and ultimately fundamentally changed labor content of anesthetists.

MAIN BODY

Anesthesiology has become one of the most technologically advanced and dynamically developing medical specialties. Her modern the possibilities are great. Methods of anesthesia, neurovegetative have been developed and are constantly being improved protection, sedation, myoplegia, gas exchange, blood circulation correction, organ protection. Created by and are already used in clinical practice, various medical engineering systems such as systems computer monitoring, mathematical modeling of biomedical processes, automatic and semi-automatic control of some physiological processes. Among these achievements should be to single out primarily those whose introduction into domestic anesthesiology practice seems the most justified and promising. Primarily, this applies to inhalation anesthesia. The main advantages of inhalation anesthesia are associated with the pharmacodynamics of these drugs, which with minimal effect on internal organs are dose-dependent, well-controlled and controlled by

hypnotic, analgesic and muscle relaxant effects. Consequently, significantly reduced pharmacological load on the patient, the use of complex combinations of potent pharmacological agents is excluded, often and incorrectly indicated by the term "multi-component balanced general anesthesia", and the essence of representing "anesthetic anarchism." General anesthesia turns into a simpler, more predictable process, safer for the patient and more comfortable for the anesthetist. Thus, anesthesia with sevoflurane is the method of choice when performing surgical interventions and traumatic diagnostic procedures for a patient with a high risk of cardiac complications, patients of older age groups, patients with obesity, as well as patients with severe concomitant diseases. In this case, inhalation anesthesia does not preclude the use of central segmental blockade. Moreover, as our experience, rational combination of epidural anesthesia with controlled sedation by or sevoflurane is the most effective and safe variant of anesthetic management of advanced operations on the organs of the abdominal cavity, pelvis, and also large joint arthroplasty operations lower extremities. Noting the achievements of modern inhalation anesthesia, xenon anesthesia should be highlighted. The importance of introducing this method of anesthesia into clinical practice has yet to be evaluated, but first of all it should be noted the priority of domestic anesthesiology, which currently has the world's largest experience in the clinical use of xenon. In recent years, the clinical use of xenon has expanded significantly. This was undoubtedly facilitated by a large number of basic research, experimental work, preclinical trials, which provided a serious theoretical and methodological basis for the use of xenon in clinical practice, and the emergence of Special dosimeters and gas analyzers. As a result, general xenon anesthesia has become available to many medical facilities. Putting into practice the work of our anesthetists Center for inhalation anesthesia methods with vapor-forming anesthetics and xenon, a thorough study the features of each of these methods allowed us develop and apply a new original technique general anesthesia - sevoflurane-xenon anesthesia. In that case for introductory anesthesia use a combination sevoflurane (sedation), fontanel (analgesia) and Adriana (myoplegia). The potentiating of the analgesic action of fontanel by sevoflurane allows, without prejudice to quality pain relief reduce the dose of fontanel and perform tracheal intubation with minimal hemodynamic changes even in patients with baseline hypovolemia and severe metabolic disorders. After introductory anesthesia, the flow of sevoflurane is stopped, and anesthesia-analgesia is maintained by xenon and bolus administration of fontanel or combine xenon anesthesia and epidural anesthesia. Such anesthesia technique provides the most favorable the course of the surgical and immediate postoperative periods and is indicated primarily for patients with minimal functional reserves, depleted patients, patients of older age groups. An important role is played by computer models in the pedagogical process. The highest form of such a method Learning is the application of human simulators.

CONCLUSION

Anesthetists worldwide, as well as pilots or employees of nuclear plants undergo training and develop practical skills in simulation centers, on mannequins that can imitate practically any emergency situations with which doctors may run into practice.

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CRITICAL THINKING PROCESS IN SCHOOL CHILDREN

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ABSTRACT

The article investigates the ideas and views of foreign and domestic scientists in solving the problem of development of critical thinking. The need to form and develop critical thinking among primary school students in the context of the introduction of new educational standards is revealed.

KEYWORDS: *Theory of the Development Of Critical Thinking, Critical Thinking, Mental Process, Intelligence, Methods And Techniques, Methodology*

INTRODUCTION

Each teacher wants an atmosphere of creativity reigning in his lessons, so that students show vivid imagination, imagination, can compare, rely on intuition, build associative connections, think about problem situations and offer a way out of them, are able to defend their own opinions.

Traditionally, the success of training was measured only by the amount of student learning material. It is extremely difficult for a modern student to motivate to cognitive activity in the conditions of a vast modern information space. Today we cannot limit ourselves to methods that encourage the student to mechanically perceive knowledge. Modern life requires high-level thinking, the ability to adapt to a wide range of social and intellectual situations. This, in turn, requires the teacher to seek out, introduce new educational technologies into practice.

MAIN BODY

Among the many innovative methods that allow achieving positive results in the formation of the mental activity of schoolchildren, considerable attention is paid to the technology of critical thinking. Over the past twenty years, this problem has become quite relevant.

Among the researchers involved in the development of this problem, from philosophical, psychological and pedagogical points of view, we can distinguish such researchers as E. de Bono, J. Dewey, D. Halpern, D. Cluster, R. Johnson, J. Steele, K. Meridit, S. Plaus, R. Paul.

So, the views of D. Halpern are shared by many contemporaries. In her work *Psychology of Critical Thinking*, she notes that critical thinking is, above all, creative thinking. Halpern reveals the problem of “how to teach,” and “nothing to teach” [9, p. 7].

In the work “*Psychology of Evaluation and Decision Making*”, according to S. Plaus, the development of critical thinking is directly related to the ability to evaluate and make decisions. Rationality means nothing more than “correctness”, and in this case, Plaus presents many methods that help to find this “correctness” [3, p. 315].

R. Paul connects critical thinking with intellectual standards. He gives his interpretation of critical thinking: “This is a way of foreboding and progressive movement towards standards and values. Inherent to trained thinking, because learning to think means the ability to comprehend” [4, p. 6].

According to M. Lipman, students should do the same as scientists if they want to learn how to soap themselves [5, p. 3].

V. Ruggiero [6] connects critical thinking with feelings. This is a fairly well-known fact in science. Feelings and thinking are complementary.

In the works of scientists, it was proved that the main purpose of critical thinking is the solution of problems (tasks), and its main result is judgment.

It is also important that it was on the experience of these scientists in the development of critical thinking among students that Russian philosophers, psychologists and teachers relied. Over the past decade, this problem has attracted the attention of domestic scientists (Bolotov V., Korzhuev A., Sorina G., Butenko A.). However, it should be noted that studies on the formation of critical thinking in school-age children began only in the 70s of the last century (Veksler M., Sinelnikov V., Lipkina A., Rybak L.).

At this stage in the development of pedagogical thought, the question of using the technology of critical thinking in practice in teaching younger students is quite relevant.

It is known that the technology for the development of critical thinking in the process of teaching a child is a combination of various methodological techniques that encourage students to research creative activity, create conditions for them to learn material, generalize the knowledge gained.

The purpose of this technology is to develop the mental skills of students, necessary not only in study, but also in ordinary life.

To implement this methodological system, additional conditions that are created at the school specifically for mastering the latest technologies are not needed. The only prerequisite for work is the teacher’s desire to work creatively, in a new way.

This technology helps prepare children of a new generation, children who can logically lather, communicate, hear and listen to others. A. Savchenko notes that a modern person is objectively forced to be more mobile, informed, and critical and creatively thinking, and, therefore, more motivated to self-education and self-development [7, p. 5].

In the process of educational activities, the use of critical thinking development technology is, first of all, carried out in reading and writing lessons. Due to mastery of the techniques, the

process of understanding the text occurs at the stages before reading, during reading and after reading.

Use occurs from the first class according to a given algorithm - the teacher seeks:

- a) develop the ability of the student to express personal opinions on various issues and problems, to form the ability to express their thoughts first in oral and then in written form, to do this clearly, confidently and correctly in relation to others;
- b) Teach the student to argue his point of view and take into account the point of view of others;
- c) To form the student's ability to take responsibility for certain actions;
- d) Teach the child to participate in joint decision-making;
- e) Develop the ability to build constructive relationships with other people;
- f) Develop the ability to collaborate and work in a group.

At the "challenge" stage (created by the teacher), the previously existing knowledge is activated in students, interest in the topic is awakened, and the goals of studying the upcoming educational material are determined. At this stage of the lesson, not a challenge is made; not a challenge at all, but a challenge of exactly the information that is relevant in this lesson. Students are offered a task - to choose from words - speech parts - only nouns: crow, funny, frog, jump, skates, frost, yellow, green, pencil, bullfinch, about, sparrow, joyful, swan, galloping, coat, birch, yellow, red, dog, student, under. The assignment is based on analysis. At the end of the execution, the children put forward the conclusion: "I chose these words because it is possible to put questions to them who? what? And nouns answer these questions. "

This stage is substantial, during which meaningful work on the problem of the lesson takes place. After analyzing the nouns, students come to the conclusion that they can be animate and inanimate, their own and common nouns, vary in numbers, have a gender. In this case, the teacher constantly returns to the problematic issue in the "head of the fish." At the same time, students themselves conclude that not all nouns vary in numbers, and that for some, the form of a word does not change. The transformation of common nouns into their own is surprising in children.

CONCLUSION

Summarizing the foregoing, we can conclude that the technology for the development of critical thinking makes it possible for each student to be realized. Discoveries made in the lessons as a result of the search, quietly become a habit for children. The criterion for the effectiveness of the experience is to increase the cognitive activity and educational motivation of younger students.

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(A Double Blind Refereed & Reviewed International Journal)

**CLASSIFICATION OF SCIENCES OF AHMED TASHKUPIRZODA****ErgashevUrolbek Berkinovich***

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ABSTRACT

The work of Isomiddin Ahmed Tashkupirzoda, a famous encyclopedic scientist who lived and worked in the Ottoman Empire in the XVI century, "Mavduot al-ulum" is one of the rarest sources on the classification of Sciences. This work is not only a philosophical classification, but also a logical continuation and the end of the researches of Ibn An-Nadim, al-Khwarizmi, al-Forabi, Ibn Sina and Ibn Al-Akfani in the field of classification of Sciences. Over time, the fields of science have evolved, with integration and differentiation processes taking place. Some of the disciplines that were classified as separate sciences in Tashkupirzade's "Mavduot al-ulum" have lost their significance or are now out of use. But the science of Islamic religion, which is classified in the work, has not lost its relevance even today. More details about these can be found in the article.

KEYWORDS: *science, classification, Ahmed Tashkupirzoda, "Mavduot al-ulum", the science of reading (Qur'an), the science of narrating Hadith, the science of the Qur'an interpretation, the science of knowing Hadith well, the science of the kalom, the science of fiqh.*

INTRODUCTION

The system of science is currently divided into the following large groups: Natural Sciences, Humanities, technical sciences, and Social Sciences. From each of these groups, many independent branches of science are brought about. From the time when science arose to this day, it was necessary to solve the major and prospective problems of scientific research in related fields. Such a situation led to a wide outbreak of scientific research. Science has served as a silencing force and tool to advance the progress of society. Many scientists who understood this correctly also paid special attention to the classification of sciences in the framework of their scientific research from ancient times.

MAIN BODY

The classifications created in the second half of the XI century and the XIII centuries are mostly dedicated to religious sciences, and some authors paid attention only religious sciences, and they were engaged in classification of them. But among them there were also supporters of knowing

material existence, that is, to study material existence from different sides. But, the classifications created during the XIV-XVII centuries constitute a separate stage, and in turn are distinguished by a more detailed study of Sciences, the support, and expansion or criticism of the previously proposed theories. They were expanded on the account of new Sciences added to the classification (Tashkupirzoda, Katib Chalabi, Al-Makki, etc.). Although the classifications vary in size, they remain almost unchanged in terms of structure. This naturally paved the way for the preservation and further development of the classification of Sciences.

In the history of the development of scientific knowledge, there was a constant inseparable link between the question of the classification of sciences and philosophy and its relation to other sciences. In the Middle Ages, some areas in the East, which many scientists considered to be science, are now not seen as science. A group of scientists considered some knowledge as a science, while others considered this knowledge as part (Section) or subject of another science. For a long time, the concepts of knowledge, science, subject, art were equated. First of all, we can show the work of "Mavduot al-ulum" of Tashkupirzoda as an example [Elchibey E. 2014:126

In fact, this work is the name of the translation of the son of Isomiddin Ahmed Tashkupirzoda, Tashkupirzoda Kamoliddin Mahmud, on Tashkupirzoda's work "Miftoh as-sa'ada and misboh as-siyoda" ("The key to happiness and the guiding light") from Arabic to Ottoman Turkish. [Ipsirli M. 2011: 153].

Tashkupirzoda Kamoliddin Mahmud translated his father's work "Miftoh as-sa'ada and misboh as-siyoda" written in Arabic into Turkish to make this work more popular among the people. Because at that time, most people did not know Arabic. The reason for the change of the name of the work into "Mavduot al-ulum" was the popularization of the work with a Turkish name among the people. Tashkupirzoda Kamoliddin Mahmud not only translated the work into Turkish but also added important additions and comments to some parts of the work [Duman A. 2004: 63].

The work also contains information about the classification of sciences, scientists who wrote works on various fields of Science, and their research. The classification of the existing Sciences of that period presented in the work was done by Isomiddin Ahmed Tashkupirzoda, and several historical publications of this work are also stored in the center of Eastern manuscripts under the Institute of Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan under the numbers 2444 and 2445. These publications were released in Istanbul in the 1895 year.

"Mavduot al-ulum" was written in 1541 year, this work is not only a philosophical classification but also a logical continuation and the end of the research of Ibn An-Nadim, al-Khwarizmi, al-Forabi, Ibn Sina and Ibn Al-Akfani in the field of classification of Sciences. The work became the most important source in the field of classification of Sciences in the Ottoman state. This work was originally published in the "Ikdam" newspaper during the reign of Sultan Abdulhamidkhan II in 1897. More than a hundred historical copies of it are stored in the libraries of the present-day Turkey: "Bertev", "Suleymaniya", as well as in many other manuscripts centers of the world. The volume of the work is four times larger than that of Al-Khwarizmi's "Mafotih al-ulum". Tashkupirzoda said the type of Sciences is very diverse, emphasizing that the life span of a person in their assimilation is not enough.

The classification of Sciences in the work "Mavduot al-ulum" was an excellent classification for its period. However, it is not excluded from the shortcomings inherent in the medieval scientific

imagination, such as superficiality, limitations, and a religious approach to the solution of some issues. For him, among the sciences, we can also see the influence of such worldviews as the emergence of Sharia practices, the belief in strange natural forces and practices.

The work "Mavduot al-ulum" was an impetus to the scientific research of many scholars not only in its time, but also in later periods. The Turkish scientist Haji Khalifa, who lived and worked in the XVII century, used the book "Mavduot al-ulum" of Tashkupirzoda in the writing of his work "Kitobkashfaz-zunun an asami al-kutubva-l-funun" [Bakhadirov R. 2000: 188. Abduhalimov B. 1992: 47]. It is worth noting that the classification, which the Turkish scientist described in a very perfect form all the sciences that existed in that time, not only preserved the classification of Tashkupirzoda that passed before them and continued his traditions, but also replenished and developed their classification to a certain extent.

Also, in 1741 year in Istanbul, the work "Kavakib al-sabo", written based on the order of the French embassy for teaching as a textbook in the madrasahs of the Ottoman state, used "Mavduot al-ulum".

Besides, in the second half of the XIX century, the famous Indian scientist Hasan Kannuji directly used the work "Mavduot al-ulum" and Katib Chalabi's treatise "Kashf al-zunun an-asami al-qutub and al-funun" in writing his work "Abjad al-ulum".

From the classification, it can be seen that the author paid special attention to the Arabic language, the letter and other aspects of it. Unlike other scientists, Tashkupirzoda described logic alone, separating it from metaphysics and physics. But in a network with logic, it is of great interest to describe some sciences that many scientists consider to be serving religion sciences (the science of controversy, the science of debating, etc.). Another feature of the scientist's classification is the designation of Mathematical Sciences, along with all its branches, as an independent branch of Theoretical Philosophy. Another notable aspect in the classification of Tashkupirzoda is the fact that Sharia science comes in the last place.

Since Tashkupirzoda initially classified the science of writing, he divided into two parts (the art of writing and the writing of simple letters). In the classification of this style of writing science, it is noteworthy that the scientist took into account the rules of writing correctly, its practice, different letter directions, the creation of a form with the help of letters (the art of calligraphy), the features of the spelling of Arabic writing, knowledge of the Koran and aruz writing.

Tashkupirzoda divided word science into such parts as simple words, complex words and Arabic science; the science of writing into parts about the art of writing (spelling, writing rules, improving writing, creating new lines of letters with a base, alphabetic order) and the writing of simple letters (creating a form with the help of letters, correctly writing Arabic spelling, writing Quran, aruz). Such a classification of the scientist is logically and scientifically correctly formulated.

Tashkupirzoda linked logic to the science of avoiding errors. This conciseness is also logically considered to be right. It is possible to notice that this classification was formed based on scientific reasoning, taking into account the fact that the logic determines the right laws of mentality. Also, he classified theoretical philosophy into metaphysics (theological Science), Natural Science, Mathematical Sciences. He divided mathematical sciences into the sciences about geometry, astronomy, numbers, and music. Tashkupirzoda classified the science of music as an exact science, like ancient Greek philosophers. That is, he connected this science with

mathematical science by dividing it into fantastic (unusual) types of musical instruments, dance, coquetry.

The classification of Applied Philosophy (wisdom) is also of particular importance. According to him, applied philosophy includes three sciences: ethics (morality), the science of running household and politics. Politics, in turn, is divided into 3 Sciences: the ethics of the King, the ethics of the minister, the science of military rule and the army [Bakhadirov R. 2000: 181]. In the classification of Practical Philosophy Tashkupirzoda remained under the influence of Khwarazmi. Here, according to what the sciences deal with, ethics is divided into – the self-management of a person, the maintenance of a home – the management of a household, politics – the management of a state.

The research of Tashkupirzoda on the classification of Sciences completed the work of medieval eastern figures. He not only mastered the achievements of scientists who passed before him but also made a worthy and significant contribution to the development of scientific thought. The study, replenishment, thorough analysis of the classification of Sciences by Tashkupirzoda created a favorable opportunity for the further development of this sphere, and secondly, played a role of linking the work of scientists of the following centuries with the work of first medieval Eastern scientists.

In his work “Mavduot al-ulum”, Tashkupirzoda divided the sciences into 7 main groups: I. The science of writing (divided into 2 parts, total 9 pieces of knowledge); II. Word science (divided into 3 parts, total 42 pieces of knowledge); III. The science of avoiding mistakes (total 7 knowledge); IV. Theoretical Philosophy (divided into 3 parts, total 121 Sciences); V. Applied philosophy (total 6 Sciences); VI. Science of Sharia (religion) (divided into 7 parts, total of 110 pieces of science); VII. The science of creativity (work) (divided into 3 parts, a total of 31 pieces of science). In the classification, there are a total of 326 Sciences.

We know that Abu Abdullah Al-Khwarizmi and Ibn Sina classified theology as a part of the "Theoretical Philosophy" group. Although Al-Farabi and at-Al-Azad were limited in their classifications by the knowledge of fiqh, Tashkupirzoda classified the sciences of "reading", "narrating Hadith", "interpretation of the Qur'an", "good knowledge of hadiths", "Kalam", "the main part of fiqh" and "fiqh" into components. It is noteworthy that the scientist classified "Sharia Science" in the sixth place as a separate group. It can be concluded that the religious worldview does not prevail in the scientific thinking of Tashkupirzoda.

Tashkupirzoda is the first scientist to classify Islamic Sciences in a specific style. Because, unlike the classification of Islamic sciences before him, he classified the sharia sciences into the lowest spheres and came up with the description, theme, purpose and useful properties of each Science. It is this that made it possible for the students, studying in madrasahs, to go through a step-by-step study of Sharia science. This aspect is not encountered in other scholars of the East.

As time passed, the fields of science developed, in which the processes of integration and differentiation took place. Such concepts as knowledge, science, subject, art were equalized. Some Islamic sciences, classified as a separate science in the work of Tashkupirzoda “Mavduot al-ulum”, have been generalized to this day. From some, the fields of independent Islamic science were separated. Another few have united and established a holistic Islamic Science. But one of the main elements that determine its scientific significance is the fact that it had an effective influence on the scientific thinking of many Muslim scholars who lived at that time and in the following centuries.

CONCLUSION

Also, the fact that the work of “Mavduot al-ulum” was an impetus to the scientific research of many scholars not only in its period but also in later periods, as well as the detailed classification of Islamic sciences to the lowest spheres, and their interpretation determines that it has a high scientific value among the peoples of the Muslim East.

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THE RISE IN THE STATE YOUTH POLICY IN UZBEKISTAN TO A NEW LEVEL

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ABSTRACT

The issues of consistently and persistently carrying out the work being done in the field of youth, enhancing the focus on social, political, and democratic processes, formation of national statehood in Uzbekistan, formation of new economic relations and legal system, the fact that youth becoming a decisive force of development, and, on this basis, providing greater opportunities for and supporting young people are described.

KEYWORDS: *youth policy, values, laws, orders, spiritual maturity, upbringing, globalization, cultural - educational process*

INTRODUCTION

During the years of independence, a great amount of work has been carried out in upbringing young people in the spirit of patriotism, respect for national traditions and values, upbringing a spiritually mature and physically healthy generation, protecting their rights and interests.

Promoting youth activity, enhancing the political participation of youth and coordinating their efforts to build an active civil society and democratic legal state in Uzbekistan were of particular importance. While young people are an important force in promoting social development, they are also important factors in the socio-political, economic, cultural and spiritual revival of society, and have a positive or negative impact on development and changes happening in public life. The future of Uzbekistan depends on the spiritual and ideological outlook of young people, their active participation in social, political and democratic processes.

MAIN BODY

It is important to remember the following words of the President of the Republic of Uzbekistan, Sh.M.Mirziyoev: "When we are talking about the dangers and ideological attacks in the context of today's globalization, we should keep in mind what the great ancestor Fitrat said: "The world

is a battlefield. Healthy body, sharp mind and good manners are the weapon of the field”¹. It is well known that upbringing of young generation has always been important and relevant. But this has become really a question of life and death in the 21st century.

Consistent and persistent work on the issues of youth requires a special attention to social, political and democratic processes. Formation of national statehood in Uzbekistan during 1991-2020 has become a decisive force of young people’s development and formation of new economic relations and legal systems. Undoubtedly, the social features of young people, their worldview, upbringing, knowledge, specialization, spirituality and human qualities will contribute to the overall level and development of society in order to achieve the goals set by the Republic of Uzbekistan.

In this regard, it is important to classify legislative acts on the development of state youth policy in the Republic of Uzbekistan:

The first group should include legislative acts adopted in 1991-2000. “On the basis of the state youth policy in the Republic of Uzbekistan” (1991), “About Physical Education and Sport” (1992), “On education” (1992, 1997 in new edition), the Labor Code (1995), the Family Code (1998) and other Codes, National Program for Personnel Training (1997), National Program for Promoting Legal Culture in Society (1997) were accepted. The Republic of Uzbekistan joined “Universal Declaration of Human Rights” in 1991, “International Convention on the Rights of the Child” in 1992.

For the past years the following orders were also issued: “Sending Uzbekistan youth to study abroad” (1992), “On measures of the state support for young creators of the republic” (1993), “On measures to encourage young people studying in Uzbekistan” (1993), “On awarding the State awards to young authors of the Republic of Uzbekistan for their best works and scientific works” (1993), “On rewarding youth of Uzbekistan and encouraging them financially” (1993), “On the improvement of living conditions of creative youth” (1993), “On awarding the State awards to young authors of the Republic of Uzbekistan for the best works and scientific works” (1993), “On measures to change the direction of vocational education in rural areas taking into account the requirements of market reforms” (1995), “On the “Kamolot” Fund of the Republic of Uzbekistan” (1996), “On improving legal education, improving the legal culture of the population, improving the system of specialist training, improving public opinion” (June 25, 1997), “On radical reform of education and training system, upbringing of harmoniously developed generation” (October 6, 1997), “On support of the Republican Council for Spirituality and Enlightenment” (1999).

The order “On measures for implementation of the National program on development of legal culture in the society” of the Cabinet of Ministers of the Republic of Uzbekistan On May 29, 1998, the Decree of the President of the Republic of Uzbekistan on establishment of “Umid” fund for support of talented youth studying abroad in 1997, the establishment of Zulfia State Prize 1999 and Nihol Prize in 2000 played an important role in the development of youth policy in the study of their moods, life goals, hopes, aspirations and motivations for living, making the right conclusions, and directing the ambitions of young people towards positive and creative work. From 1991 to 2000, special attention was paid to the development of youth legislation and youth organizations in the country. Youth wings of political parties working with youth have been formed.

The second group should include legislation passed from 2001 to September 2016. The adoption of following laws and government programs played an important role in the study of the youth's moods, life goals, hopes and aspirations during the stages of the youth policy, drawing them to the right conclusions and creative work: the Establishment of Kamolot Youth Social Movement of the Republic of Uzbekistan (2001); "On the establishment of Children's Sports Development Fund of Uzbekistan" (October 24, 2002); "On the establishment of a system of regular sports competitions aimed at involving pupils and students in sports" (2003); the Decree of the President of the Republic of Uzbekistan on Approval of the New Board of the "Istedod" Fund for Promising Young Pedagogical and Scientific Staff (2004); "On additional measures for material and moral support of young families" (2007); Amendments and additions to "Concerning Adolescence and Adoption of Underage Children (Patronage)" (2007); Child Welfare Action Program in Uzbekistan (2007); State Program "Year of Social Protection" (2007); The Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" (2008); State Program "Year of Youth" (2008); State Program for strengthening material and technical base and further improvement of children's music and art schools for 2009-2014, the Law "On prevention of neglect and delinquency among minors" (2010) in connection with Improvement of the legislation "On protection of the rights of minors"; State Program "Year of harmoniously developed generation" (2010); Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On Additional Measures to Improve the Commission on Juvenile Affairs" (January 17, 2011); "The Year of Close Family" (2012); "The Year of Wellbeing and Prosperity" (2013); "Year of a healthy child" (2014); the Decree of the President of the Republic of Uzbekistan dated February 6, 2014 No 2124 "On additional measures to implement state youth policy in the Republic of Uzbekistan".

The third group of legislative acts to promote public youth policy starts in September 2016 and is considered to be a stage of quality and effectiveness. The followings are also significant as they directly focus on youth policy development: The Law of the Republic of Uzbekistan "On the State Youth Policy" in the new edition (September 14, 2016), Decree of the President of the Republic of Uzbekistan "On measures for further development of higher education"² (April 20, 2017), Presidential Decree "On Enhancement of Effectiveness of State Youth Policy and Support of Youth Union of Uzbekistan"³ (July 5, 2017), "On complex measures to improve the activity of the Youth Union of Uzbekistan" (July 18, 2017), "On increasing the efficiency of spiritual and educational work and raising the industry to a new level" (July 28, 2017), "On complex measures for development of system of publishing and distribution of book products, increase and promotion of book culture and reading culture" (September 13, 2017), "On further improving the system of targeted training of candidates for entry to higher education institutions" (September 26, 2017), Decree "On awarding the State Award "Mard o'g'lon" (June 28, 2018), "On measures to radically improve the system of general secondary, secondary special and vocational education" (January 25, 2018), "On Measures for Radical Improvement of the Activities of Justice Bodies and Institutions in the Implementation of State Legal Policy" (April 13, 2018), "On measures to radically improve the role of civil society institutions in the democratic renewal of the country" (May 4, 2018), Decree "On the State Program "Youth is our Future" (June 27, 2018), "On approval of the concept of military-patriotic education of youth" (February 23, 2018), the adoption of "The concept of development of higher education of the Republic of Uzbekistan till 2030"⁴ (October 8, 2019).

The fact that this group of state youth policy is called the stage of quality and effectiveness is due to the fact that the President of the Republic of Uzbekistan Shavkat Mirziyoev is adopting legal acts affecting the rights, freedoms and legitimate interests of youth or drawing international attention to youth issues at the 72nd session of the United Nations General Assembly in September 2017 and at the summit of the Shanghai Cooperation Organization in June 2018 in Tindao, China. Today, nearly a quarter of under-five children in the world are malnourished, more than 260 million children and young people are not enrolled in school, and 60 per cent of school-age children in developing countries still have minimal access to education. Organizational and legal frameworks play an important role in every issue because the fate of a person lies in every legal act. Especially, the adopted legal document for young people who are the future of the country will be of great importance if it is implemented in practice. Hence, the economic development of the country requires the training of talented young people. In particular, measuring human capital from an early age in many ways is beneficial. Proper nutrition of the baby and stimulation of healthy development will further improve the physical and psychological well-being. At the same time, it is costly to correct some of the cognitive and social disorders in childhood as they reach adulthood. Therefore, organizational and legal development of the human capital by the state during the first 100 days of the child's life has an economic effect.

The improvement of youth policy is also indicated in the section of the fourth direction of the strategy of action for the five priority directions of development of the Republic of Uzbekistan in 2017-2021. The adoption of relevant normative and legal documents on these issues has been yielding positive results. All of us are pleased with the fact that in recent years a completely new system of working with young people in our country, the social activity of our boys and girls, their sense of belonging to the Motherland and the people are being strengthened.

President of the Republic of Uzbekistan Shavkat Mirziyoev at a meeting with Muhammad al-Khwarizmi at the school on December 27, 2019 said that "2020 will be a turning point in the state youth policy"⁵. The President of the Republic of Uzbekistan, Shavkat Mirziyoev, stated that Uzbekistan does not have an effective mechanism to select young leaders and offer them suitable positions, and offered prevention of juvenile delinquency and crime, creation of Youth Agency on the basis of Youth Union, creation of Youth Media Holding, uniting TV and radio channels and printed publications aimed at the younger generation.

The fact that the President of the Republic of Uzbekistan Shavkat Mirziyoev in his address to the Oliy Majlis of the Republic of Uzbekistan on January 24, 2020 called the 2020 Year of Development of Science, Enlightenment and Digital Economy for the purpose of further development of science, education of young people with deep knowledge, high spirituality and culture has taken youth development policy to a whole new level.

As a result, a specific strategy for the comprehensive development of youth policy in Uzbekistan was identified. Particularly:

- to increase pre-school education coverage by 60% by 2020;
- to increase the coverage of school gradutors by higher education by at least 25% by 2020 and 50-60% in the future;
- to increase the coverage of higher education does not depend on the payment contract and doubles the state grants for admission to higher education institutions;

- to introduce a system of high salaries for professors with pedagogical skills and qualifications that have achieved tangible results in their work;
- to improvement of curricula of educational institutions on the basis of advanced international experience, revision of curricula and disciplines, their adaptation to international standards, improvement of quality of textbooks and literature;
- to create 340 new vocational schools, 147 colleges and 143 technical schools;
- to develop a national qualification system for the purpose of adaptation of personnel qualification to the requirements of the international labor market;
- granting separate scholarships for girls and optimizing the entrance exams to higher education institutions;
- to transfer educational process in the higher education system to the credit-module system and the period of study in 6 directions of pedagogical education from 2020 to 3 years;
- to allocate targeted grant funds for fundamental and innovative research in science, to double the amount of grants and to expand the scope of research;
- to introduce information technologies that meet international standards at all levels of education;
- to develop the program «Digital Uzbekistan - 2030» and etc.

Obviously, acquiring modern knowledge, genuine enlightenment and high culture, must become a lifelong necessity. We need digital knowledge and advanced information technology to make progress.

CONCLUSION

The development of the state youth policy in Uzbekistan has reached a new level. Today, the integration of young generation into the social life is becoming increasingly important, making a worthy contribution to the development of the state and society. The state youth policy in Uzbekistan for the period 1991-2020 plays an important role in their education and upbringing.

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TYPES OF SPEAKING ACTIVITIES AND THE IMPORTANCE OF THEIR IMPLEMENTATION WITHIN THE CLASSROOM

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ABSTRACT

This article reveals the variety of speaking activities and classifies them into three main types of communicative tasks. Moreover, it discusses the ways how teachers use the activities provided on the course book. It shows the significance of using speaking tasks in English classrooms suggesting some criteria in choosing and adapting the activities for certain groups of learners. The information given in this article is mostly based on the works of such researches as Richards and Renandya(2002), Legutke and Thomas(2014), and Goh and Burns(2012).

KEYWORDS: *Communication-gap tasks, discussion tasks, monologic tasks, implementing speaking activities, adapting speaking tasks, authenticity, developing aim.*

INTRODUCTION

It has become clear that English language teaching requires a focus on teaching the language rather than teaching about the language, therefore, the communicative approach has been dominating for the last decades (Finney, 1996; cited in Richards and Renandya, 2002). Hence, the nature of language syllabuses made a move from grammar-based to communicative (Richards and Renandya, 2002). Today, most language course books, which is the main source of activities for language teachers, are designed based on the communicative approach (Legutke and Thomas, 2014).

However, the activities in published course books may have limitations, such as, insufficient emphasis on teaching communication strategies, a lack of authenticity, and disregarding students` needs (McCarthy and O`Keefe, 2004). Speaking activities in language classrooms occur randomly or incidentally, unlike in the case of other skills; and very often they do not have any particular developing aim (Goh and Burns, 2012). The speaking activities provided in course books are ‘raw’, - as Scrivener (2011) describes them – and need further development by the teacher. The course book planners create the topics and tasks according to their understanding of how language units are connected (Harmer, 2007), while teachers can always manipulate them, adopting the certain activities according to their students` needs and interests.

MAIN BODY

Types of speaking activities and background researches on the use of these activities in the classroom

We can name a huge variety of speaking activities that can be adapted for classrooms with different levels, topics, and contexts. If we differentiate the speaking activities based on the requirements put on learners' language skills and knowledge, we can divide them into three groups: *communication-gap tasks*, *discussion tasks*, and *monologic tasks* (Goh and Burns, 2012). The first two tasks typically consider pair or small group work, promoting communication; while the latter demands an individual production of a piece of extended discourse. All other kinds of activities that we often can encounter in any language coursebooks or some scholarly works we can relate to one of these three divisions.

The communication-gap task is a type of activity that requires closing the gaps that exist between the learners through interaction, i.e. while listening to the speech of their partner learners derive the information they need. The communication-gap activities require a collaboration, where students are asked to exchange information from the given materials, in order to fulfil a pre-determined task. The materials for getting information can be delivered in a variety of ways, such as short reading texts, audio or video recordings, pictures or diagrams, and printed texts with illustrations.

Here are some activities presented by researchers (Legutke and Thomas, 2014; Goh and Burns, 2012; McDonough and Shaw, 2003) and practitioners (Harmer, 2007; Scrivener, 2011) that we can exemplify for communication-gap task:

- Role-play. Acting from a script
- Communication games: Information-gap games, Puzzles and problems, and Board games
- Questionnaires

Role-play in a language classroom is used in a variety of ways, ranging from the survival language to problem-oriented themes. In role-play learners are provided with role cards which contain the information about a 'role', i.e. a person or a job title, a student is going to have in a play and may include some guidance or set of task to perform, for example, complain that your train has been delayed for two hours (Scrivener, 2011). Role-plays can be oriented to practicing some grammatical points, lexical groups, or other language pieces.

Role-playing activities promote a spontaneous use of language (Little wood, 1981) and increase learners' motivation, heightening their self-esteem (Stern, 1980). Moreover, role-plays personalize the theme and provide learners with the opportunity to experience an involvement in a particular situation, encouraging participants' empathy (Legutke and Thomas, 2014).

Acting from a script activity considers play scripts or dramatization and acting out dialogues. It is similar to role-play, but unlike role-playing activities it asks students to act out scenes from plays or dialogues from the course books, limiting spontaneous language production. As acting from a script achieves the aim through a personal dramatization, it opens up ways of language and context understanding.

Communication games have a number of advantages that might prove the usefulness of adopting them into the language classroom. Firstly, they can easily activate students, and promote interaction. Secondly, playing games in the classroom create a friendly atmosphere helping

participants build good relationships. Thirdly, communication games a nice opportunity to use the language in a real situation, which is the main aim of learning language (Langran and Purcell, 1994). Communication games can be divided into three types – Information-gap games, Puzzles and problems, and Board games.

Information-gap games aim to get students talking with their partner in order to put things in the right order, find similarities and differences between pictures, or draw a picture through describing (Harmer, 2007).

Puzzles and problems typically consist of two steps, which initially let students try to solve the problem or quiz individually, then bring students into a group to consider the problem together: that ultimately lead to an interesting discussion (Scrivener, 2011).

Board games involve students in teamwork where they need to discuss squares they land on (on the board) and talk as quickly as possible. They enable students to participate actively responding to each other, providing feedback and scaffolding each other independently (Smith, 2006).

Questionnaires, either prepared by the teacher or designed by students, encourage the natural use of particular language patterns (Goh and Burns, 2012). Questionnaires typically consider a pair work aiming questionnaire completion through taking turns asking and answering questions. When everyone has filled the spaces for answers the task can be followed by discussions – students tell others about their partner according to obtained answers.

All in all, communication-gap tasks get learners to practice a variety of functional speeches, such as listing, describing, explaining, or summarizing. It constructs an essential base for learners future speech production, gradually developing their communicative skills.

Discussion tasks aim a real communication in the classroom which does not always occur during communication-gap tasks. Unlike communication-gap tasks, where learners have to talk or behave according to the task, learners are allowed to give their own opinion. Learners can simply participate in a discussion as themselves, share their ideas relying on their background knowledge and experience. Teachers could provide a scenario or problem to use it as the basis for learners` discussion. The following activities (by Harmer, 2007; Scrivener, 2011) can be nice examples of discussion tasks:

1. Simulations
2. Group planning tasks
3. Ranking tasks (Discuss and organize)
4. Pyramid discussion

Simulations are very close to role-play activities, but rather than just role cards and situations they include the use of other recorded or printed background information to function properly. It is necessary for creating a complex world of, for example, Business Company, television studio, or government body (Scrivener, 2011). It is very useful for learners because it does not simply ask students to show the situation, but also it intends students to think and act in the role of a particular figure allowing elaboration based on their point of view (Harmer, 2007).

Group planning tasks engage learners in a discussion to prepare a detailed plan for a particular event or situation. A perfect instance for group planning task is ‘planning a holiday’ suggested by Scrivener (2011). It intends the creation of several groups, whose task is to plan a holiday for

the whole group. The groups should be given sufficient time for preparation after they need to present their plan trying to persuade the rest of the class that their holiday is the best choice. This activity is very beneficial for all four skills, as it demands Reading to get information on the given topic, Speaking as learners discuss their project together, Writing to prepare discourse for presenting the project, and Listening when the class listens to the presentation of each group.

Ranking tasks consider a discussion of a list of items to rank, developing such language functions as expressing opinions, persuading, and giving reasons. 'Discuss and organize' activity suggested by Goh and Burn (2012) is one of the samples for ranking task: the teacher gives the list of statements on an issue of students` having a part-time job, then learners in small groups discuss and differentiate the supporting and opposing ideas. A student arrangement might differ in ranking tasks depending on how many repetitions the students need. It is important to start from individual ranking so that the learner could bring definite reasons for discussion. After, it could be followed by pair work or by a group discussion (Newton, 1993 cited in Nation, 1995).

Pyramid discussion, which named so because of the sequence of students` arrangement, starts from individual work and gradually expands until it encompasses the whole class (Jordan, 1990). It is a problem-solving activity involving students on item-selection task from a list within a particular theme or subject. The potential tasks for this type of activity could be '*Select the three most important requirements from the list below that you think will help a developing country to improve its economic development*' (Jordan, 1990; p.48), or '*Put these items in order of importance*' (Scrivener, 2011).

Pyramid discussion is motivating and beneficial even for the weakest and shyest students, as it involves all participants in each step of task fulfilment making them give their opinion.

All above-mentioned activities could be quite challenging compared to communication gap tasks. However, they are helpful in developing high-level thinking and reasoning skills. Moreover, as the tasks consider the scenarios or the prompts from real-life situations they motivate learners to use the communicative language.

Monologic tasks consider an individual production of an extended piece of discourse conducted by one learner individually or within small groups. The samples of monologic tasks are:

1. Storytelling
2. Reporting
3. Prepared talks

In Storytelling learners can be asked briefly summarize and tell to the class the story they have read before or create their own stories. It might be a tale, a riddle, or a joke depending on learners` level. Telling the story fosters learners creative thinking, helping learners develop not only their speaking skills but also imagination. In spite of the fact this task is included in the monologic type of activities, it can involve a number of students or even the whole class depending on the task. Sigurgeirsson (1995, cited in Sigurðardóttir, 2010, p.14) suggests using a storytelling task in a game way putting 'tell a story' activity in his game categories. In this game, students sit in a circle and each of them gets a word card prepared by the teacher except one who takes the role of the storyteller. Then the storyteller begins his story. While retelling he stops and points at a student who should say the word written in his word card. The storyteller has to incorporate this word into the story, which usually has amusing consequences. The purpose of this game is to keep the attention of the class through involving them into this monologic task.

For Reporting activities, the teacher asks students to read an article from newspapers, magazines, or the internet before coming to class. In class, students will report to their classmates what they have read about, and tell whether they find the article worth reading or not. This kind of activity can easily generate the learners' interest as they talk about real events derived from authentic materials (Fatima, 2012). In addition, they enhance learners' outlook and critical thinking as after reporting learners have a chance to evaluate the read information from their point of view.

Prepared talks are one of the widely used activities in language classrooms. Students individually or in small groups prepare a presentation on a chosen topic area and speak in front of the class. This will be more a formal speech rather than spontaneous conversation, where students work according to particular criteria defined by the teacher (Scrivener, 2011). It is essential that presentations incorporate active speaking as well as active listening: the class should be given a task to carry out while they are listening to the prepared talk; for example, it might be feedback task or follow-up questions.

Monologic tasks give learners an opportunity to improve the ability to talk about the topic that is beyond the immediate context. It helps students to learn the use of cohesive devices, improving their grammatical competence and knowledge of appropriate choice of vocabulary.

Previous studies about speaking activities have mainly focused on the use and the effectiveness of speaking activities in English teaching. In this section, we will look at some of them.

According to the results of some longitudinal case study researches of Lu, Hou and Huang (2010) investigated the use of pair work, discussion and video-based role-play based on the student-centred teaching model, they are plausible and effective in improving students' communicative language skills, especially in their speaking abilities. Another researcher, Oradee (2012), also proved the usefulness of such kind of activities, as she studied the effectiveness of communicative tasks, such as discussion, problem-solving, and role-play, for improving learners' speaking abilities. Her research findings show that after using those three types of speaking activities the students' results significantly raised: pre-test – 60.80; post-test – 85.63.

A lot of studies were done on using games for the development of students' speaking, which claim that in game classes students are more confident in using the target language and less dependent on their teachers (Gaudart, 1999; Chanseawrassamee (2012); Lee, 2016). However, as Wang (2010) noticed, according to the results of the questionnaire that was held among Taiwanese teachers, about half of the teachers consider not to use the games as a classroom activity. They say it can be time-consuming and lack of suitable sources also prevents them by using games in language classrooms.

Most researchers conducted on the use of monologic tasks, such as reporting, story-telling, or class presentation have studied the use of these tasks for the development of speaking in combination with some other skill. For example, Sauro and Sundmark (2016) who investigated the use of fan-fiction tasks in fostering students' language learning, used this task for the development of students' writing and speaking skills. They make a note that fan-fiction activities might have more stress on literary language and may not match students' real-life communicative needs, but teachers always can choose materials depending on students' interests. As this study's results show the participants, who were university students, by the completion of their writings presented them for the whole class. Their discourses were very well-structured and literal, and students were able to enhance the vocabulary that they used in both their writings and oral presentations.

Another nice sample of study on monologic task is done by Fatima (2012) about reporting task, which makes stress on reading, writing, and speaking skills. She had an experiment among university students using this type of communicative activity. Her research was aimed to determine the effectiveness of communicative activities in the development of writing. Her research results say that reporting activities are very helpful not only for report writing but also for students' overall performance, as it activates all four language skills.

Richard (2006) notes that monologic tasks might not be useful for communicative skills of learners, as some students who are able to present very good performances during presentations or making speeches, are not always capable to interact with people in real-life situations.

Closing this section it can be concluded that the majority of previous researches about speaking activities were done on using particular speaking activities and on the effectiveness of these activities.

The importance of implementing speaking activities within the classroom

Many English language teachers feel that they need to pay more importance to the development of their students' speaking skills (Goh and Burns, 2012). Goh and Burns (2012) give a list of reasons that they got from teachers on the question 'Why teach speaking?' (p.1). The derived responses provide a range of speaking problems that learners commonly face in different stages of language learning. As this article deals with teaching speaking in higher education, I would like to give some samples from those responses which potentially are taken from teachers of higher-level students. They are:

- Students cannot communicate in a formal situation, they speak a non-standard form of the language;
- All students are good at written language but they are poor at spoken;
- Students have a rich vocabulary, but they are not able to use them during oral activities;
- Students practice a lot on their own (by copying recordings), but they fail in communicating with native speakers.

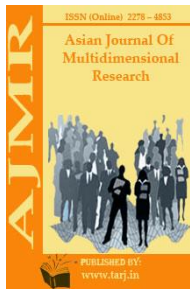
These common problems are the result of a lack of communication outside the classroom. In some countries learners use English in their everyday lives, therefore, they are able to learn to use the language in spoken contexts in a short period. However, some learners in other parts of the world never hear English spoken except by their teacher and learners do not need to use the language outside the classroom. Therefore, most schools emphasize studying grammatical structures rather than communicative skills aiming to help their students (Baker and Westrup, 2003). But every teacher and learner should keep in their mind that one of the main purposes of language learning is communicative competence, which can be reached by adopting more speaking, namely, communicative activities into the classroom (McKay, S.L., 2002).

CONCLUSION

Deriving from the results of works reviewed in this article, it could be concluded that there are variety of speaking activities that can be used for different types of learners, levels, and contexts. It is essential to adopt them into the classroom, creating an opportunity for students to use what they have learned. Moreover, it is crucial to choose the right activities for teaching speaking; as it has an inseparable role in reaching the effectiveness of the teaching process.

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THE PECULIARITY OF THE MASTER MUMIN IN THE UZBEK NATIONAL PAINTING

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ABSTRACT

In this article, it is thought that Master Mumin has been a successful artist in the field of painting, and has also worked on numerous applications to the stories of Hodja Nasreddin. For example, if the images of Afandi's anecdotes show liveliness in the behavior, From his "Navro'z" (Navruz) and "To'y" (Wedding) panels, it is clear that he also made a detailed sketch drawing. No matter on what topic does he create, it is as if he experienced that event and feelings. The main feature of Master Mumin's works is that the composition of the work is expressed in a delicate, lyrical mood.

KEYWORDS: Master Mumin, Color Image, Art, Artist, Graphics, Fatherland.

INTRODUCTION

There are many artists who made a significant contribution to the development of Uzbekistan's 20th century painting. Among them is the name of Alexander Nikolayev Vasilevich¹, a creative artist with a creative background. Alexander Nikolaev was born on August 30, 1897 in the city of Varonej in the family of a military engineer. From very young age, he would try to portray his dreams, hopes, and impressions. When Nikolaev was 11 years old (1908), his father enrolled him in the corps school "Сумской катят", so he studied there for 8 years. It is known that he then continued his studies in the Ulyanovsk Corps in Tver. His father encouraged him to pursue his profession, but he was interested in painting and wanted to go to Moscow to study. It was not only a desire, therefore he was able to enter the K. Malevich School of Fine Arts in Moscow. There he spent most of his time learning the basics of fine arts. Those times were not peaceful, but the time of Cold War. A.Nikolaev also had to take part in this war. In 1919, he volunteered to participate in it for a year.

MAIN BODY

After the war in 1920, Alexander Nikolayev came to Uzbekistan with a group of young artists and architects from Moscow. He spent his first years in Samarkand when he arrived in Uzbekistan. It helped him grow creatively. Ancient Orientalism, vibrant colors, vivid patterns and exquisite miniatures gave him a deeper penetration into fine arts. During his first two years in Samarkand, Nikolaev tried to create his own style diligently. However, his first works included colorful ornaments for performances and mythological images like “Suvoriy yigitlar” (“The horsemen”.1920), “Cholvorli ayollar” (1920), “Ming bir kecha” (“One thousand nights”. 1920). It was as if that the nature of Uzbekistan became more vivid in the eyes of the artist, but at the same times it was a dream that had not been captured in his works yet or, on the contrary, a dream that came true. It is hard to believe that these works were made by a 20th-century artist. He not only learned the Oriental art, but also absorbed it and devoted himself to it. His first creative work was "Otda o'tirgan bola" (“The boy on a horse”. 1922) In 1924, under the pseudonym of Master Mumin, he presented his works at a large exhibition called "Old Samarkand". Many of his friends and art lovers from other countries came to the exhibition. Among the lovers, a girl named Ada attracted Master Mumin's attention whom Alexander later met and married. “In 1920-1928 A. Nikolaev studied and described the ancient East, the history of Uzbekistan with great interest. He did not portray as Oriental-mythical, heavenly as some other artists”². He deeply felt the nature, the people's lifestyle of Uzbekistan and began to paint its natural beauty in bright colors.

Nikolaev spoke to many artists in Samarkand, and followed their creations. He was keenly interested in the nature of Uzbekistan and sought to explain the eternal unity of public life and the environment. He was also interested in the life of Central Asian peoples and followed their national ceremonies and festivals. The artist began to perceive all the beauty of these things - ornamental architecture, colorful trees, green fields under the open sky, hills, and surroundings. Moreover, Alexander Nikolayev had a great interest in folk art and deeply learned the nation's most prominent representatives' creations. He was fond of the aesthetic aspects of Uzbek art. As he embarked on the spirit of folk art and he sought to rid himself of his artistic approaches, ceased to create works of apparent imitation. Understanding the elegance of folk applied art and their internal regularities, the artist then began to create works that resonate with the traditions of Oriental art.

In Shakhrisabz, the carpenter was fascinated by the art of Mirsayid Sabirov and worked on his portrait. This portrait can be said to be a symbol of respect and repute for talented artists. In the artist's work, the forms seem to represent the perfect image of nature. “Looking at the delicacy of the ornaments, you will inadvertently come to mind Botticelli's paintings, miniatures of Iran and Central Asia. All such assumptions are valid. Indeed, all his passions are absorbed in classical art and interspersed with his personal impressions, and he found his own masterful believer's interpretation. Nikolayev considers luxury, precision and music as hallmarks of art, and his understanding of the world. The more complicated Nikolayev's appeal to the East and the West is, the more difficult and unpredictable the relationship between condition and reality in his work is”³.

Throughout his career, Master Mumin mastered the art of Orientalism and gained experience in lyrical interpretation of art content, expression of artistic elegance in combination with form and color. “Not only was the actuality of the topic, but it was also important for Nikolaev in terms of

its resolution. He had a selective use of various tools”⁴. Nikolayev's paintings “Chol nabirasi bilan 1945-yilda” (“The old man with his grandson in 1945”) and “Otarlar yurti” (“Fatherland”) represent the end of World War II according to their ideological solution. Not only does the latter painting illustrate the joy of a soldier who survived the war, but it also honors the soldiers who did not return from battle. Besides that, the serious facial complexion of the old man and the dove on the child’s hands are referred as symbols of peace and protection for people who looked forward to peace in the painting “Chol nabirasi bilan”. The village, the house, two poplars, black cloud covering the sky, sunset on the background was skillfully painted.

A. Nikolaev was a fruitful artist in the field of painting. He also worked on many applications for Hodja Nasreddin's stories. For example, if the images of Afandi's anecdotes show liveliness in the behavior, From his "Navro'z" (Navruz) and "To'y" (Wedding) panels, it is clear that he also made a detailed sketch drawing. No matter on what topic does he create, it is as if he experienced that event and feelings. The main feature of Master Mumin's works is that the composition of the work is expressed in a delicate, lyrical mood.

Nikolayev's color choice is also noticeable. For example, in the “Bahor” (“spring”) image, she used bright colors in both white fabric and children's clothing, and the poplars were depicted with delicate color. The tree trunk is represented in a compositional combination with the images of different plants (ivy and grass) and children in the work. The artist's work, “Bedana ushlagan bola” (“The boy holding a quail”), shows an active role in solving the color problem. The image of a blue sky, a child with browned facial complexion with a quail embodies the social atmosphere of that time. Although Nikolaev worked for a while in the watercolor, he created some of his most productive works. In such works as “The old school”, “In the museum”, “The ridge”, “Hodja Nasreddin is in bazaar”, it is clear that he possessed watercolor techniques.

CONCLUSION

In short, Master Mumin's work is versatile and rich in national character. His wallpaper, watercolor, book graphic, and theatrical painting are all noticeable in his style. His creativity is reflected in his love for the Orient, his homeland. During his 30 years in Uzbekistan, the artist has made a significant contribution to the development of Uzbek fine art. Till the end of his life he lived in Uzbekistan and never stopped creating.

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DEVELOPING EFFICIENCY INNOVATIVE SERVICES OF INCREASING CARRIER AND ITS ROLE OF IN TOURISM AND ECONOMY

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ABSTRACT

The hospitality business is a persistent form of employment in this sphere, and a great opportunity for the young generation to start their professional carrier. While many working places are entry-level, the others need much skill and bid great reputation, prestige and excellent value. In the paper, hotels utilize managers, front-desk personals, housekeeping personals, restaurant personals, and sometimes bell-boys, animators, and a concierge, rely upon the type of hotel is considered. Most of these points need excellent and quality customer service skills, attention to all detail, team work. Also it is important for all owners and managers of hotels to take point of Human Resource management in their hotels. Because for improving quality of service, to train the staff of hotels is the main point for all hotels and also customer demand needs more re-innovative different kind of service. For this reason, many owners, hostellers and mangers pay attention to improve in their hotels mainly all staff quality, for the reason of develop for their future progress.

KEYWORDS: *Personnel training, staff, hotel manager, interpersonal skills, problem solving, excellent organization, front desk, teamwork, enthusiasm.*

INTRODUCTION

Nowadays many touristic organizations are opposing with the problem of holding employees. Travelers have the opportunity to travel through living history, not just among residue kept in the confines of a museum, but also experience the silence of the distant past among the sites of ancient settlements, temples and tombs - a great place to escape from busy civilization. (Davronov I.O., 2015) It is over-priced to replace employees who leave for greener commons or are tempted away other organizations. New employees have to be recruited, selected, oriented and trained. In fact, it is estimated that it costs an organization approximately 1½ times the salary of the left position to replace an employee.

MAIN PART

Personnel Employee turnover can have an unsettling effect on an organization, and it may also severely impact the overall efficiency of the organization. This becomes even more critical in organizations which are service-oriented, i.e. law enforcement, firefighters, etc., and require highly developed skills and competencies.

Generally, it has been assumed that every employee wants, or should want, the same thing in a career, usually a outright path up the organizational ladder. After all, career development is not about "getting ahead", but rather about getting to be the best an individual can be and finding a place in an organization where they can express excellence and contribute to the goals of the organization.

Infrequently is enough attention given to alternative paths that mediate more personal aspirations, especially when those desires do not fit the familiar pattern of traditional organizational life. Today's employees are demanding more from their work in terms of implementation and personal satisfaction. They use words such as "empowerment" and "self-development in expressing demands. This tells us much about the changing face of the workplace as we prepare to enter the 21st century.

In this day's competitive environment, it is imperative that all organizations create a work environment which fosters growth and development. It is apparent this can be accomplished by implementing a Career Development Program in the workplace. This will improve organizational loyalty among employees, result in higher levels of job satisfaction, lower.

All employees are motivated, but organizations must understand every employee is motivated by a different set of needs. It is an employee's ability to satisfy these needs which accelerate human activity. An organization's ability to understand and address these needs will result in higher levels of job satisfaction and enhanced performance by its employees. Innovations in the hospitality and tourism industry are among the locus of innovative service modes that are different from product innovations. As a result of constant innovation, service companies improved the quality of their service and offered more individual experience. (Davronov I.O., Farmonov E.A. 2019)

ANALYSIS

Rapid changes in technology have transformed every aspect of the workplace. Advances in technology (computers, communication, etc.) have resulted in the need for skilled professionals, and this has caused problems for many organizations. As a result, these organizations were forced to hire skilled technicians or fill these positions with untrained personnel. Employees would be able to make practical career decisions based upon the organization's current and future needs. Organizations will benefit by being able to use existing personnel to fill "new" positions.

One of the most logical and important aspects of the career development process involves career counseling. It is a key component or the foundation of the employee development process and can produce big dividends for both the employees and organization. It allows employees the opportunity to recognize, define, and redline their goals during the course of their careers.

Contrarily, it will afford management the opportunity to further assess employee needs to achieve a balance with those of the organization Career counseling has evolved because many organizations now realize the most employees cannot begin to manage their own growth and

development without first having information on how their own needs match those of the organization. Employees who derive satisfaction from knowing the expectations can be met inside the organization will most likely become a highly productive employee.

Furthermore, career counseling should not be confused with the purpose and intent of the performance appraisal system. The objective of career counseling is to assist employees in exploiting their strengths and potential and avoiding mismatches between individual aspirations, capabilities and organizational opportunities. It reduces the waste of preparing an employee for a position for which they are not suited, but might otherwise accept, in order to conform to the wishes of the organization. However, since career counseling will likely involve issues related to performance, it can appropriately be made part of an employee's performance appraisal.

While it seems clear that career counseling will improve an organization's effectiveness and assist employees in achieving their individual needs, it is less clear who should do the counseling in the vast majority of organizations, career counseling responsibilities are normally assigned to personnel within the organization, either by a specialized counseling staff or the employee's immediate supervisor. They are often knowledgeable about the employee abilities, experience and skills. Additionally, they have a good understanding of the work environment and the developmental activities within the organization. They are able to effectively monitor employee progress and facilitate, as well as advise on career directions.

Additionally, a comprehensive effort to interest and train supervisors in career counseling can be extremely costly to an organization. Trained professionals may be better prepared to evaluate an employee's strengths and weaknesses than the employee's supervisor.

Overall, the career counseling process can be difficult, especially if the employee expresses unrealistic career aspirations. The person performing the career counseling session(s) must be prepared to give a frank assessment of the employee's career opportunities. However, it is extremely important that both the person conducting the session and the employee come to a mutual understanding as to the realistic expectations the employee should hold regarding career opportunities within the organization.

For career counseling to be effective, one must possess good counseling skills (sensitivity, flexibility, and communication) and have information about the employee being counseled; i.e., aptitudes, motives, experience, work characteristics and capabilities. This information can be obtained from an employee's self-assessment of their own needs, values, and personal goals. Additional information can be derived from employee performance appraisals and other parties who are in a good position to make valid judgments about the employee.

A training program should be developed and implemented which encompasses all phases of training. This will allow employees to have a clear understanding of the organization's formal training requirements, as well as, demonstrate the department's commitment to employee development.

Organizations must overcome the negative implications and strive to develop their employees. They must create an atmosphere that is challenging to employees and contain support mechanisms that allow for personal growth and job satisfaction.

The conception of modern hotel business incorporates all tourism elements that give accommodation to visitors and different services for traveler utilization, and are composed in an

assortment of types of organizations that work together to address the issues and wishes of the purchaser (client) and accomplish the set financial goals and the most ideal business results.

Training and improvement has additionally accepted more noteworthy significance. The personal supervisor expects to guarantee that everyone, regardless of how short a period they spend in the hotel, will leave having discovered some new information. The accentuation on the job of division heads as mentors and coaches has expanded, as wants to include as mentors a scope of both non-administrative and also administrative staff. On the new off-the-work client care course, for instance, non-administration staff noted for especially high work measures have been given the duty of giving preparing to other staff. Other preparing activities a work in progress incorporate an asset focus furnished with CDROM, remote dialect instructional classes and occupation swaps between lodgings inside the gathering. The hotels additionally support staff on a specially appointed premise to go to courses outside the hotels.

Current hotel industry, the expansiveness of the scope of hotel business, is adapted by the class of the hotel service, the sizing of hotel area and business approach in the market. Present day hotel administrations can be grouped into next stages and most hoteliers must improve services in next utilities:

accommodation services – there included hotel rooms and apartments, food and beverage services including restaurants dining rooms, breakfast rooms, coffee shops and special rooms for the guests that they can cook themselves

Recreation and sport services- for visitors should have to be access to various entertainment and sport events, for example health center, walking and jogging lines, depending on the type of the hotels bowling, tennis courts and golf classes.

cultural - entertainment services - most hotel organizations should develop and show their cultural with the national concerts, little festival, classical music and instruments, art exhibitions (using local works), organize mini library, conference halls for meetings (for groups and corporative companies) and also mainly local-cultural mini games in the hotels when it is bad weather.

Trading services – to offer to the guest opportunity to obtain local souvenirs, brochures, newspapers, different individual necessities and local fashionable boutiques,

Extra important services – to offer photographers, nail salons and beauticians hairdressing, photographers, health services – to the guests offering the possibility of treatment, rehabilitation and other.

Management of work processes in the hotel. Hotel services are consisting of a number of procedures to be managed and to be always kept up and enhanced order to eliminate omissions and defects in order to accomplish greater consumer fulfillment for this reason, in many hotels it is important to improve Human Resource management. The lack of the hotel services we can meet in not improving of management structure in HR.

Satisfaction of hotel employees. In hotel industry the attention and point of quality is conveyed to service contributors and the quality tendency and of services relies on the intelligence, ability, experience, knowledge, presence behavior and other characteristics of co-workers. Taught, professionally prepared, exceptionally energetic and steadfast workers make and keep up the quality that influences the satisfaction and pleasure of the visitors in order to achieve high quality

services, it is necessary to have satisfied employees, because only they can establish good relationships with guests and provide higher levels of service. ' Work satisfaction stems from the perception that employees have about their job and what they get in relation to work performed and the work environment. Keeping in mind that to accomplish superb services, it is important to have fulfilled representatives, accordingly in the fact that no one else but they can set up great associations with visitors and afford larger amounts of quality service.

Proficient hotel staff training. The requirements for continuous development and extra specific instruction of workers are supported by the difference in thought processes and habits of visitors, the progressions that are coming due mechanical improvements and changes in the environment (rivalry).

Developing teamwork at the hotel. Team, is a little gathering of individuals who have become a model of togetherness in order to accomplish them.' Developing solidarity and collaboration can positively affect enhancing the best quality of hotel administrations services and positive "atmosphere" in the hotel industry. With the plan, presentation and control of an "exceptional program" of value change of hotel administrations, „top" hotel management can positively affect enlarging satisfaction of clients and HR, expanding intensity and market effectiveness of the hotel, the rationalization of working expenses and improve the reputation and estimation of the hotels on the tourist market.

Afford personalized customer service Consistency does not imply that each visitor ought to get a similar service. Genuine services brilliance requires personalization and making every client feel just as there is nobody else, right then and there, more essential than him or her. Front desk personals that remember the customer or call them by name, that are anxious to help, that to recall your inclinations, and that can give important data are an enormous resource that have a major effect.

Make a positive begin for new workers. It is important for hotel managers to create good atmosphere give motivation to the new employers. Firstly, it is necessary to learn their worldwide as their knowledge and interest to hotel business, to give information the condition of working place, hotel structure, to introduce hotel personals and so on.

Teach your staff to convey exceptional service Your staff is clearly in a key position to convey uncommon service since they cooperate with visitors consistently. Instructing them to give appropriate service is important. Make personalization a key piece of how your staff cooperates with visitors. What's more, to guarantee that clients get the service they require when they require it, give your staff the opportunity and obligation to enable them to immediately.

For instance, you can give workers the opportunity to settle on choices that cost you under \$100 without running them with you first. At last, this makes an extraordinary hotel client benefit

F&B culinary training the way to satisfy customer is by means of the taste buds. In the hotel, after service, the quality and taste of sustenance is the second most essential factor deciding generally speaking visitor satisfaction. Bolster your kitchen group in serving to visitor's exceptional culinary delectation. Under the guidance of an accomplished universal gourmet specialist, the kitchen staff will grow new thoughts and more compelling work processes. Substance of the training and examining and upgrading day by day kitchen work processes, theory of sustenance, menu arranging, global recipes, inspiration on buffet design and alluring introduction of the dishes and nourishment cleanliness and Requirements on the staff (set of

accepted rules, decorum, appearance) and safety at work (mischance counteractive action, medical aid)

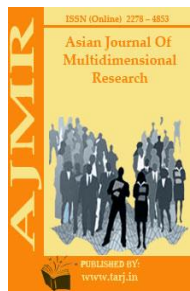
F&B service training individual service and high service standards are growing in importance to ensure satisfied guests and help you stand out from the crowd. Hotels coach staff in their daily tasks and duties and provide them with an effective tool so that they can attend their guests with style, fulfil wishes in a service oriented manner and handle complaints professionally. Content of the training, the perfect service employee, service principles, workplace culture, table decoration and layout, guest attention in the restaurant, complaints management

CONCLUSION

In brief the Career Specialty Training component allows employees the opportunity to enhance knowledge, skills, and abilities through the attendance of specialized training courses. These courses are normally conducted through formal instruction, approved by the Criminal Justice Standards and Training Commission, and offered at local institutions of higher education or other designated facilities. Employees desiring to attend these courses must submit an External Training Request that has the endorsement of both his/her supervisor/manager and bureau commander. The employee's request and justification must be submitted to the chief of police for final approval.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research****(A Double Blind Refereed & Reviewed International Journal)****INNOVATIVE METHODS IN TEACHING ENGLISH****Sobirova Zarxala Boltakulovna*; Tolibova Shaxzoda Baxtiyorovna****

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ABSTRACT

“There is nothing permanent except change,” says Heraclites, the pre Aristotelian Greek philosopher. Change is the law of nature. With a number of educational options available before the present generation learners, the newer methods and techniques seem to have emerged in the field of education that have entirely changed the face of traditional system of education. This article presents some innovative techniques, which are very handfull to hold English classes effectively and fruitfully.

KEY WORDS: *Modern Methodology, Teaching Methods, Creative Acts.*

INTRODUCTION

Modern methodology is rich in teaching methods and principles. Each of them has its own advantages and disadvantages, merits and defects, but none is perfect. So, it is very important to find out the exact method of teaching in a particular case. We share the view of Chen Jiamy, who considers that the best method is one where a specific effect is obtained in a specific context. Choices of methods, then, should vary with different purposes, ages groups, and stages of mental development. Today the transformations, which are actively occurring in our country, have lead to people’s demand for learning foreign languages. Most of them are looking forward to acquiring such a level in knowing language when he / she has certain basic skills of a foreign language and will possess all the qualities necessary for self-perfection of knowledge in it. Some of them need foreign languages to be able to communicate in everyday life, the other – to be effective in profession and adjoining spheres of activities. So, the results of their learning a foreign language are to be factually learned knowledge and competencies, personal development, self-dependence and creative search, an ability to continue learning the language on a higher level. To realize this task it is necessary to organize educational process in such a way so that it assists in effective realization of people’s aims in learning foreign languages. The skills are suggested to develop person’s readiness to perform fluent communication in English and creative acts while solving different tasks:

– On the level of reading, writing, listening, speaking;

– on the level of confident use of the received knowledge in practical activity or work.

MAIN BODY

The formation of knowledge, abilities and skills of students in learning foreign languages are to be considered the main indicator of competencies development (general and specific ones). Speaking about teaching adults we must say that it can be a very rewarding and enriching experience. In terms of the teaching of English to adults, the right methods to adopt should be multipurpose oriented, mainly concerned with the characteristics of adults. In other words, with a fully developed mental power, the adults own modes of thinking, memory capacity, imitation ability, strengths and weaknesses, etc., and above all, how to make the best of them are the starting points for decisions about teaching methodology. Today we consider it necessary to use innovative methods and technologies in teaching English to adults. Innovative methods and technologies represent an innovative trend in education, based on domestic and global trends, best practices and traditions. In accordance with the definitions of most dictionaries «innovation» is an introduced innovation, providing qualitative growth of processes or products' efficiency required by the market. Innovation is the final result of human intellectual activity, his imagination, creative processes, discoveries, inventions and rationalization. Today, the concept of «innovation» is interpreted broadly. In the world economic literature repeatedly emphasizes the connection between the ideas of potential scientific and technological advances and their reality in new products and technologies. Innovation is defined as the process in which an invention or idea acquires the economic content. Joseph Schumpeter treats innovation as a new scientific and organized by a combination of production factors, motivated entrepreneurial spirit. With regard to education innovation is considered to be the result of introduced innovation, which is revealed in the form of new content, methods, forms of organization of educational process or advanced technical training tools used in practice, or a new approach to social services in the field of education. Innovative methods and technologies of teaching today are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of assimilation of educational material, as well as contribute to the implementation of the principle of continuity of knowledge transfer, formation of competencies, personal qualities and meta-professional ones. As for teaching adults it should be effective first of all. Part of being a successful adult educator involves understanding how adults learn best. Adults have special needs and requirements as learners.

That's why the methodologists point out some of the common learning characteristics of adult language and literacy learners :

- 1) Learners are goal-driven.
- 2) Language and literacy are social processes that involve interaction with others.
- 3) Language and literacy development require risk taking.
- 4) Language and literacy develop when the target language is slightly above the current level of proficiency of the user.
- 5) Language and literacy development require focus, engagement and practice.
- 6) Language and literacy are multi-dimensional and require different kinds of interactions with different kinds of genres.

7) Language and literacy develop through interactions with tasks that require cognitive involvement.

8) Language and literacy develop more deeply if skills are connected to an overall topic, theme or context.

CONCLUSION

So, there are so many different innovative methods of teaching adults which together with the traditional ones help us to instruct adults while learning foreign languages and organize the work in class. To conclude, the major concern is aiming at how to achieve the best result or a relatively better one in a given context. Adoptions of teaching methods involve such factors as purposes, age groups and stages of mental development. In our opinion the method of direct instruction and the method of electronic self-directed education are comparatively found suitable for adult beginners while method of pedagogic studio work and the method of interdisciplinary projecting are advisable suggest for those at intermediate and advanced level. Guided composition should be practiced, combining two or three, even four skills together.

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TEACHING SPEAKING SKILLS IN THE YOUNG LEARNERS' CLASSROOM

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ABSTRACT

Before children or young newcomers learn to speak the foreign language as the first of their output, young children listen to words, phrase or sentences as their first input. This is the first home of foreign words they come in and play in after their first language.

KEYWORDS: *Speak The Foreign, Pronouncing New Words, Opportunities, Communicative, Europe.*

INTRODUCTION

Speaking i.e. pronouncing new words is the first skill of all young learners' activities teachers should recognize. Opportunities for young learners to experiment with the language and to use it productively outside of fixed dialogues are often rare. However, developing fluency and basic speaking competencies requires more than just producing memorized chunks of language. In order to progress in their acquisition of the target language and to become truly communicatively competent, learners also need to be able to use language spontaneously and creatively. This article proposes an approach to creative speaking activities. It discusses communicative tasks and improvisation activities in relation to their potential to initiate language use that transcends formulae and reproduction. Finally, it develops a model of creative speaking that illustrates how young learners can be supported in gradually developing the skills for a more independent language use.

MAIN BODY

Throughout Europe, the main goal of foreign language learning in primary schools is the development of communicative competence, with an emphasis on the oral skills of listening and speaking. In the classroom, young learners should be supported in developing a repertoire of vocabulary and fixed expressions to be used in role play and topic-based situations and that serve as a basis for further learning and language use. Especially at the beginning, speaking in this context is usually reproductive and imitative, giving young learners the possibility to practise

language patterns and to master basic communicative situations such as, for example, presenting themselves with the help of simple rote-learned phrases. This goal is also reflected in English textbooks for these young learners, in which the majority of speaking activities aim at the production of guided accurate output. Such an activity may take the form of a dialogue, for instance, for which the learners are provided with questions and answers that they can modify by inserting different lexical material into open slots in the given sentence structures. These types of activities can be very motivating, because they allow young learners to actively participate in the lesson and to interact successfully in the target language at an early point in the learning process.

Although it is generally accepted that interaction in the target language can facilitate the acquisition process, and there is increasing evidence that this is also the case for children's language learning (Mackey, Kaganas and Oliver 2007, 288), opportunities for young learners to creatively experiment with the language and to go beyond the fixed dialogues are rare in the early foreign language classroom. This is also confirmed by Mitchell and Lee (2003), who compared learning cultures in British and Korean early foreign language classrooms. They came to the conclusion that learner interaction in both contexts was restricted to the use of prefabricated expressions, and that creativity "involved either selection of prefabricated exponents from material already practised, or oral 'gap-filling' (inserting one's own lexical choice into a prefabricated grammar pattern)" (Mitchell and Lee 2003, 55).

As a consequence, the young learners' chances to set up and test hypotheses and to gain first insights into the target language system are often limited. Research on the development of young learners' spoken skills in the primary school context shows that the learners' target language production is often limited to the use of formulaic sequences. In an extensive study of German primary school learners of English, Engel and Groot-Wilken (2007) found that after 2 years of instruction, the children could use prefabricated expressions in conversational interaction, but that they often had difficulties in constructing their own sentences (cf. also Engel 2009). In a combined cross-sectional and longitudinal study that examined the oral performance of young German learners of English at primary school, Lenzing (2013) comes to similar conclusions. Here, the children's speech production was also characterised by the use of single words and formulaic sequences (cf. also Roos 2007). However, in her study, Lenzing was also able to show that a slow but gradual development towards less formulaic speech and more productive utterances took place after two years of instruction (Lenzing 2013, 362; cf. also Lenzing 2015). Referring to similar findings in their review of research on early foreign language learning in Europe, Edelenbos, Johnstone and Kubanek (2006) highlight "the value of helping children progress beyond prefabricated utterances" (Edelenbos, Johnstone and Kubanek 2006, 9).

As the development of fluency and basic speaking competencies requires more than just producing memorized chunks of language, learners need opportunities to use language spontaneously under what Thornbury (2005a, 13) calls 'real operating conditions', in order to progress in their acquisition of the target language and to become truly communicatively competent. In this context, Engel and Groot-Wilken (2007, 27) also point out that using the target language creatively may be an important motivational factor for the children: "In order to keep the joy, enthusiasm and ambition of young learners alive, it is important to provide them with more opportunities to discover and experiment with the language (...) (and) to give more attention to the creative and productive learning processes." A key question is therefore how it is possible to integrate such opportunities into lessons for young learners. Here, the use of more open communicative activities seems to be a promising approach. Appropriate activities could

include communicative tasks and improvisation activities, as they have the potential to initiate language use that transcends formulae and reproduction.

ANALYSES

In this paper, we aim to contribute to the understanding of communicative competence in the young learners' classroom by introducing a research-based model of creative speaking. In the first part, communicative tasks and improvisation activities are discussed as possible means to create opportunities for creative speaking in language lessons with young learners. At first, results from research into task-based work with young learners, as well as examples of their task-based language production, are examined. Then, improvisation activities are considered as a more open and flexible alternative to communicative tasks, which also provides various possibilities for children to work independently with the language material that is already available to them. In the second part of the paper, the model for a creative speaking approach is presented. It is based on the idea that it is important to gradually help young learners develop the necessary skills for more independent language use in the classroom. The model illustrates how activities such as tasks and improvisation activities can be approached stepwise in a way that allows children to rely and build on previously learned expressions and vocabulary and to use language beyond previously taught structures.

A task-based approach has great potential when the goal is to engage learners in conversational interaction that allows them to creatively construct their own utterances. One definition of a 'communicative task' that summarises the main characteristics commonly attributed to tasks is the one offered by Ellis (2009, 223). He basically describes a communicative task as a meaning-focused activity, which involves a need to convey information and enables learners to use the linguistic means available to them in order to work towards a clearly defined outcome (Ellis 2003, 2009, 223). Thus, communicative tasks promote negotiation of meaning and communicative interaction in situations in which the focus is on task completion. Learners can benefit from the interaction that results from task-based work, because they are exposed to meaningful input and receive feedback on the language they produce as well as opportunities for producing modified output (Long 1996; Mackey 1999; Swain 1993).

Activities at Level III promote creative and productive language use and challenge learners to use the individual linguistic repertoire available to them in a meaningful context. This means that they are free to rely on rote-learned expressions, to creatively combine them or to use language totally creatively in order to find their own ways of expressing meaning. Possible activities include non-scripted information-gap activities such as picture differences tasks (cf. Fig. 3), opinion-gap tasks, non-scripted storytelling, role play and improvisation tasks (cf. Fig. 3). All activities at that level require that the learners "[...] marshal their newly acquired skills and deploy them unassisted" (Thornbury 2005b, 13). They also need to spontaneously interact with peers, retrieve appropriate language structures, cope with unpredictability, anticipate and plan ahead. Therefore, the learners are challenged to perform independently and can experience a very high degree of autonomy. Partly scripted activities from Level II can easily be modified by removing the support to make them suitable for Level III. The speech bubbles from the picture differences task described above (cf. Fig. 6) could, for example, be removed, which would allow the learners to operate independently.

The reduced support and freedom of language use at Level III inevitably leads to errors. In this context, however, it is important "to see errors as evidence of learners' progress, in the sense that

they show that learners are making creative attempts to use language beyond what they have been taught” (Nicholas, Lightbown and Spada 2001, 720). The tolerance for errors should therefore be high (Puchta 2007, 2). Thornbury (2015b, 111) emphasises that the learners need to be able to “experience autonomy” and experiment with language, but also need to be provided with effective and clear as well as discreet and sensitive feedback “for the improvement of the subsequent performance.” Feedback should therefore always be given after carrying out activities at the third level. Instead of an overt correction, which can be very demotivating and inhibiting, feedback that focuses on improvement may be very helpful. A feasible approach may be to record the learners while carrying out the task. In a feedback conference, learners and teacher watch the recording. The learners identify problems in the performance and areas they wish to improve. The teacher then makes suggestions for further improvement.

The primary EFL classroom offers various opportunities for young learners to work with the target language creatively and productively. In order to exploit children's natural potential for the development of communicative competence, creating opportunities for an exploratory and independent language use should also be taken into account in textbook and curriculum development. The approach to creative speaking activities presented here illustrates how the way towards more autonomy in language use can be prepared and encouraged and how children can be systematically guided from stages of reproductive language use towards creative and productive speaking.

CONCLUSION

The research available shows that tasks and improvisation activities are not too difficult to master for young learners, as it is often assumed, but have great potential to promote their communicative competence from the beginning on.

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THE GENRE OF MUKHAMMAS IN SIROJIDDIN SAYYID'S WORKS: TRADITION AND RENEWEL

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ABSTRACT

The article analyzes works of the modern Uzbek poetry representative – Sirojiddin Sayyid, written in genre of mukhammas, based on the classical literary traditions.

KEYWORDS: *Mukhammas, Tradition, Thematic Composition, Frame Elements, Mystical Ideas, Arud Meters, Takhmis.*

INTRODUCTION

Thematic content of Sirojiddin Sayyid's poetry is extensive. It contains of poems about love on romantic-intimate themes, poems based on mystical and philosophical ideas of Sufism, laudatory dedications, as well as poems on historical, social and philosophical topics. While in mukhammas he mainly develops the romantic, intimate, social and philosophical themes.

Sirojiddin Sayyid has also worked one of the classic lyrical genres – mukhammas. As we know, the meaning of mukhammas is "Five lines" in Arabic language. Mukhammas - a lyrical genre based on five lines is written independently or created resemble a poet's ghazal.

MAIN BODY

There are two types method of creation of mukhammas:

1. An independent mukhammas – The first known example of this type mukhammas is founded in Hofiz Khorazmiy's work.
2. Takhmismukhammas – by adding three lines to the couplet of the gazal. Takhmismukhammas separated into two types;
 - a) to his own gazal;
 - b) takhmis to others gazal.[1. P. 126]

Sirojiddin Sayyid's works include 20 poems form mukhammas in our classical literature. Sirojiddin Sayyid wrote takhmis mukhammas to teachers' gazals and classical artists, who inspired by his work. For example, Atoi ("Unutti"), to Alisher Navai's gazal ("Harkuningo'lsunnavro'z", "Dog'ini Majnun qonatmish", "Junun vodiy sig'amoyil", "To yigiter dim..."), to Zakhiriddin Muhammad Babur's ("Bahor ayyomi dur", "Yoz fasli, yor vasli..."),

“Jamoling vasfina ey oy...”), to Hofiz Sheroziy’s gazal (“Ayladi Hofiz nasihat”), to Furqat’s gazal (“Ko’zlari begona ermas...” “Loladek yuz birla”).

"Yuz oh, Zahiriddin Muhammad Babur..." is considered oral epos and written by Sirojiddin Sayyid. Poet called it "parting and boredom" by himself. Literary critic Vahob Rahmonov who researches life and works of Babur marks this oral epos such as collection and said that "Sirojiddin Sayyid notices hot sources of poetry from "Baburnama"-memory work. Two brims of this creation attracts us when we read poems which is called on the air of "Baburnama. As you see, VahobRahmonov realizes that poem collections written on the air of "Baburnama".

In explanation which is written in introduction poet tells us "This creation is considered oral epos and poet admitted that this epos at the centre of way, different style and structure, opening Babur's inner feelings, thoughts, agitations.

Sirojiddin Sayyid in introduction of epos tells that "I tried to express my feelings, intentions, through Babur's sentences, poem, quatrain, gazal and mukhammas (which is used in literature). In this epos memories, thoughts, agitations, couplets with distich, quatrain from the most critical points of Babur's creations and basis from "Baburnama" being in building is founded".

As we know that in lyric epos "Main attention is indicated to inner life, not external life and main things which are related to lyric poem is leading, likewise at the centre of poet's attention not only portrayal of events, but also imagination which was taken from it, feelings through impressions, waving of the heart is considered main point". In "Yuz oh, Zahiriddin Muhammad Babur..." epos which mentioned above is present. In this epos cause of happening, sense is depicted than portrayal of feelings.

This epos is created according to "Baburnama" and events which was happened in it through emotions of Babur. This epos was built connected to poem independent genres such as poem, quatrain, gazal, mukhammas which are used in literature. Emotions and ideal searchings were under the influence of Babur's creations and "Baburnama" appeared through 100 independent lyric creations. Epos consists of historical events, portrayal of historical heroes such as "Xazon yafrogi yanglig", "Baburnama", "Fortress", "At Alishebek's home", "Timur's code", "SHayboniyxon and Huseyn Udiy", "Umarshayx Mirzo", "Agar mening rizomni tilarsen".

Part of epos which is called "Ancestor and generation" is considered introduction for epos. In this part poet depicted Yofas, Ulugbek, Navoiy such as example for life and they are always alive in readers' heart. In the last couple of poem pointed that mean of Babur's name is tiger, lion.

Takhmis mukhammas is not just a form. But the poet's skill tests. Takhmis is a logical continuation of gazal. Mukhammas is a kind of musammat which consists of 5 couplet lines. "Takhmis is mukhammas which is connected to another poet's poems. It is made with adding 3 couplets to every poems by poet. Poet is called "takhmishi". Sirojiddin Sayyid created takhmis to Babur's poem "It is spring now" according to adding measure, rhyme, radif and suitable for other sides. Poet chose this gazal for takhmis mukhammas:

Bulu termas, ko'k uzratarqagan ko'ngil gumonidur,
Gumon qil makbu damda begumon dilning ziyonidur,
Ko'kargan xorilaxaslar tiriklikningni shonidur,
Bahor ayyomidur dag'I yigitlikning avonidur,

Ketur soqiy, sharobinobkim, ishrat zamonidur.

As we know in this poem beloved and land are singed equally. When Sirojiddin Sayyid read this poem he felt his life passed fast because of land boredom at the result of above. Emotions and summaries of poet are given in the last 2 couplets which is rhymed. Indeed, where word "land" is told Babur's named said together with "land".

In mukhammas, it is possible to give a feeling of the event. Mukhammas named by "Ayladi Hofiz nasihat" was written story with the events Tajikistan. From the first paragraph, the reader senses a brutal war. Sirojiddin Sayyid added three couplet to written by Hofiz Sheroziy's gazal:

Hareshik, haruy da birohu fig'on ko'rmoqdaman,

Manzil u bo'stonli elni lomakon ko'rmoqdaman.

Komil inson tiynatini notavon ko'rmoqdaman,

Ne fasod, oygirdida g'oyat ayon ko'rmoq daman?

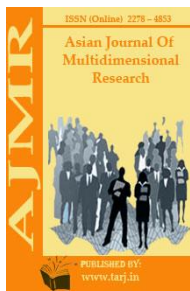
Fitna yushar din jahon sahni Nikon ko'rmoq daman

CONCLUSION

While working in the genre of mukhammas, Sirojiddin Sayyid continued traditions of the mukhammas writing and at the same time he created a new approach to the traditional poetic images of our classic literature, enriching them with a new meaning. As a result, the archaic forms and topics found their ways to the hearts of the modern generation to serve for enhancement of today's morale and human relations.

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THE EFFECT OF DIGITIZATION ON THE EDUCATION SYSTEM

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ABSTRACT

The article describes the impact of the digital economy on the education system. At the same time, we are talking about the educational institutions of foreign countries and the digital programs used in them. There is a discussion about the impact of today's digitalization on student development. With the emphasis on the education system implemented by our government, there has been an overview of the work on the "1 million Programmer" project and the introduction of new directions for HEIs.

KEYWORDS: *Digital Economics, Modern Pedagogical Technologies, Interactive Methods, Digital Portfolios and Resumes, e-Learning, Digital Skills, The 1 Million Programmer Project, Biochemicals.*

INTRODUCTION

Undoubtedly, education has proven to be important for the future of everyone. This is because a person with a learning disability may be better able to create his or her future. If we compare education with the well-being of young people to the growing generation, the country of the next generation, we think that this is not an exaggeration. The difference between a trainee and an uneducated person is obvious. Quality education has always been and remains a topical issue at any time and place. Therefore, in addition to better education and up-to-date knowledge in the field of education, modern pedagogical technologies and training in order to improve the effectiveness of education in the country, the focus of education and the independent learning of young people. Teachers who know the interactive methods that they can use to organize teaching and learning activities. However, the effectiveness of education depends not only on qualified

teachers and those who want to learn, but also on the use of equipment in the so-called digital economy.

MAIN PART

This raises questions about what the digital economy is and how it can play a role in education. This is because until recently, the words "innovation" or "innovation economy" were out of our mouth. Now they are replaced by the words "digital" or "digital economy". However, this word was first discovered by the American scientist N. Negroponte in the late 20th century and included in science. He linked the digital word with information and communication technologies and underlined that there will be unprecedented changes in the economy following its intensive development. However, different definitions are currently being given. For example, the Russian scientist S.Gulyamov says: "In digital economy, digital data is a key element of production in all socio-economic sectors, and a gradual transition to such an economic system improves the country's competitiveness and improves the quality of life of citizens. it creates new jobs, promotes rapid economic growth, and promotes national independence ". In other words, the digital economy is an online service that deals with e-commerce and payments. Well, let's take a look at the role of the digital economy in learning, even if it is only partially understandable.

It is well-known that in the course of educational work the students are trained in creative thinking, changing situations, organization of activities on the basis of free competition and use of information technology, electronic textbooks and multimedia in practical lessons. This is important because of this, students need independence, nurturing free and up-to-date thinking, enhancing their ability to analyze learning activities, and future professional development. Modern pedagogical technologies are a whole new set of forms, methods and means of scientific and theoretical and methodological basis of the educational process. It provides the integrity of purpose, objectives, activities and pedagogical outcomes in the harmony of new content, forms, methods and means, and the design and implementation of the learning process to ensure that the learning objectives are achieved. The changes that are taking place in the economy today and in the foreseeable future are putting even greater pressure on the environment of the higher education institutions, affecting the entire education sector. It is no secret that today, with the use of interactive methods (innovative pedagogical and information technology), there is a growing interest in improving the effectiveness of education [2]. The use of modern technology is the knowledge that students gain search, analyze, analyze, and even draw conclusions. It is worth noting that technology should, in fact, support learning and, if it works effectively, should have a positive impact on a student's learning experience. The digital economy gives students invaluable numbers to learn how to take with them in job search or networking. The digital economy involves not only digital information but also the use of digital tools in the network. If you want to succeed in business, of course you will need digital skills, as the global economy requires. Students around the world feel the same way. The economic value of a digital economy is what makes it an integral part of education. Its role is particularly important for graduate students and for postgraduate students.

However, there are also some shortcomings in the digital economy and education. The main problem is their association. In particular, according to a survey conducted by InfoDev World Bank Group, many educational institutions focus on technology and education in the second place.

As you know, education with the skills of digital economy is a formula for success. That is, in the opinion of the European Commission, ICT is a modern weapon that fosters a more effective and creative learning of students. The creation of innovations using information and communication technologies is undoubtedly true. This will help students solve complex problems related to different digital ideas and create new projects. If a person wants to increase his chances of success in a world surrounded by numbers, he or she will need some ICT skills to start influencing the economy. To illustrate this, imagine that if you are a bachelor or a graduate student and your field is related to ICT, it is appropriate to use digital economic skills when it comes to job search. . According to Forbes, human resources, information technology, finance and accounting are among the most demanded sectors in 2016. Each of these areas, along with ICT skills, includes the creation of an education and digital economy, which is the basis for the development of a person's entire career potential. All areas, not just the above, are all about technology, and therefore, students are more likely to find employment and successful careers if they become more knowledgeable about how to use technology in their careers. more. By incorporating technology into the classroom, many students use the tools they interact with, but now they can apply the skills they already know in their learning and future work areas. It should be reiterated that the notion of 'digital' has only recently been introduced to our country, and its true nature is still unclear. to get information. We think both are correct. However, in European countries, the term digital skills is often assessed by the availability of information and technology skills. For example, through campus workshops and websites such as Lynda.com, students can quickly learn new digital skills that will help them advance in their field (unfortunately we don't yet have such workshops or websites) . Learning basic skills like Photoshop or using Excel is very important in getting a job after graduation. This is because employers are always looking for applicants who have knowledge in their field but also those who have technological skills that can be useful to their companies. College students should use their time in school to learn these new digital skills and take the initiative to study, looking for opportunities to learn more. Once students learn digital skills, they can begin to apply such digital skills before applying for a job. Students can use digital skills such as blogging, creating a unique resume with Photoshop, or even starting their own company through social media. Many college students find out that applying and improving these digital skills can help them surprise recruiters as they begin their job search. Many companies also rely on college interns or newly graduated employees to take advantage of digital know-how at work. With the help of digital technology, students no longer need to attend meetings and greetings, on the contrary. students can now contact experts and professionals online. It's easier than ever to start talking to professionals and professionals through websites like LinkedIn. Many professionals are very open to coaching and talking to college students, and online links are easy for both their busy schedules and student days. In addition to improving digital skills and networks abroad, the use of online tools to create exciting and attractive digital portfolios and resumes is very important to succeed in today's digital economy. Both the digital portfolio and the resume are a great way to show students the skills they have learned and can also apply those skills to their careers. Creating a creative digital portfolio helps college graduates to navigate the sea of entrants. This means that they are studying or studying in higher education. In college, teachers are well aware that they should not only teach students what they can find in textbooks, but also educate students on digital skills to grow well-educated and highly skilled workers. As the digital economy continues to evolve, we can say that not only those who work in the digital economy, but also those who are studying, are developing. In particular, it is clear that the impact of the

digital economy will not be too bad for our education system. When the pace of online education is on the rise, the corporate system of training and retraining for the business sector is being formed, and professional standards are being developed, we can think of the answer. It is a good idea. Indeed, as well as educational institutions in other countries, one of the main tasks of universities and other institutions of higher education is to transfer to digital economics and digital skills in addition to training undergraduate and graduate students in areas and specialties previously announced. This is according to Microsoft and The Future Laboratory, 65% of current students and students have positions that are not yet available. Also, experts predict that by 2025 there will be a high demand for virtual living designers, robotics technicians, lawyers, programmers and bio-hackers [3]. From this point of view, a great deal of work is being done in our country in this regard as well. One of the main documents for reforming the education system of the country is the National Program for Personnel Training of the Republic of Uzbekistan [4]. The need for establishment of ICT (ICT), Internet and computer networks is emphasized. In the educational system of the country, these tasks have been carried out in a timely and effective manner. Also, consistent and coherent, mutually coordinated activities aimed at achieving the goals were to be implemented step by step. In particular, it is necessary to create national network "Electronic education" with the purpose of introduction of broadband communication networks and Internet technologies into educational process, and to connect all higher educational institutions, and then academic lyceums and professional colleges in single computer information network. the task of securing... "[5] has been and remains to be practiced. However, it is clear that all this is outdated in the digital economy. This is because, while robots in human form are created in other countries, young people in our country may not be drawn to traditional education. Therefore, in the Message of the President of the Republic of Uzbekistan Shavkat Mirziyoev to the Oliy Majlis on January 24, 2020, this year was declared the Year of Development of Science, Education and Digital Economy, with the project "1 million programmers" in cooperation with foreign countries. implementation has made it a cross-cutting issue. As you know, today the digital economy is changing the structure and appearance of the economies around the world. And in the process, some types of professions are shrinking and new jobs are being created. In addition, the move to the digital economy will increase the consumer's ability to access goods and services, along with their purchasing power. As a result, only large companies and organizations that actively use the technology of digital economy are able to achieve higher growth efficiency. According to the President of the country, the formation of the "digital economy" requires the necessary infrastructure and labor resources [6]. But no matter how hard we try, we will do it if we don't do it today. We know that it is difficult to postpone it. It may be too late tomorrow. As the elderly say: "The rest is snowed on." Therefore, an active transition to the digital economy is undoubtedly going to be one of our top priorities for the next five years. To do this, educational institutions need to upgrade their specialties by 60%. Specifically, higher education institutions in the country need to provide up-to-date training in 26 areas for a more complete transition to the digital economy. The role of ICT in the transition to a digital economy is invaluable. Just as a human being cannot live without air, so in a digital economy, ICTs cannot exist. The use of ICT in the education process suggests that we have the following opportunities [7]:

- The development of intellectual and creative abilities of the person;
- Each member of the community can improve their skills and change their field of activity;
- creating and enhancing the effectiveness of affordable education;

- Reduce the cost per student as a result of the effective use of educational resources;
- Opportunity to study in traditional educational institutions in the form of traditional education;
- To obtain a higher education through MT, and so on.

CONCLUSION

In summary, the use of ICT in the education system has both economic and social effects. Therefore, the improvement of theoretical, methodological and other aspects in this regard is one of the most urgent tasks of today. As the First President IA Karimov said, “It is important to remember that the foundation for our future lies in educational institutions. In other words, the future of our people depends on how our children learn today. Based on this simple requirement, we have to accept that the education and upbringing of our children as individuals who are able to live independently and with broad thinking skills should be the main goal and objectives of the education system. education and upbringing [8].

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THE IMPORTANCE OF READING STRATEGIES IN THE DEVELOPMENT OF READING COMPREHENSION COMPETENCIES

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ABSTRACT

This article deals with the development of reading strategies in studying foreign languages. The article provides information on the rules that are important to the understanding and effective interpretation of the text. At the same time, there are some differences in reading comprehension between weak and strong pupils present in all classes and groups.

KEYWORDS: *Skills In Studying Languages, Types Of Competence, Ability To Read, Reading Strategies, Effective Reading Comprehension, Intensive Reading, Intensive Implementation, Figurative Image, Visual Image, Basic Tendency.*

INTRODUCTION

It is well known that the term "competence" was first used by N. Khomsky (1). It began to be used in the sense of linguistic competence, which means acquiring knowledge of the language system, in other words, expressing competence. However, this does not imply the use of language in real speaking situations. The methodological literature includes many terms related to the term "competence": linguistic competence, discursive competence, pragmatic competence, communicative competence, strategic competence, and socio-cultural competence. Khilchenko (2) proposes to include professional competence as well.

If the given linguistic competence includes using lexical units and grammar rules, the discursive competence will include the ability to create and interpret written text.

While pragmatic competence is the ability to organize speech communication with the intended purpose and properly use language tools to receive and transmit the necessary information, strategic competence can mean withdrawal by making changes to the complex situations that arise during communication (3). In this case, the speaker must be able to understand the meaning of the word from the context and have the ability to identify the correct variants of the used language tools. If required, he or she should also be able to change the written or oral context according to the meaning or his or her own desire.

Sociocultural competence involves the choice of the topic of communication and the speech situations. In addition, introducing students to the culture of the country where the language is being studied assumes that they have the ability to be tolerant in their communication with other cultures.

These competencies are an integral part of communicative competence and are essential for developing students' ability to read fiction texts.

Agreeing with T.Khilchenko's competence, the special attention should be given to the development of vocational speech competence of students in the formation of foreign language speech competence. This can help them determine their reading skills by further reading and understanding the various texts from their own sources in a foreign language and detailing the information they receive. In today's era of science and technology, learning competencies are part of our social and cultural life. Reading competence plays an important role in developing pupils' and students' reading comprehension skills.

One of the most important opportunities for the development of reading competencies is the fact that a pupil is able to work on the text. In fact, in any classroom, we categorize pupils into strong and weak categories. The question arises as to how the pupil should read the texts and what they should pay attention in order to develop reading comprehension skills. It is also natural to wonder how strong and weak pupils differ from one another. Based on the results of his research, Duke / Pearson (4) acknowledges what the reader needs to pay attention to in reading and using strategies:

- a strong pupil actively monitors the learning process and initially works on the basis of a clear learning objective;
- continuously focuses on the correctness of the purpose of the reading process;
- a strong pupil will look at the text before reading it in detail and determine the purpose of the reading with the help of specific features such as text structure;
- the pupil makes different hypotheses about the continuation of the text in the reading process;
- the pupil is constantly confronted with some questions in selective reading, such as what I read quickly or slowly, what I should read again;
- a strong pupil records and controls the content of what he or she is reading;
- they activate their previous knowledge and link it with the content of the text;
- learns about the author, reflects on the style of reading and the purpose of the text, on historical relationships;
- the pupil strives to understand the meaning of unfamiliar words or concepts in the text;
- they focus not only on the content and the quality of the text, but also on it intellectually and emotionally;
- a strong pupil reads different types of text in different ways;
- they study the text not only in the reading process but also in the short pause and the reading;

We can see from studies that weak students' attitudes toward learning and the use of reading strategies differ from strong students. At the same time, we must note that low levels of knowledge about auxiliary and important strategies are less relevant to the use of reading strategies.

On the other hand, weak pupils have a lack of motivation to study. Intensive reading with texts is essential to successful reading. Intensive implementation of strategies also requires extra effort and attention. A weak pupil not only becomes passive in the learning process but also avoids strategic exercises. It is important to recognize that the reading strategies available to strong pupils are supported by all students in the classroom.

The development of reading skills in the learning process requires the use of learning strategies and self-training. It is also important that pupils have sufficient time for performing text and exercises related to reading skills.

It is important to choose the right texts to increase your interest in reading, for example, be aware of the information contained in the text, understand the rules and regulations of the game and so on. They can understand different types of text if they have sufficient reading and writing skills. In conclusion, we must also note that the understanding of the text always applies to the knowledge of the reader. In this way, by reading a well-chosen text, the reader not only learns new words about the topic, but also focuses on their use in the text.

As we have demanded, it is important for linguists not only to read and understand all types of texts they understand, but also to write different texts. As a result of the link between reading and writing skills, writing develops in writing, and writing develops in reading.

Based on the above considerations, let us focus on the following steps in developing new strategies. They are:

- express and explain the strategies;
- provided by the teacher and learner;
- general use;
- to do exercises in small groups based on instruction;
- independent expression of the strategy;
- re-examination and identify the acquired knowledge and skills.

The teacher should always pay attention to how the strategies of the learner are used in the use of these particular stages. In this way, they will develop their reading and understanding skills. It is important to choose other approaches when presenting or explaining additional guidelines in order to avoid ineffective and simple use of the strategy. Language learners should independently test the use of strategies and understand their own skills and shortcomings in reading and understanding the text.

Several strategies for effective reading comprehension are presented. Students' knowledge of the topic will be revealed during the pre-text exercise. As you read the sequel, you will see whether the points you make are true or false. Written data is abstract because it is difficult to remember. Figurative images help us to understand and relate the text as well as being specific and easy to remember. Visual images present textual information in graphics, diagrams, models, or drawings. Moving to a visual form enhances the relationship between the learner's ability to read

and understand and interpret the text. Summing up the above points, we would like to present below the purposes that are important to the structure of the conversation and the questions that are necessary to continue the conversation.

<i>Purpose</i>	<i>Questions</i>
To start the conversation	❖ What does the author want to report about? ❖ What is the author going to say ?
Identifying the author's opinion	❖ What is the author going to say and what does it mean?
Identifying of data connection	❖ What kind of information has the author given us? How can we respond to the information given by the author?
Determine the existing barriers to text comprehension	❖ What kind of shortcomings we have in understanding the content of the text? What can we find?
Read the text to determine whether the comments and conclusions are relevant	❖ Has the author told about that? Have we found the answers from the opinions given by the author?

In summary, most language learners need detailed instruction and exercises to perform complex tasks and to understand the text (oral and written). In understanding and interpreting the text, we would like to draw attention to the following rules:

1. Delete insignificant information;
2. Delete excessive information;
3. Express the idea, which was expressed in many words, in one word;
4. Expressing the events in one word;
5. Choose the basic tendency;
6. They should create the basic tendency themselves.

Mentioned rules play an important role not only in the understanding of the text, but they give effective results in conclusions. In summary, the effectiveness of students' learning competences will be enhanced if the effective use of learning tools is based on the above-mentioned pedagogical and didactic factors. Forming students' reading comprehension competencies also includes teaching them to think, summarise, analyze, make conclusions and express their own ideas. By giving students a creative approach, they can develop a sense of patriotism, respect for their profession and hard-working.

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IMPROVING READING SKILLS WITH EFFECTIVE READING STRATEGIES

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ABSTRACT

Therefore this study aims to study effective reading strategies in order to improve reading skills in language classes. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Researchers have found that teaching reading strategies are a key element in developing learners' comprehension. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students. The study is an action research applied to a number of 14 students in an intermediate level integrated skills course. The main question of the study is "Would reading strategies help my students' reading comprehension studies?" The results of the study indicate that the students had an improvement to a great extent have been tutored about the reading strategies.

KEY WORDS: *Anderson, Hebert Scott, & Wilkinson, Reading Strategies, Students, Technological.*

INTRODUCTION

According to Anderson, Hebert, Scott, & Wilkinson, reading is a basic life skill. Reading is a lifelong skill to be used both at school and throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost (1985). Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing.

If students want to get the most out of the materials they are assigned, they have to learn to read critically or analytically. The idea here is that when we read something, the purpose is to try to understand what the intention is. When dealing with reading, we encounter two layers of reality: one that we can see and one that we cannot see. Therefore, the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear). Teele asserts that the goal of all readers should be to understand what they read (2004, p. 92). Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. Teachers can help improve student comprehension through instruction of reading

strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). It is important to teach the strategies by naming the strategy and how it should be used, modelling through the think-aloud process, group practice, partner practice, and independent use of the strategy (Duke & Pearson, 2005).

MAIN BODY

In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Cokes, 2003). It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding. Comprehension (Duke & Pearson, 2005). Some of the approaches for teaching predicting are teacher modelling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary (Teele, 2004).

The results of the reading awareness scale and my personal experience showed that there was a lack of knowledge in the area of reading strategies in my students at the beginning of the study. The students had a lack of knowledge and practice in reading strategies however after a comprehensive study, there was an improvement in their success. At the beginning as being the researcher, I had some worries about how to implement the strategies in the classroom. The number of the strategies Hülya Küçüköğlü / *Procedia - Social and Behavioral Sciences* 70 (2013) 709 – 714 713 was another obstacle as the students might have found them confusing. Another question in mind these reading comprehension strategies were new to the students. In order to overcome this situation, I had to guide and monitor the students in every step of the process especially for the questioning, inferring, and summarizing strategies. After an intensive study I have experienced the improvement in my students. This research journey was quite rewarding both for my students and me. The results of the action research gave me the confidence about how to integrate the strategies into my curriculum. As for the students; they developed a better understanding of the strategies and their comprehensions in reading have improved. The action research was a productive experience; now that I have seen an increased understanding of reading comprehension strategies and an improvement in reading comprehension of my students, I would like to continue using these strategies in my curriculum.

Effective reading teachers teach skills, strategies, and concepts. Skills are things students learn to do. In reading, students must learn skills such as associating letters with their sounds (such as saying the sound of the letter b and blending these sounds to form words [as in sounding out words]). Strategies are routines or plans of action that can be used to accomplish a goal or work through difficulty. Students can be taught strategies to use when they come to a word they don't know, strategies for spelling unknown words, strategies to help them write summaries of paragraphs, and other kinds of strategies. A word-reading strategy is described below. Finally, students must learn concepts, or ideas. They need background knowledge related to reading and to the topics they are reading about.

Students with learning difficulties benefit from explicit instruction in decoding skills and strategies, fluency (modeling fluent reading, directly teaching how to interpret punctuation marks when reading orally, etc.), vocabulary word meanings and word-learning strategies, and comprehension strategies. When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts (providing both clear examples and nonexamples). Students don't have to infer what they are supposed to learn. For example, a teacher who is explicitly teaching 1st grade students to sound out words demonstrates this process step by step, then provides opportunities for students to practice the skill with the teacher's feedback and support. If the student is not successful, the teacher models again. The teacher may have the students sound out a few words along with him or her. Eventually, the students apply the skill independently to sound out simple words. Students who are easily confused are more likely to be successful when teachers demonstrate and clearly explain what they need to learn. On the other hand, if confusions are not addressed and foundational skills are not mastered, it is likely that students will become more and more confused, resulting in serious reading problems. The real purpose of reading is to get meaning from text, and the purpose of writing is to convey meaning with text. It is very important that students have the opportunity to apply word identification and spelling skills as they read and write connected text. This process must be supported by teachers who model for students how to apply what they have learned and give students feedback about their reading and writing. For example, students must be taught what to do when they get to a hard word. The most common characteristic of poor readers of all ages is the tendency to guess words that are difficult, sometimes using just a few letters. Often, students make random guesses that don't make sense—then simply continue reading, apparently unaware of this fact. This quote from a middle school student, taken from a moving article about students in middle school with severe reading problems, describes the situation well: Sometimes when students in my class read, they might know how to say simple words okay, but they will skip over the big words. They look around to see if anyone is even listening to them. But they don't fix them; they just keep going. They stumble over words, trying to sound them out. Sometimes they don't even know they made a mistake, and when they finally figure out the words, they don't have a clue what it all means. They just keep going. (McCray, Vaughn, & Neal, 2001, p. 22)

As this student observed, it is nearly impossible for students to understand what they are reading—to get meaning from text—when they can't read the words on the page accurately and fluently. Students need explicit instruction, modeling, and practice in vocabulary and reading comprehension, but many students with reading problems continue to need instruction in phonics and word study even when they are in the upper elementary and secondary grades (Fletcher, 2007).

A critical part of effective reading instruction is explicitly teaching students how to use efficient word reading strategies. Simply put, students need to be taught what to do when they get to a hard word. In one research-validated early reading intervention program, young students are taught to use a three-part strategy when they try to read difficult words: "Look for parts you know, sound it out, and check it" (Denton & Hocker, 2006, p. 144). These steps are described in more detail below.

To improve students' reading comprehension, teachers should introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. Asking students to write

summaries of what they have read sounds like you're requiring them to do a lot of work, but you can emphasize that these summaries can reduce how much time they spend studying, or cramming, for a test. Essentially, these summaries can be homework. They can also help students prepare for class discussions and oral presentations.

Telling students that improving reading comprehension is crucial and then giving them tests that emphasize rote memorization is backward reasoning. Instead, give them essay tests and ask them to write reports. Your students might not be used to what appears to be subjective grading, but it's your responsibility to detail what you're looking for in their written answers and reports and explain that you're preparing them for college.

A distinction is made in the literature between two forms of reading: intensive and extensive reading. Intensive reading involves the deconstruction of a text. The aim is to get as much information as possible. By reading intensively, we are concerned with every detail related to the text. The learner is encouraged to deal with vocabulary and grammar activities to get a closer understanding of the text. Extensive reading, however, refers to simply reading as much as possible, without concerning oneself with every detail. Occasional unknown words are not supposed to get too much attention because focus is on the overall meaning. That is to say, extensive readers look up words only when they deem it absolutely necessary to their understanding of the text.

CONCLUSION

Future research on the revised reading strategies will probably include a larger random sample. Different instruments such as using check list in order to write down the improvement of each student in weekly bases on participation and the strategies they use more commonly can also be noted by the researcher. Also other researchers may want to explore miscomprehension differences between female and male students. In preparatory school groups students in different levels of English can also be examined in order to see the differences in competence in English. Examining a larger group of students would give a better understanding about the differences. This study can also be applied to two different groups by two different researchers and the results can be compared.

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THE CONCEPTION OF MODEL AND THE ACTION OF SIMULATION MODELING

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ABSTRACT

This article describes a wide range of information and resources on the modeling and imitation modeling process. In the social sphere, models are used only to describe existing systems. Models designed for systems development must include the basic characteristics of these systems and explain the nature of the object.

KEYWORDS: *Modeling, Simulation, Perfect Model, Retrospective Data, Constraints And Hypotheses.*

INTRODUCTION

The process of building a model of a system studied by a researcher studying system or management can be considered an intuitive artist. A custom set of rules for building models can be a frame or starting point for the best model. When designing the modeling process with specific terms, we strive to systematize the knowledge of professionals who are intuition based and have previously been involved in modeling. Unfortunately, the results of all scientific research are summarized as logical structures designed to validate the results. These logical structures are not always compatible with the conditions under study. None of the scientific reports find a clue to corrections, misconceptions or falsifications. Such reports and articles only cover the sequence of events and comments from the researcher. Of course, for the inexperienced model builder, he accepts this data to represent the research process, as the literature does not include anything other than logically retrospective data. He loses his confidence when he sees that his work is not going away (as it should be). An experienced model builder, however, knows that the model design considerations are quite different from those reported in the literature.

MAIN BODY

Evidently, the most effective method of modeling should be careful selection of models. Usually, starting from a very simple model, we move from one model to the next, with more perfect models that fully represent a complex situation. Well-structured similarity and associations can be the starting point for the improvement process. This process is concerned with the relationship between the real situation and the model, the relationship and the feedback. The process of

improving the model and processing of the real object generating data are interconnected. As a result of experimentation and evaluation of each variant of the model, a new version of the model will be required, which requires new experience and re-evaluation.

A researcher who is able to express the model in mathematical terms can further refine the model. However, when the model cannot be expressed in such a way, the researcher tries to simplify and abstract it.

Thus, the art of modeling consists of the ability to analyze the problem, identify its essential features through abstraction, select and improve the hypotheses that characterize the system, and then refine the model until it becomes practical.

The model builder should be able to:

- Separation of the general issue into simpler internal issues;
- Clear purpose;
- finding the differences;
- To consider a special number of specimens appropriate to the issue;
- Selection of definitions;
- Recording of visible relationships;
- If the model can be mathematically expressed, reach and expand it.

Generally, the model can be simplified by one of the following actions:

- Convert variables to constants;
- eliminating or combining some variables;
- Determine the linear relationship between the quantities studied;
- adopting more stringent constraints and hypotheses;
- impose more stringent boundary conditions on the system.

It is natural that the process of building a good model is evolving. Therefore, building a model is not limited to one model. As long as the objectives are met and the goals set are met, more work will be done to enhance the similarity between the real object and its model. This process, starting with the simplest model and incorporating improvements, has a number of benefits. The pace and direction of evolution of models depend on two factors: first, model-specific flexibility, and second, the relationship between the model developer and its users. If these factors are taken into account in the model development process, mutual trust and understanding between the developer and the user will be created, and this will lead to more consistent results, goals and objectives. The art of modeling can be developed by those who are able to think clearly, possess inventive and research features, and have a deep knowledge of the system or the phenomena that are being studied.

At the beginning of the modeling process, there are no clear and effective rules for submitting and formalizing issues. There are also no "miracle" formulas for selecting variables and parameters, establishing relationships with system behavior, and evaluating the effectiveness of the model.

It is important to keep in mind that no one is able to solve the issue in a "pure" way. Everybody is working with their own model, based on the problem.

Unlike many technical techniques, imitation modeling can be applied to any field of science. In order to model the system or system, an artificial experiment is performed that reflects the key aspects of the model we are currently modeling. To do this, we need to develop an artificial imitation of the sequence of events occurring in the system.

The most important concept in solving problems is the concept of the model. A model is an expression of an object, system, or concept in something different from its appearance. The model is a tool that can help us learn, understand, interpret and improve the system. The model can be a complete and exact object, or a characteristic of an object. Therefore, the model we are building should take into account not only quantitative but also system quality.

MODELS CAN BE USED FOR:

As means of awareness of existence;

- As a means of communication;
- As a teaching, learning and training tool;
- As a means of prophecy;
- As a tool for experimentation.

It is well known that models are used as means of understanding the real world, the universe. It can help us systematize, systematize, and draw conclusions about conflicting concepts. The model is one of the best tools for determining the relevance and resources required. Imitation model of the solar galaxy:

One of the most important areas of application of models is to predict the future behavior of the modeling object. For example, it is not economically feasible to build a sound plane to detect flight characteristics, but it can be solved using modeling tools.

Simulation model of aliens: The use of models enables experiments to be carried out in situations where it is impossible to conduct experiments on real objects, or where such practices are associated with high risks to human life and the environment, or to economically justifiable situations. When experimenting directly with the system (natural systems), it is usually necessary to change some of its parameters and to observe the results of the experiment. When experimenting with models of sophisticated systems, we can determine the interrelationships among the elements of the system. The reason for this is that when we work with the model of the system, we can know the structural size of the system, easily change the parameters of the system, and be able to control the behavior of the system. Another area of use of models is to predict the behavior of the modeling object. Building a sound plane to study the technical specifications is not economically feasible, but can be identified by modeling. It also allows the model to experiment with and manage situations in situations where the object cannot be used in a cost-effective or cost-effective way to study behavior.

CONCLUSION

When performing direct experiments on the system, it is usually comparable to the results obtained by changing some of its parameters and not changing the rest. When the real system is very expensive, its model is used.

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**JUSTICE AND BUSINESS WORKS IN TEMUR SETTINGS****Abdullaev Abdurauf Abdirakhimovich*; Rakhmatova Feruza Qudrat Kizi****

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**Student of Namangan State University,
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Cultural and Art Institutions, UZBEKISTAN**ABSTRACT**

The great Amir Temur was recognized not only by the people of Central Asia but by the whole world, and he did great service not only in Central Asia, but also for other peoples of the world. We especially commend him for his Temur traps and tall and magnificent buildings. This article gives you some ideas about Amir Temur's structure and his valuable advice.

KEYWORDS: *Amir Temur, Temur's ministers, ruler, just ruler, history, military skills, advice, sword, council of elders.*

INTRODUCTION

It is no coincidence that the great Amir Temur wrote to his grandfather Oqsaroy's words: "Justice is the basis of the state and the motto of the rulers." This glorious idea has become the cornerstone of our efforts to elevate human dignity."¹

Realization of Amir Temur's personality is a sense of history. To understand Amir Temur means to realize ourselves. To honor Amir Temur is to build our great future, our faith, based on our roots, culture, power and roots.

It is noteworthy that the decisive influence of our great ancestor on the time of its existence, on events that took place in Asia and Europe during that period, brought about great historical changes, and its impact on these processes. The role still attracts the attention of not only historians and politicians, specialists in the military science, but also the artists. It is about the national and historical background of this unique person, how he reached such high heights, his triumphal journey, his qualities, his inner world and his experiences as a statesman and invincible warrior. It is well-known that in many European countries, such as Great Britain, France, Spain and Germany, many scientific and artistic works were created.

MAIN BODY

Speaking of this, Amir Temur's views on statehood and diplomacy, military skills, creative potential, science, art and architecture, the meaning of life, the noble deeds that glorify humanity,

religion, and It is appropriate to emphasize the exemplary qualities of justice, the conduct of the affairs of the council by means of consultations and measures, and in every matter a long-term view of the good of the people. It is true that we can say that such issues are clearly, convincingly, and efficiently covered in the work of the Templars, the product of Amir Temur's thinking.¹

The most valuable work written by the great Amir Temur is "The Temples of Temur", that is, "Tuzukoti Temuriy". In the Comus book, entitled "Qomus ul a'lam" and published in Istanbul, "Amir Temur has written a set of comets called Tuzukoti. It tells the story of his life."²

A manuscript copy of the Turkic inscriptions of Amir Temur's work, written by the governor of Yemen, was kept in the National Library by the governor of Yemen. The translation of this work into Persian was made by Mir Abu Talib al-Hasani al-Turboti after his return to Mecca. On this basis, "The Temples of Temur" reached us and was translated and published in Russian in the late 19th century. The work is well-known around the world and has remained relevant for centuries and has been translated into many languages. Professor Wright, the English major, prepared the Persian version of the work, and it was published in 1783 in Oxford. The Persian version of this edition was published in 1785 and 1890 in Calcutta and Bombay, India and in 1963 in Iran. This work was also published in French in 1787 by the famous French orientalist L.Langle.

"Temur's traps" consist of two sections and 56 paragraphs, which are called the article in the book. The first article is about Timur's tricks on building and strengthening the state and creating troops. The second article details the 13 councils conducted by Amir Temur and the activities of the great lord.

Also in the first part of "The Crusades" is the life and socio-political activities of Amir Temur from the age of seven until his death (February 18, 1342-1405), his acquisition of central power in Movarounnahr, the elimination of social disintegration and the formation of a centralized state, Iran. and the conquest of Afghanistan, the victory of the Golden Horde Tohtamysh, and finally the military conquests of Azerbaijan, Turkey, and India.

Part II of the book consists of the original testament and advice given to Amir Temur and to his heirs. It talks about who to rely on in public administration, the duties and duties of crown owners, the duties and responsibilities of ministers and commanders, the order of awarding individual services to the crown prince and other officials, and so on.

In the second section, in the article, Amir Temur writes: "Let it be the knowledge to my happy children who have conquered the country and my powerful grandchildren who rule the world. I have taken several steps to maintain the state, and I have written a handbook for ruling the kingdom."³

The great Amir Temur went on to write: "I have done good to the good people of every country, and have expelled the wicked, the perverse, and the wicked."⁴

Amir Temur's noble character was not glorified, but he also demanded that these virtues be enforced, even by members of his family. "From my experience," writes Amir Temur, "if the state is not built on the basis of religion and religion, then the authority, power and order of the kingdom will be lost. Such a kingdom is like a naked man; or it is like a cobblestone house with no doors.

That is why I have strengthened the building of my kingdom on the basis of Islam.

Amir Temur intended to be a guide for his next generation: "Let my children and all my descendants work accordingly. Let them use these tracts as a guide to rule their kingdom." the state and the power that will pass to them will be saved from harm and degradation. ”⁵

Indeed, not only the Temurids but many Eastern rulers have used and appreciated this work. In particular, Shah Jahan (1628-1657), Kokand khan Muhammad Ali Khan (1822-1842), Emir of Bukhara Abdullahad (1885-1910) copied excerpts from "Tuzukot" and followed their rules.

The Temur's tracts also provide important information about the structure, armament, and military art of the great Amir Temur. After all, Amir Temur's army, with its strategic and tactical skills, was one of the most powerful and powerful armies of that time. Amir Temur is known in the world as a great commander. In many foreign military schools, Temur Tactics is taught as a special course. When our country and people become independent, we turn to the great Amir Temur and his "traps" in the foundations of our independent statehood. Its principle of "justice in power" serves as a guide for building the rule of law state.

The great Amir Temur was recognized not only by the people of Central Asia but also by the whole world. Because he has done great things not only in Central Asia, but also to other peoples of the world.

The establishment of a centralized state by Amir Temur, the termination of feudal disintegration, and the establishment of peace and tranquility in the country played a positive role in the socio-economic and cultural development of the Central Asian nations. During the occupation, the destroyed economy recovered, crafts and commerce flourished, science and culture flourished, and cities flourished. Most importantly, the people have entered a peaceful and peaceful way of life.

CONCLUSION

Personally, if I read the "Traps" that our grandfather inherited from us, it seems as though I have found some great spiritual strength. How deeply each line is engrossed in this work, a selfless person who lives with the anxieties of his country, the great thoughts of the great statesman, his experience of life and struggle, his observations, and sometimes his painful and painful experiences. An intelligent, well-educated reader who understands the meaning. In my work, I have repeatedly referred to this book and have been convinced many times that it is the truth of life that never stops. For example, it is clear to us that "in my experience, a person who is firm, enterprising, vigilant, courageous, and brave is better than a thousand events, indifferent." Or, in his instructions, "Nine portions of the affairs of the kingdom should be consulted, acted upon and consulted, and the remainder with the sword," he said permissible.⁶ It is worth noting that Amir Temur is a great statesman, a great commander, who has never married. It is worth writing a multi-volume book about Amir Temur's history. He does not describe in great detail the life and work of a great man with a complex and anxious life. We will always remember the personality of Amir Temur through his buildings and buildings.

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DEVELOPMENT OF EXPORT STRATEGY OF BUSINESS ENTERPRISES

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ABSTRACT

The article is based on the need to develop a strategy to increase the export potential of business entities. The foreign economic activity of the regions and the structure of exports were studied and problems identified. The main determinants of export strategy implementation are systematized, suggestions and recommendations on ways to increase export potential are given.

KEYWORDS: *Marketing, Export, Foreign Economic Activity, Marketing Strategy, Export Strategy, Internal Environment, External Environment, International Competition, Investment.*

INTRODUCTION

The results of practice show that ensuring the high competitiveness of each region in the context of globalization of the world economy depends on their export potential.

In international practice, research is being conducted to develop marketing strategies to increase the export potential of the regions, to increase the investment attractiveness for sustainable economic development, and to formulate marketing strategies to increase the economic efficiency of the real sector enterprises. However, the development of targeted strategies on the basis of socio-economic development of the regions, effective use of market opportunities to increase export potential, formation of logistics infrastructure, development of marketing strategies aimed at creating an active image of the region. In the Strategy of actions for development of the Republic of Uzbekistan for 2017-2021 "to reduce the disparities in the level of socio-economic development of the regions through enhancing the scale of modernization and diversification of regional economies, accelerated development of relatively low development areas and cities, first of all with industrial and export potential¹" has been identified as one of the important ways.

For effective realization of these tasks, in particular, complex and effective use of natural, mineral, raw materials, industry, agriculture, tourism and labor potential of the region, increase of export potential of territories, creation of small industrial zones, attraction of foreign

investments, placement of industrial facilities - use effective marketing strategies to create conditions, further develop and modernize logistics, communications and social infrastructure.

LITERATURE REVIEW

Export is a traditional and popular way of accessing international markets, and this practice is the main market for supporting small and medium-sized businesses². Most importantly, export involves low investment and financial risks, demanding financial, material and intangible, human and other resource commitments, and providing systemic and strategic flexibility in the market³.

In particular, the basics of state policy in various directions of export diversification, developed by O. Kadot, S. Carrer and V. Strauss Kahn⁴, are widely studied. The effect of forced restrictions on expanding quantitatively identified trade for developing countries, including countries that do not have access to the sea and other exporting countries, studied by J. Halart, R. Tsepel and J. Kang (2011)⁵, trade policy, trade convenience, the impact of investment climate variables on trade activities, studied by Murat Sheker⁶, the relationship of intensive and extensive limits of export competitiveness in international trade, identified in the studies of A. Kusolita⁷.

A number of studies have been carried out to assess Uzbekistan's export potential, diversify its foreign trade, and assess the impact of foreign trade on socio-economic development.

In particular, T. Mamadzhanova's⁸ study examined foreign trade in Uzbekistan and its importance in the development of the economy, the theoretical foundations of foreign trade, the stages of the globalization process in the development of international exchange and foreign trade between countries.

The problems of export and protection of exporters and insurance of export-import operations were studied by H. Abdurahimov⁹.

The best study is the study of L. Mingishova on improving the export competitiveness of Uzbekistan. The aim of his research is to "develop scientific proposals and recommendations on the main directions of the increasing competitiveness of Uzbekistan's export goods in the world market."¹⁰

Research on the development of industry and sector exports was undertaken by Z. Khakimov, whose focus is on increasing the export of textile products from Uzbekistan through clusters of industry¹¹.

ANALYSIS AND RESULTS

In recent years, there has been a lot of research on developing marketing strategies aimed at increasing the export potential of the regions, and all target regions have adopted targeted strategic programs until 2030. However, the issues of scientific-theoretical justification of these programs, and the advantages of international competition based on regional capabilities are becoming more and more relevant.

Targeted strategies for effective implementation of the Tashkent region's export development strategy are identified within the framework of the Criteria Strategy, and there are a number of other existing economic opportunities and regional economic policies.

Tashkent region occupies one of the highest (second) place in foreign trade turnover rates in other regions of the country. Export by region in 2010-2018 since 2016, there has been a

downward trend, and in 2018, there was a positive trend towards 2017. However, the negative foreign trade balance was the highest in comparison with previous years (Table 1).

TABLE 1 ANALYSIS OF FOREIGN TRADE TURNOVER OF THE TASHKENT REGION FOR 2010-2018¹² (USD MILLION)

Indicators	2010 y.	2011 y.	2012 y.	2013 y.	2014 y.	2015 y.	2016 y.	2017 y.	2018 y.
Foreign trade turnover	2901,5	3622,2	2952,4	3318,3	3905,9	3094,8	2754,3	3207,6	4118,6
Share in the republic (%)	13,1	13,7	11,2	11,7	14,2	12,4	11,3	11,9	12,2
Export	1756,0	2244,5	1736,8	1662,4	1948,9	1637,1	1103,0	1406,0	1595,6
Share in the republic (%)	13,5	14,9	12,8	11,6	14,4	13,1	9,1	10,1	11,2
Import	1145,5	1377,7	1215,6	1655,9	1957,0	1457,7	1651,3	1801,6	2523,0
Share in the republic (%)	12,5	12,1	9,5	11,9	14,0	11,7	13,6	13,8	12,9
Balance	610,5	866,8	521,2	6,5	-8,1	179,4	-548,3	-395,6	-927,4

The share of ferrous and non-ferrous metals in the structure of Tashkent region's exports amounted to nearly 67.4%, up from 56.1% in 2017 and 46.3% in 2015, indicating that the region's exports are mainly driven by primary raw materials. At the same time, imports achieved lower growth rates than the national average, due to the growth of localized production compared to the national average. The share of chemical products, energy and petroleum products remains high in the structure of imports.

Tashkent region is the regional leader in terms of economic potential in relation to its adjacent territories. The current state of affairs provides for the relative competitiveness of the region in attracting labor and capital, the factors of production, in the implementation of large investment projects.

The Tashkent region has the potential to grow ecologically clean agricultural products not only geographically, but also by land and water resources and climatic conditions. This will allow them to export their products to other foreign markets through neighboring countries (mainly Kazakhstan). Transit links through Kazakhstan provide certain advantages over other regions when linking the region with the markets of the northern countries. It is in these areas that there are still untapped opportunities to boost the economic benefit of the region.

Another important aspect of the geographical location of the region is its proximity to Tashkent. However, such geo-economic benefits are not being adequately used in the development of the regional economy. This is illustrated by the low level of integration with the relevant economic entities of the capital in industrial production (cooperative links, value chain chains), and insufficient consideration of urban consumer demand for consumer goods.

Taking into account the above, the problem of developing marketing strategies aimed at expanding the export potential of the Tashkent region and increasing its share of consumer goods is still relevant.

Foreign research includes a number of scholars' studies on developing a regional export marketing strategy, which generally offers 3-level strategies including the “Marketing MICS” strategy, the strategic business unit and the corporate strategy based on the marketing complex parliaments [4] [5].

Factors to consider in determining export marketing strategies are grouped by Chen [6]¹³ into two major groups, such as the intrinsic characteristics of the enterprise - the role of the domestic market and the external characteristics - the ability of the enterprise to external markets. According to Chen's theory, the most important determinants of the export marketing strategy of the Tashkent region and the main strategy formulation are shown in Figure 1. The model presented in Figure 1 implies the consideration of three groups of factors when developing an export marketing strategy for enterprises, whose key determinants depend on enterprise capabilities, enterprise management and marketing capabilities, country-specific export environment and network characteristics, and require random factors.

Macroeconomic stability and its impact on the level of inflation and changes in the inflow of foreign investments should be taken into account as an external factor influencing the economic situation of Tashkent region.

Frequent fluctuations of the external market situation under the influence of various political and economic factors may lead to a positive or negative change in the region's export potential. For this reason, it is important to consider the multiplier effect of external factors on the region's economy.

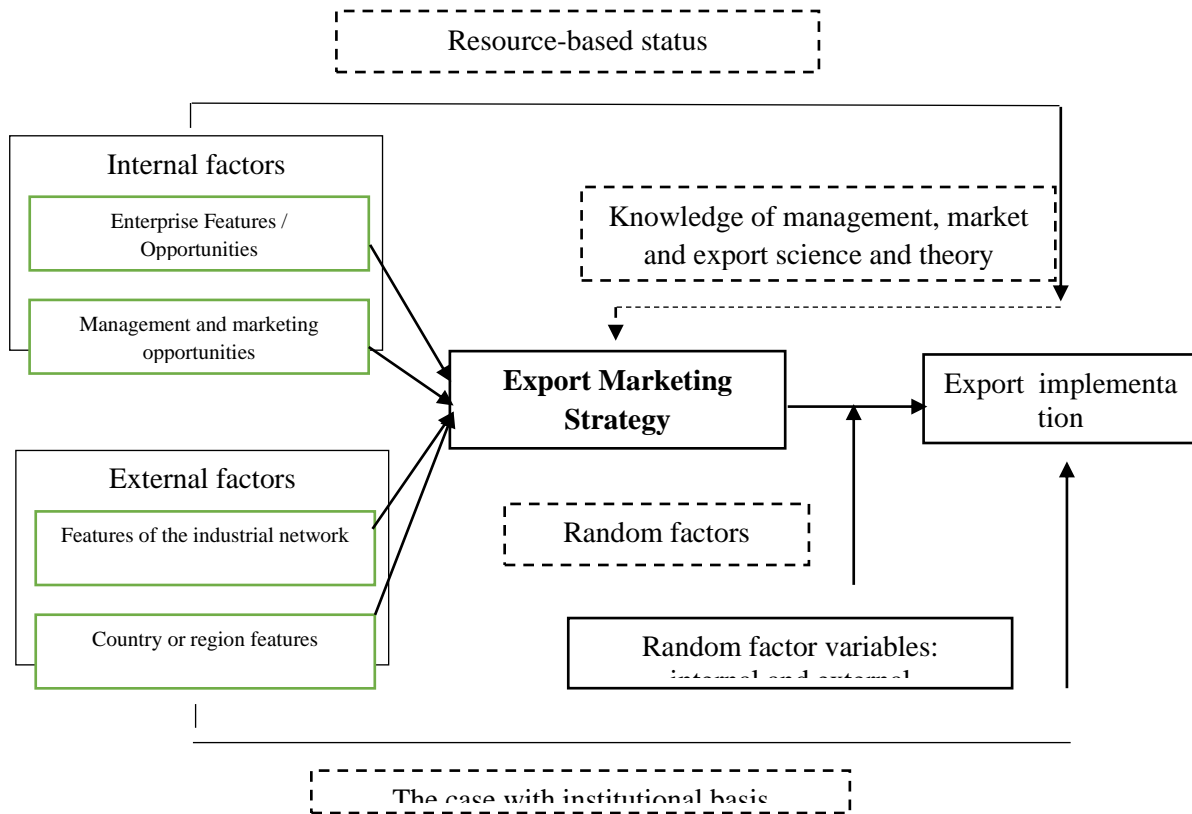


Figure 1. The main determinants of developing an export marketing strategy¹⁵.

The main share in export of Tashkent region is by Zangiota, Kibray, Pskent, Yangiyul, and Almalyk districts. Their share in total exports in the region is 87%, and the share of all other districts is 13%. In these cases, the main export opportunities in the region are related to the development of agriculture and the mining industry, and it is advisable to use the experience in other areas.

In the Tashkent region, 316 enterprises are exporters, of which 240 are exporters of industrial products and 76 are exporters of fruit and vegetables.

CONCLUSIONS AND SUGGESTIONS

Taking into account the above, development of effective marketing strategy to increase the competitiveness of export products in Tashkent region, the wide application of modern technologies that can be easily adapted to the production of relatively small volumes of export products, attraction of investments on the re-equipment of existing enterprises and a comprehensive program to improve the quality and volume of export products for setting up joint ventures the following are the priority activities in the development of complex products.

The share of foreign enterprises in the total exports of the region is 17.5%, while the share in total imports is 24.7%. Although this figure is relatively high, it has contributed to an increase in industrial production by 12.3% in 2017-2018. Although the share of food in the structure of exports increased from 4.23% in 2005 to 10.7% in 2018, exports of ferrous and non-ferrous metals make the region more diversified from effective export marketing strategies. Although the main feature of food and agricultural export marketing in the Tashkent region is an important focus for the external market, there is still a small proportion of enterprises that have implemented international quality management systems are low. Particular attention is needed to government support for the introduction of farms and food industry enterprises that have the potential to obtain quality food safety management certificates.

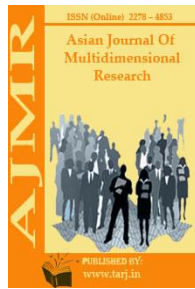
The main direction of export expansion is to increase marketing costs of exporting enterprises of the region. Increasing marketing costs should also be reflected in areas that are focused on building a "regional image".

The largest share in the analysis of exports of Tashkent region by its districts is Zangiota, Kibray, Pskent, Yangiyul, Almalyk. Their share in total exports in the region is 87%, and the share of all other districts is 13%. For the purpose of facilitating conversion, certification and marking of customs operations, costs of transaction, time required for such transactions, including export-import operations, customs procedures it is necessary to create a "marketing and logistics" service in Angren Logistics Center and to establish a system for performing all its operations online.

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**THE IMPORTANCE OF DIGITAL TECHNOLOGIES IN THE DEVELOPMENT AND
FUTURE OF THE FINANCIAL MARKET****Khurramov Azizbek Mukhiddin Ugli***; **Samadov Ortiq Abdualim ugli****

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ABSTRACT

No country has developed and prospered without the financial and economic sphere. In particular, the financial market is at the heart of the country's economy. Any country that wants to follow an innovative path of development will first and foremost strive to develop the financial market and its infrastructure. Today, the most suitable infrastructure for the most developed financial market is the exchange of digital information. The financial market provides free cash flows, their efficient use and investment. Without a financial market, attracting large capital and investing in large projects is a daunting task. This article is devoted to the history and prospects of the financial market, its main instruments - money, credit, securities, currencies, insurance policy, pension funds, precious metals, derivative financial instruments, etc. The events that take place are about the role of the digital economy. The article also discusses the last 5 years of the financial market of Uzbekistan, mainly the development of the financial market, its stages of development and its impact on international markets, how digital technologies are used in the financial market. In particular, a major investment step, the first Eurobonds of Uzbekistan and their economic benefits were studied in detail. In this regard, the views of great economists and experts have been thoroughly analyzed.

KEYWORDS: *Financial System, Financial Market, Financial Intermediaries, Financial Regulation, Digital Technologies, Investment Step, Liquidity, Digital Economy, Financial Sector Of Uzbekistan, Euro-Bonds.*

INTRODUCTION

Since the publication of Schumpeter's seminal work (1911), the role of the financial system in economic development has been at the center of political debate. While no definitive conclusions have been drawn, history shows that a strong financial system is a necessary part of a thriving and prosperous economy. This is because companies that raise capital to finance capital expenditures, as well as investors to raise funds in the future, require well-functioning financial markets and institutions. Over the past few decades, changes in technology, research into the digital economy by the global community, and improved communications have increased cross-

border transactions and increased the coverage and efficiency of the global financial system. Companies regularly raise funds to invest in projects around the world. In our opinion, it is in the process of this research that the use of digital technology and its elements will determine the future of the financial market.

Since the former Soviet states of Eastern Europe and the Soviet Union began to move towards a market economy in the late 1980s, a great deal of practical experience has been gained in this regard. One of the real-world experiments to modernize the financial market is to test whether countries with economic development but not financial systems can meet the demands of a market economy and achieve economic growth. The results were mixed. Some countries, especially in Eastern Europe, have made great strides in developing a modern financial system and restoring economic growth, mainly due to their well-developed information technology, whereas today information technology and the digital economy are based on those countries. settings are coming. Although the experience of financial development in Eastern Europe is well known, little attention has been paid to results in other countries, such as the former Soviet Union's Central Asia. However, each nation had its own historical evolution, culture, initial conditions and opportunities for change. Western scholars and politicians have tried to focus on the transition economies of Central and Eastern Europe, with less effort being put into the economies of Central Asia in general and Uzbekistan in particular. However, Uzbekistan has gradually approached economic reforms. Development of the financial sector of Uzbekistan in the period from 1991 to 2007.

MAIN PART

Many other great publications reward any practitioner who wants to have a deeper understanding of why financial markets have evolved over the last few hundred years. Examples include Niall Ferguson's *The Rise of Money*, William Gottsmann and Gert Ruvenhorst's *The Origin of Value*, Raghuran Rajan and Luigi Zingales' *Saving Capitalism from Capitalism*, and William Gotzmann's recently published *Change Money Changes Everything*. We would also like to thank Walter (Bud) Haslett, Executive Director and Research Director of the CFA Institute Research Foundation, and Laurence B. Siegel and Barbara Petitt, Editor-in-Chief of the *Journal of Financial Analysts*. we need to continue this project and give them great support, guidance and encouragement. The reason is that these books help to understand the financial sector and its impact on the country's economy.

The financial system plays a crucial role in the economy by stimulating economic growth, influencing the economic performance of participants that affects economic well-being. This is achieved through financial infrastructure, in which companies with capital allocate these funds to those who have more efficient ways of investing. The financial system allows for more efficient transfer of funds. Nowadays, the effectiveness of the financial system depends directly on the digital infrastructure, and the role of Internet technologies is very important in having a clear analysis of the current situation to reduce costs. According to the structural approach, the financial system of the economy consists of three main components:

- 1) financial markets;
- 2) financial intermediaries (institutions);
- 3) financial regulation.

Each of the components plays a unique role in the economy. According to the functional approach, financial markets The financial market is a specialized market in which individuals, governments, banks, corporations sell financial securities and derivatives at low transaction costs. Financial institutions are key players in the financial market because they act as intermediaries and thus determine the flow of funds. Financial regulators play the role of supervising and regulating the participants in the financial system. Financial markets perform the following three main economic functions:

- Pricing
- Liquidity
- Reduce transaction costs

Reduction of transaction costs is carried out when the financial market participants are responsible or cover the cost of selling the financial instrument. The economic justification for the existence of institutions and instruments in a market economy is related to transaction costs, so the surviving institutions and instruments are the ones with the lowest transaction costs. It should be noted that the analysis shows that all the surviving financial institutions have invested heavily in the last 10 years to introduce special digital technologies for themselves. Also, the financial market has different classifications. They are classified according to the financial instruments being traded, the characteristics of the services they provide, trading procedures, key market participants, as well as the origin of the markets. According to the instruments, the financial market is divided into 9 groups: bond market, convertible goods, securities secured by assets, securities in circulation, transactions, banknotes in circulation, promissory notes, commercial papers, certificates of deposit .

We think we understand the role of the financial market and its structure. So now when it comes to bonds, we need to know what financial instruments are. What will the first sale of Eurobonds give to Uzbekistan?

RESEARCH AND RESULTS Eurobonds are financial instruments with a steady income. They are important because they help organizations raise capital and are able to issue them in another currency, which is the most convenient way to finance capital investment projects. According to

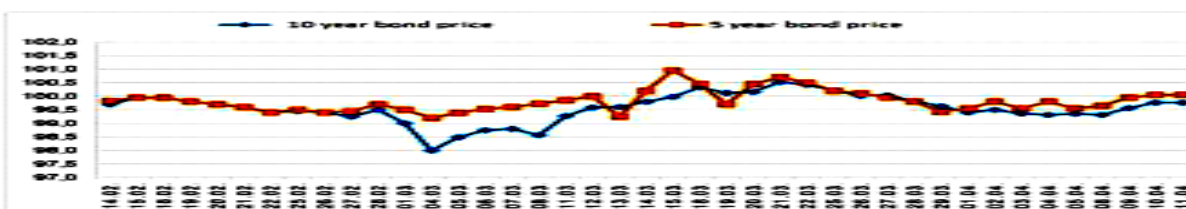


Figure 2. Dynamics of prices for 5- and 10-year Eurobonds in the Republic of Uzbekistan in the secondary market
Source: official website of Ministry of Finance of Uzbekistan

economic analysts, February 2019 was an important month for the financial history of Uzbekistan. On February 13, Eurobonds were traded on the London Stock Exchange, the world's most prestigious and rich financial market, for the first time in the Uzbek market. VOA praised the impact of Eurobonds on Uzbekistan's economy, political and financial prospects, and the banking system. "Bonds, especially euro-bonds, are a debt instrument. They are securities issued by these states or corporations, but this is not uncommon. Bonds have a term of 5,10,30 and even 100 years. Their maturity. "Once completed, the investor returns these funds to the issuing organization or government, but retains a steady income over the life of the investment. The

investor benefits from the coupon rate. Credit institutions spend the rest of their time on their projects," Inogambaev told VOA. In particular, the issuance of Eurobonds is a revolutionary process in the life of Uzbekistan. This was the first important step, as Uzbekistan created a benchmark by issuing Euro-bonds, securities that are important not only for the domestic economy but also for direct investment. Institutional investors from Europe and some Asian countries participated in the Bond presentations and expressed confidence in Uzbekistan. It must be acknowledged that now Uzbekistan, unlike other Asian countries, is in the eyes of the world. Because Uzbekistan has taken steps not only to persuade investment, but also financial discipline, especially for the government. Naturally, the question is about the eurozone of Uzbekistan and its price.

Taking into account the coupon rate, the two-and-a-half-billion-dollar, two-and-a-half-year-old \$ 5 billion bonus provided by Uzbekistan has been raised to a higher price. The rating given to Uzbekistan by Moody's, Fitch and S&P by three agencies was "BB-". True, this is not the level of investment, but Uzbekistan is among the countries like Turkey, Brazil and Russia. Frankly, the level of Uzbekistan is equal to the rate of Brazil. But if we look at Turkey or Georgia, Turkey pays 7% for 10-year Eurobonds and Uzbekistan pays 5.75%. Taking into account the difference of 1.25%, Uzbekistan issued bonds at a more favorable rate than Turkey. Therefore, euro-bonds cannot be expensive for the Uzbek economy.

The debut of Uzbekistan's \$ 1 billion government bonds, according to preliminary data, showed a demand for \$ 8.5 billion, and the issue was canceled 8.5 times. It is well known that investors are worried about how mysterious the Uzbek economy is. For example, there is very limited information about the country's important mineral raw materials sector. While the foundation's leaders are waiting for Tashkent to pay a reward for this secrecy, Uzbekistan is trying to increase transparency.

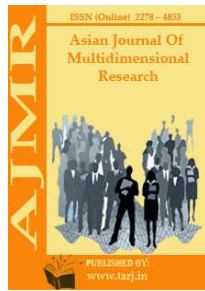
CONCLUSION

In short, Eurobonds of Uzbek issuers are a good alternative to foreign currency deposits. First, the yield threshold is much lower, and second, euro-bonds are classified as liquid trust assets. In short, "Shavkat Mirziyoyev, who came to power in 2016, is determined to demonstrate that his country is open to business." In general, the future of the financial market depends on the reduction of the above-mentioned costs. The reduction in costs is directly related to the processes that take place. It is advisable to focus the attracted investments on areas that are currently illiquid but have a future. We suggest that the development of Internet technologies and the rapid transition to a digital economy in our country will ensure a more prosperous financial market.

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EXPLORING DIFFERENT WAYS OF HANDLING THE SAME SUBJECT IN HIGHER EDUCATION

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ABSTRACT

The first was concerned with revealing and describing the different ways three teachers presented, varied and handled subject matter during three specific lectures in Management Accounting in Higher Education with first year students. The second was to examine the qualitatively different ways students experienced and apprehended the content of the lectures. The third, the main objective of the study, was to investigate the possibility of developing a model for observing, describing and analysing teaching skills in Higher Education. The investigation involved three lecturers and fifteen first year undergraduate students. The empirical data consisted of three subsequent video recorded lectures by the three lecturers, comprising eighteen hours of video taped material. Five students from three different lecture groups were also interviewed after each lecture making forty-five recorded and fully transcribed interviews. The students' experiences and understandings of the subject matter were investigated through a problem-solving process where the content of the problems was related to the lectures.

KEYWORDS: *Higher Education, Accounting, Management, Lecturers, Material, Experiences.*

INTRODUCTION

The theoretical rationale for the analysis of the empirical material comes from the latest development within phenomenographic research, the theory of variation. Differences between the three teachers' ways of presenting, varying and handling the same lecture content were found and expressed in subject matter terms. The differences of the students' experiences and understanding also expressed in subject matter terms seemed to be systematically related to the different ways in which the content of the lectures was handled by the teachers. The teacher teaching objects and the students' learning objects revealed clear similarities. A model of description for observing and analysing teaching in Higher Education was developed.

MAIN PART

Effective teaching is intellectually demanding in that it requires the teacher to know, in a deep sense, the subject being taught. To teach effectively you need to be able to think and problem-solve, to analyse a topic, to reflect upon what is an appropriate approach, to select key strategies and materials, and to organize and structure ideas, information, and tasks for students. None of these activities occurs in a vacuum. Effective teaching is socially challenging in that it takes place in the context of a department and institution which may have unexamined traditions and conflicting goals and values. Most important of all, effective teaching requires the teacher to consider what the students know, to communicate clearly to them, and to stimulate them to learn, think, communicate, and perhaps in their turn, to stimulate their teachers. In short, to teach effectively you must know your subject, know how your students learn, and how to teach. But clearly, effective teaching is not solely dependent upon the teachers. Students too have responsibilities to learn. Sometimes these responsibilities need to be made explicit. Often an indirect but powerful way of improving your teaching is to improve the ways in which students learn. Hence a theme in this book, particularly the final chapter, is how you can help your students to learn.

Before embarking upon the study of various methods of teaching it seems appropriate to consider the following question: what is teaching? Teaching may be regarded as providing opportunities for students to learn. It is an interactive process as well as an intentional activity. However, students may not always learn what we intend and they may, sometimes alas, also learn notions which we did not intend them to learn. The content of learning may be facts, procedures, skills, and ideas and values. Your goals in teaching, and therefore for the learning of your students, may be gains in knowledge and skills, the deepening of understanding, the development of problem solving or changes in perceptions, attitudes, values, and behaviour. (Students' goals may, of course, be more pragmatic—passing examinations!) Given that teaching is an intentional activity concerned with student learning, it follows that it is sensible to spend some time on thinking and articulating your intentions in teaching a particular topic to a group of students—and on checking whether those intentions are realizable and were realized.

The various methods of teaching may be placed on a continuum. At one extreme is the lecture in which student control and participation is usually minimal. At the other extreme is private study in which lecturer control and participation is usually minimal. It should be noted that even at each end of the continuum there is some control and participation by both lecturer and students. Thus in lectures students may choose what notes to take, whether to ask questions—or even disrupt the class. A student's private study is likely to be influenced by the suggestions of the lecturer, the materials and tasks that he or she has provided and the texts that are made available in the library.

Effectiveness is best estimated in relation to your own goals of teaching. Thus what counts as effective in one context may not be so in another. A beautifully polished lecture which provides the solution to a problem may be considered effective if the goal was merely conveying information. If the goal was to stimulate the students to develop the solution then the polished lecture may be regarded as ineffective. However, you should be wary of the argument that bad teaching is effective teaching because it forces students to study more intensely. Leaving aside the differing views of 'bad' teaching, such an argument may be a rationalization for not improving your teaching. For us, bad teaching reduces motivation,

increases negative attitudes to learning, and yields lower achievement. In our view it is better to teach clearly and stimulate the students to think by drawing their attention to particular issues than it is to be deliberately confusing.

Although effective teaching is best estimated in relation to your goals, there are some features of teaching on which there is both a consensus among lecturers and evidence from studies of student learning. Generally speaking, effective teaching is systematic, stimulating, and caring (McKeachie and Kulik 1975; P.A. Cohen 1981; Marsh 1982). Obviously the emphasis on these factors varies between lecturers and subjects and each of these factors is complex and, in practice, challenging. Effective teaching is sometimes equated with successful teaching - that is, the students learn what is intended. While this argument has some appeal, it is not the whole of the matter. Effective teaching is concerned not only with success but also with appropriate values. A lecturer may teach Anglo-Saxon grammar so successfully that all the class pass the examination—and then drop Anglo-Saxon. Was the lecturer an effective teacher? The answer depends in part on whether you value attitudes more than short-term gains in knowledge. Thus in considering research on effective teaching it is important to consider successful teaching strategies in the context of what lecturers and students value.

Teaching ability is often not estimated for promotion purposes on the grounds that there are no objective measures of teaching. Suggest a few ways of assessing teaching and explore their strengths and weaknesses. Compare the strengths and weaknesses with those of the usual approaches to estimating research ability.

- What is 'spoonfeeding'? How does it differ from effective teaching?
- Which do you prefer, lecturing or small group teaching? Why?
- What are, for you, the characteristics of effective teaching?

(You may find it helpful to specify various contexts when considering this question.) Jot down your list of characteristics and compare them with a few colleagues.

Three dimensions of teaching are:

Systematic..... Slipshod

Stimulating Boring

Caring Uncaring

Educators believe using talking or videos to review lessons and teach concepts helps students learn and retain more. Students love movement, television, and film so utilizing these snippets of information transforms the meaning of learning especially for many students who are strapped for time.

Originating in Japan, lesson study applies to style of teaching. Conceptually, lesson study promotes the idea that teachers constantly improve and change their style of teaching based on students' performance and reaction to it. It sounds like what we already do but not exactly. Collaboration between teachers is paramount and so is change. Combining these two factors with constant change means students never stop learning.

Teachers can use the Language Portfolio technique to help their learners become more autonomous. Universities can use it to develop a whole-school language policy and approaches to LT. Besides the Language Portfolio can be used in programmes of teacher education and development (pre-service and in-service) to encourage reflective,

learner-centred approaches to language learning and promote awareness of the international language assessment criteria. While the language passport provides a summary in the owner's proficiency in a FL, the language biography and dossier provide employers with a more detailed picture of his or her language and intercultural skills. Thus the Language Portfolio can later be used in recruitment and workplace language training. An essay is usually a short piece of writing, which is often written from an author's personal point of view and requires an independent research. In each vocational course students should be advised to read books in a FL and complete the given tasks related to their study in the essay format. The reading of both exclusively professional and non-professional texts in a FL selected according to the students' level and the progress made in the study programme is of great significance and should be widely accepted in TFL at technical universities. Essay is a good introduction to patterned writing which is the basis for much more complicated writing that is done later in personal and professional life. Students are taught to produce generative essay writing, developing the plan, drafting, seeking and receiving feedback, revising, proofreading, and reflecting along with the development of the skills to searching and selecting information from additional sources such as the Internet, specialized journals and other special publications. Teachers should not mark errors at all on early drafts, especially with non-linguistic students. Even on later or final drafts not every error should be marked in order not to make the process of writing seem too difficult and de-motivating. It is recommended that the major writing assignments had links between them, that is a project begun in an earlier essay should lead in some way to a later essay. Students should self-assess their works repeatedly – they should be asked to write reflections about their essays on the days they turn them in. Their reflections should be not only evaluative but also descriptive: they should show the understanding of how they write, and putting it in writing will help them. Learning to write essays improves students' critical thinking skills, develops their ability to systematically compare and contrast subjects, and encourages creativity and originality. Making oral presentations is one of the important components of a FL course as it develops students' oral presentation and public speaking skills. Asking students to give presentations gives the following benefits: – it gives the presenting student a good opportunity to practise unaided speaking; – it gives the other students good listening practice; – it increases the presenting student's confidence when using a FL; – it can be a good diagnostic and assessment device; – it can be good practice for the real situation when students may actually need to give presentations in a FL in their professional lives; – it is an excellent generator of spontaneous discussion and/or essay topics. Students of a university will need the skills of presenting information and conducting briefings in their future work; therefore they should be taught to give instructive and demonstration speeches and presentations followed by discussions. Besides these are the basic types of presentations to teach to non-linguistic students, since they are simple and their more immediate structures lend themselves for use even to the students with the language knowledge of pre-intermediate or intermediate levels.

Using the visual presentation as a support, students talk on professional, specified topics providing the listeners with greater knowledge and clearer understanding. This can not only increase the student's awareness of public speaking in a FL, but also invite other students to provide feedback, thus promoting communication. The presentations can last for 4-5 minutes but in some of the more advanced groups the students themselves vote on a 12-15 minutes limit. Team teaching in the most general sense encompasses a wide variety of arrangements. One specific form, which has become quite prevalent in recent years, is having two teachers in the classroom teaching simultaneously (Suntsova and Burmakova, 2008). Very often these are

FLteachers accompanied by the native speaking assistants of the target language. Besides, there is another type of teachers' cooperation – interdisciplinary teaching, which is organized across different curricular disciplines. For example, a FL and a computer science teacher might work together to form an interdisciplinary unit on professional communication in IT industry.

CONCLUSION

The professional communication would be the unifying idea, but the English teacher would link it to Language Arts by studying vocabulary and formats, and teaching students how to design letters, faxes, documents, etc. The science teacher might teach students about the real communications systems that exist at enterprises in IT industry, present the service hierarchies, highlight the communication flows, and help them research the local companies.

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WRITTEN SOURCES REFLECTING THE HISTORY OF KHOREZM'S EARLY MEDIEVAL STATEHOOD

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ABSTRACT

This article analyzes written and archaeological sources on the history of the early Middle Ages (IV-X centuries AD) in the ancient Khorezm region. Comparative analysis of foreign sources on Khorezm history is also covered. With its rich history, material and spiritual culture, great scientific heritage, it plays an important role in world historical development. In this regard, there has always been a strong interest in learning about the history and culture of the country. Especially in the early Middle Ages (IV - X centuries AD), Khorezm's role and place in the history of Central Asia and in world culture is invaluable.

KEYWORDS: *Zemarch, Shaoshifen, Abu Rayhan Beruni, Mahmoud Gardizi, Kat, Afrig.*

INTRODUCTION

Ancient Khorezm, with its rich history, material and spiritual culture, great scientific heritage, plays an important role in the world historical development. In this regard, there has always been a strong interest in learning about the history and culture of the country. Especially in the early Middle Ages (IV - X centuries AD), Khorezm's role and place in the history of Central Asia and in world culture is invaluable.

In general, Central Asia plays a leading role in the formation and gradual development of the original medieval civilization along with regional and transnational, economic and cultural ties in Khorezm and Central Asia.

The study and analysis of these processes plays an important role not only in the evaluation of many important events in the history of Khorezm and Central Asia, but also in the discovery of traditions in the socio-economic and cultural life of various historical periods. In particular, the study of the history of early medieval relations between the regions of Central Asia is also a topical issue today. After all, without studying the history of interregional relations in our region, we cannot fully study our history.

MAIN PART.

It is advisable to consider the sources of the history of Khorezm's early Middle Ages by several types and periods. In particular, they should be divided into the following two groups:

1. Byzantine and Chinese sources of the V - VII centuries.
2. Arab-Persian sources of VIII-early XIII centuries.

The sources of the first group are short and inaccurate, with mention of Khorezm mainly in relation to certain political events. We can see in the story of the Byzantine historian Menandre about the Byzantine embassy of the Byzantine, sent to the Turks.

The visit of the Byzantine Ambassador Zemarh at the residence of the Western Turkic Empire in 569 passed through Khorezm (Menander Khorezm is the land of states or chaos). And in 762, the Khorezmian Turksaba sent ambassadors to help fight the Arabs.

The sources of the second group are mainly Arab-Persian sources, which provide information on the political history of Khorezm before the Arab Spring, the period of the Arab invasion and the post-Arab period. Many traders and tourists who have come from within the Arab Khilafah of Khorezm and regarded as a region where Islam has spread, have been trying to gather a great deal of information when they come here. Specifically, among the historians and geographers who included information about the period of the Arab invasion of Khorezm and the post-Arab period, Ibn Rusta's book *Kitab al-Ansisa* [2], Al-Yaqubi's *Kitab al-Buldon*. (Book on Countries) [3], by Abu Bakr al-Balazuri's "*Kitab al futuh al-buldon*" [4], by Ibn Hordadbex's "*Kitab al-Malik and al-Mamalik*." (The Book of Roads and Countries) [5], Tabari's "*History of Ar-Rul al-Wul al-Mulk*" [6], Ibn Fadlan's "*The Risale*" [7], Al-Istahri's book *Kitab al-Maliki and l-ul-Mamalik* (The Book on the Paths to the Countries) [8], Al-Maqdisi's "*Ahsan-at-tacosim fi Maorifat al-aqolim*" (The Best Guide to Learning) [9], and some other works by Ibn Hawkal, such as the *Kitab al-Maliki* (The Book of Ways and Countries). In particular, the information in the works of Tabari and Balazuri is invaluable.

The work of our great compatriot Abu Raykhan Beruni "Osor ul-bokiya al-kurun al holiya" ("Ancient Monuments") is of great importance. In his work, Beruni publishes the medieval history of Khorezm, which also contains information that is never found in other sources. For example, his work traces the rise of the Africans to power and the names of their 22 rulers, which is still a comparative source for numismatic and archaeological data.

A Brief History of Political Processes in Khorezm in the 8th and 10th Centuries by Al-Sa'alib's "*Latoif ul-Ma'arif*" ("Awesome Information" by Ibn al-Asir, "The Complete History")), such as Al-Samooni's *Kitab al-Ansab* (The Book of Famous People) and Yakut Al-Hamawi's "*Mu'am al-Buldon*" [11].

Information on Khorezm's political life in the early Middle Ages is also available in Persian sources from the 9th to 13th centuries. The most important of them are the works of Mahmud Gardizi's "*Zayn ul-Ahbor*" ("Decoration of History"), "*The Historical Masjid*" by Abulfazl Bayhaki, "*The Al-Alem Universe*" by an unknown author [12].

In all these sources, Khorezm in the VIII-X centuries is mentioned as an area in the remote Arabian Caliphate. Therefore, sources of the second group, as well as the sources of the first group, are distinguished by the fact that their information is very short and controversial.

In general, the history of these periods in Khorezm still requires a great deal of research. In particular, it is necessary to analyze the data of written sources first and foremost with the numismatic sources. At the same time, data from other ancillary historical sciences, including archeology, ethnography, anthropology, toponomics, and onomastics, should also be used to fully support these problems.

In the history of the Central Asian peoples, the Eftali era was characterized by the transition from ancient state traditions to medieval state relations. This process is reflected in the archeological excavations in the Khorezm region. Khorezm was an independent state under the Ethiopians and ruled by the African dynasty. The capital of the African state was Kat (now Beruni). In 305 AD, Afrig, a descendant of the Siyavushians, built a royal castle in the highest Al-fir in the city of Kat. From that date, Afrig began the New Year and laid the foundation for the African dynasty.

From IV century onwards, Khorezm was invaded by the nomadic invasion, probably temporarily located in the Sarykamysh basin. Anthropological artifacts from the Kunnak and Kangkala monuments show the existence of a new ethnic layer. According to SP Tolstov, in the iconography of copper and silver coins, the kings of Khorezm are depicted in nomads' heads and mustaches [13].

There is no scientific evidence that Khorezm belongs to the Eftalites. According to SP Tolstov, Khorezm is officially dependent on Eftalites. Their location is in the northeast of the oasis and then southward. Taking into account the fact that Kerder, the capital of Haywangkala, is the capital of the Arab written sources, the same Eftalites were true. Indeed, before the Arab invasion, Kardar was a separate province and state, encompassing Tahtakupir. In our opinion, Kardar is officially influenced by Northern Khorezm.

Of the African dynasty, Khorezm was governed by 22 kings.

In Khorezm, the last ruler of the African dynasty, Abu Abdullah Muhammad, was executed in 995 by the ruler of North Khorezm, Mamun Ibn Muhammad. The content unites both parts of Khorezm and declares itself as Khorezm.

In the middle of the sixth century the Turkic tribes invading Altai conquered Maverannakhr, including Khorezm. In 565, they defeated the Ethiopian state, united the territory from China to the Volga River and established a powerful Turkish kaganate.

Khorezm even functioned as independent state during the Turkic Khaganate. This is because the Turkish khokims did not interfere in the internal affairs of the peoples of Central Asia, including Khorezm. They are mainly charged with taxation.

The Turkish kaganate is divided into several khokimiyats, most of which are governors of the Kan dynasty. The governors of all the provinces obeyed the highest power. As it is known, Khorezm and Chach were ruled by the rulers of the local dynasty. Khorezm was the most independent province among the regions of the great khanate. At that time Khorezm was governed by representatives of the African dynasty. The khokims of the Central Asian provinces united in Khakan were held in Khorezm.

There is no information about the Khorezm state and political system of the IV-VIII centuries, except for some written data. According to numismatic research, Khorezm was the king of the state. They are known as "Khorezmshah" and this tradition has been preserved for a long time in other parts of Central Asia. That is to say, in some areas (Takharistan - "queen", in Termez -

"Tirmizshah") and only occasionally, local rulers were nominated by the king. This shows that there have been no significant changes in the management system in the history of Khorezm.

Although the Eftalites, then Khorezm, which later belonged to the Turkic Kaganate, retained their independence, the Great Silk Road gave them a lead. This crisis was also linked to the collapse of the system of slavery at that time and the formation of feudal relations. Except for some periods during the reign of the Eftalians and the Turkish Empire, all Central Asia was in a state of political and feudal disunity.

CONCLUSION.

The archaeological materials analyzed in this study are important sources for studying the history of Uzbek statehood, as well as the history of statehood in the Khorezm region, the roots of urban culture and the history of its development. According to written sources and results of archeological researches, the Khorezm region was the first base of the Uzbek statehood, its economic, political and cultural source. It is expedient to divide the development and development of urban culture in Khorezm into the following historical periods.

The knowledge of the people in the field of architectural, engineering and military-technical activities, operating in the united historical territorial and ethnocultural units, will not be affected by the economic activity of the neighboring regions. Our ancestors, who lived in Khorezm, have acquired a great deal of knowledge in the field of architecture, engineering, military and construction.

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USE OF MARKETING PRINCIPLES IN INCREASING THE INVESTMENT ATTRACTIVENESS OF THE REGIONS

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ABSTRACT

The article explores theoretical and methodological aspects of using marketing strategies to increase the attractiveness of the regions' investment climate. The attractiveness of the investment climate in the regions, the economic mechanisms of the factors influencing it are described, and the main directions of the investment image development are identified.

KEYWORDS: *Investment, Marketing, Investment Marketing, Regional Image, Regional Economic Development.*

INTRODUCTION

In world practice, research is underway to develop marketing strategies to increase the investment level, an active investment policy is being implemented to ensure stable economic development, the effective use of marketing strategies in economic development. In the context of globalization of the world economy, practical results substantiated the relationship of investments with ensuring a high level of competitiveness in the territories. Currently, these aspects are an urgent problem of developing marketing strategies aimed at creating an active image of the territory, creating infrastructure, making fruitful use of market opportunities to increase investment potential, and socio-economic development.

In our country, economic reforms aimed at increasing investment in the real sector of the economy and, on this basis, strengthening socio-economic development, increasing incomes and living standards of the population, ensuring integrated and effective use of natural, mineral - raw industrial, agricultural, labor potential and tourism, and, first of all, due to accelerated development by increasing the potential of industry and export mouth to reduce the differences in socio-economic development of regions.

In the Strategy of Actions for 2017-2018 for the development of the Republic of Uzbekistan, the main objectives are "Reducing differentiation in the level of socio-economic development of the regions by expanding the scale of modernization and diversification of the economy of the territories, accelerating the development of relatively lagging regions and cities, primarily by increasing them industrial and export potential¹.

In turn, the fulfillment of these tasks requires a comprehensive and efficient use of labor potential, tourism, agriculture, industry, natural and mineral raw materials in the territory, the organization of small industrial zones, by attracting foreign investment for the accelerated development of small cities, reducing the number of cities and areas, prone to subventions, creating the necessary conditions for the placement of production facilities, further development of the social infrastructure network, utilities - all this certainly requires effective marketing strategies.

LITERATURE REVIEW

Economists have interpreted the concept of "investing" in scientific literature in different ways. While some economists see it as "all sorts of money invested in business activities," some describe it as "investing" because the Latin word "invest" literally means "investing."

According to Swedish scientist Klas Eklund, "investment is the value left to tomorrow for better future consumption. Part of it is currently an unused inventory, and the other is used as a resource to expand production². By R.Campbell "Investment - increase of material resources, accumulation of production assets and costs of production³" that E.V. Mikhaylova "Investment - investing in any form of capital for future profit or social benefits⁴" the idea is that.

According to Russian economists GI Igolnikov and ES Patusheva, what is described as economic understanding the investment climate is defined as "the economic attractiveness of financial or material resources, the absence of social and political risks, the stability and improvement of the regulatory framework.⁵"

In most cases, the terms "investment environment" and "investment climate" are used interchangeably. The investment environment is a widely used concept that combines all of the issues and issues that are considered by the investor. The investor will identify the pros and cons of investing in a particular country while at the same time paying close attention to the ideology, politics, economy and culture of the country seeking to invest its capital⁶."

One of the most important constituents of the creation of a favorable investment climate is the legal and regulatory framework that must protect, guarantee and protect the property interests of each investor, as well as ensure that the country's existing investment mechanism is clear and concise.

The investment climate of the regions is influenced by many factors. Therefore, the formation of regions' investment climate is a process where dynamic or static changes are constantly observed. The attractiveness of the investment climate is influenced by internal and external, objective and subjective factors, which depend on the systemic factors that shape the attractiveness of the regional investment climate. Contingent factors affecting the attractiveness of the investment climate of the regions, are vulnerable to the effects of the conditions inherent in the region.

Regional marketing is a system for attracting and developing new economic relations that contribute to the overall development of the region. Investment attractiveness of the region determines the quality and level of living of its population. Investments are currently the cause and effect of economic growth and are interrelated and impressive as the main economic category.

METHODOLOGY

In marketing theories, the main constituent of territories is the composition of the market entities operating in them. The marketing approach is based on the principles of customer satisfaction. In regional marketing, three main consumer groups can be distinguished: entrepreneur, business entity and population.

Consumer loyalty programs, that is, loyalty programs play an important role in regional marketing theories. Consumer loyalty programs are defined as a set of actions to encourage them. Each strategy or development program formulated for the regions should focus on serving the region's consumers' loyalty to the region (Figure 1).

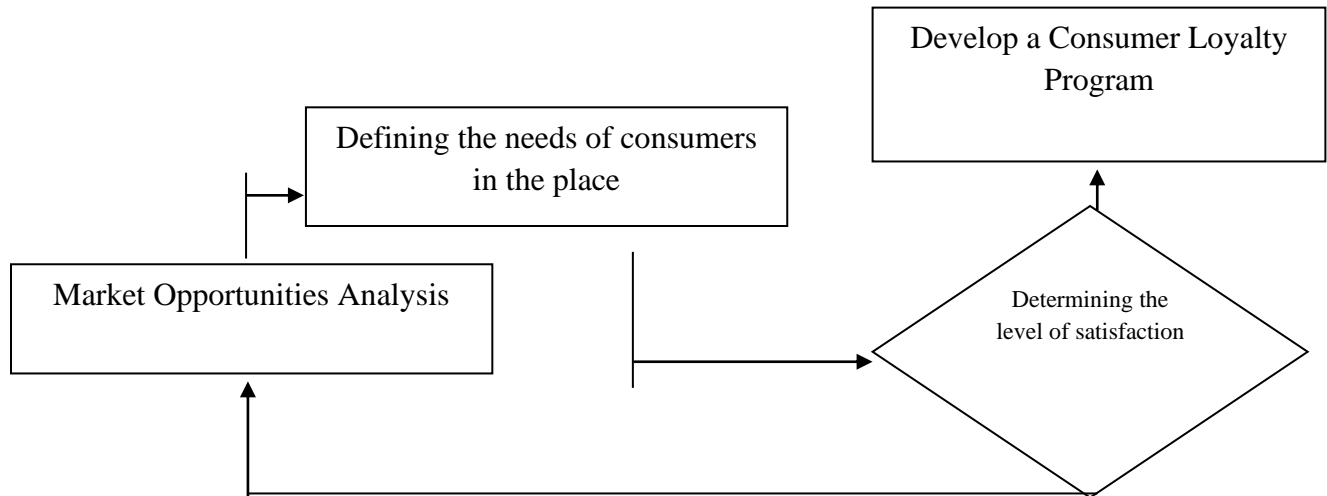


Figure 1. Figure 1. Algorithm of forming consumer loyalty program in socio-economic development of regions⁷

According to the analysis of regional marketing studies, the characteristics that characterize the region's quality and quantity are its consumers or population. Formation of marketing strategies to meet the needs of the population implies, first of all, the identification of available market opportunities⁷. This task can be accomplished by using pre-planned projects and methods using marketing information to collect, analyze and distribute market data, identify problems and make decisions.

ANALYSIS AND RESULTS

Problems are identified on the basis of developed methodological approaches to assess the impact on the economic development of attracted investments in enterprises of the Ferghana region. It is known that the Ferghana region is considered to be rapidly developing in relation to other regions of the Republic of Uzbekistan. The agrarian industry is well developed here, and over the years of independence, positive results have been achieved in many sectors of the economy. The gross product of the Ferghana region in 2017 was 6.7%, industrial products - 6.7%, agricultural products - 8.7%. When comparing with other regions of the republic, the population of Ferghana region takes the 2nd place in terms of the number of people, and 4-5 places in other indicators. The share of attracted investments of the republic in 2005 reached 5.1%, in 2017 - 3.9%. A decrease in investment is noted.

The growth of gross output of this region in 2005-2017 amounted to 6.5%, in these years it grew - 11.7 times, industrial products - 9.3 times, consumer goods - 14.1 times, retail turnover trade - 12.8 times, investment - 14.6 times.

In the region, the volume of mass investments is considered highly fluctuating; in 2014-2017, it was lower than the general indicator in the republic. Along with this, the volume of loans and foreign investments at that time were not up to standard.

Based on the analysis, it becomes obvious that in relation to other territories of the republic, despite the great opportunities for the development of industry in the region, investment programs aimed at increasing industrial potential did not give a sufficient positive result.

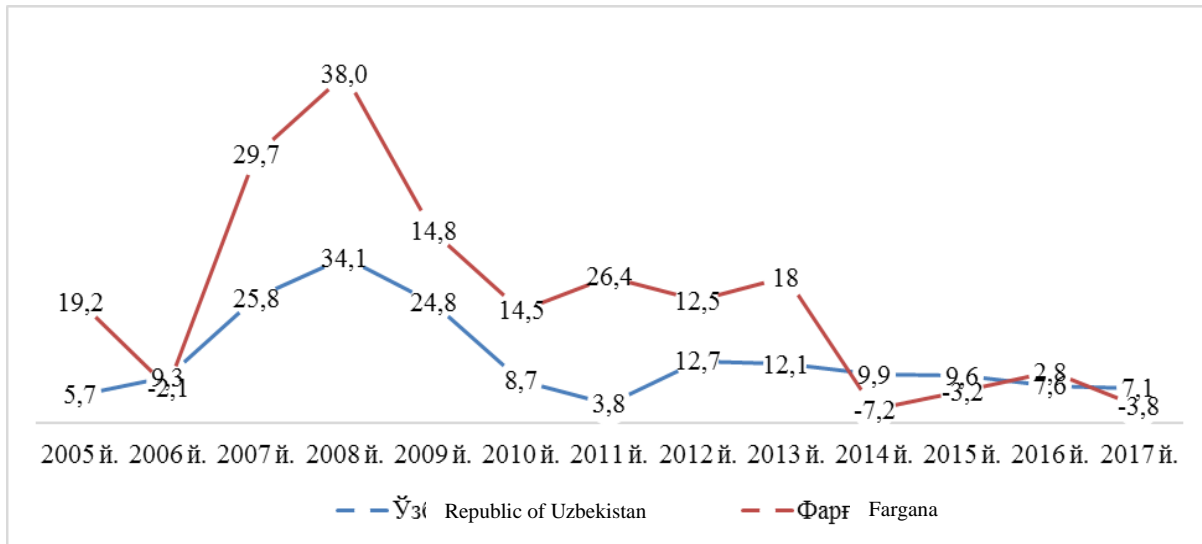


Fig. 1. Dynamics of investments of the Ferghana region and the republic of Uzbekistan (%)⁸.

The main indicator of the attractiveness of territorial investments is considered the marketing environment. As such, the Cabinet of Ministers of the Republic of Uzbekistan on April 20, 2012 improved the practice of quarterly assessment of such selected factors as the level of socio-economic development and the state of the business environment in Tashkent, regions and the Republic of Karakalpakstan. Using this system of indicators, a conclusion is drawn up about the marketing environment that has formed in the Ferghana region.

Significant changes took place in the structure of investments in the economy of the Fergana region according to the sources of financing in 2010-2017. In particular, while the share of investments of the population and enterprises remained high in the structure of investments, in 2017 there was a high degree of change in the sources of investment financing and loans of commercial banks increased. Foreign loans and investments also showed a downward trend in 2017 (Table 1).

The analysis shows that during the years of analysis, the share of foreign investment in the region has not been growing at all. In addition, the lack of integrated system of measures to direct domestic investments into the implementation of modern projects dictates the need to formulate targeted programs for the implementation of promising investment projects.

If in 2005 there were 87 enterprises with foreign capital in Ferghana region, by 2017 this figure was 202. Enterprises with foreign capital produced goods worth 2483.2 billion soums in 2017, which is about a quarter of total industrial production. This figure was 12.6% in 2010, which can be explained by the efficient operation of foreign investors in the region.

TABLE 1 INVESTMENTS IN FERGANA REGION⁹ BILLION SUMS

Years	Total	Budget funds	Organization and population	Bank loans and other borrowed funds	FDI	Other funds
2005	162315,2	25982,6	101251,2	9281,2	16442,9	9357,3
2006	178161,5	26271,7	103693,3	11290,9	23021,2	13884,4
2007	272903,3	42023,4	155552,6	32746,1	16265,9	26315,3
2008	484356,1	61104,9	232150,3	66503,3	75877,4	48720,2
2009	663391,5	102733,7	332046,4	98126,6	98874,9	31609,9
2010	849061,0	118254,1	491662,8	108804,2	106408,7	23931,2
2011	1151873,8	147142,5	607423,7	150502,2	194821,7	51983,7
2012	1390937,7	211331,0	627182,3	268452,1	167078,9	116893,4
2013	1899747,1	354739,5	947421,5	198219,2	251093,3	147261,6
2014	1998400,5	213359,0	1146376,1	298508,9	198933,4	141223,1
2015	2132990,7	226299,1	1211785,4	360945,2	193576,3	119492
2016	2404487,2	273116,6	1393766,8	349921,4	235360,5	127098,6
2017	2377439,9	198852,6	1477533,5	452720,1	151402,0	88649,9

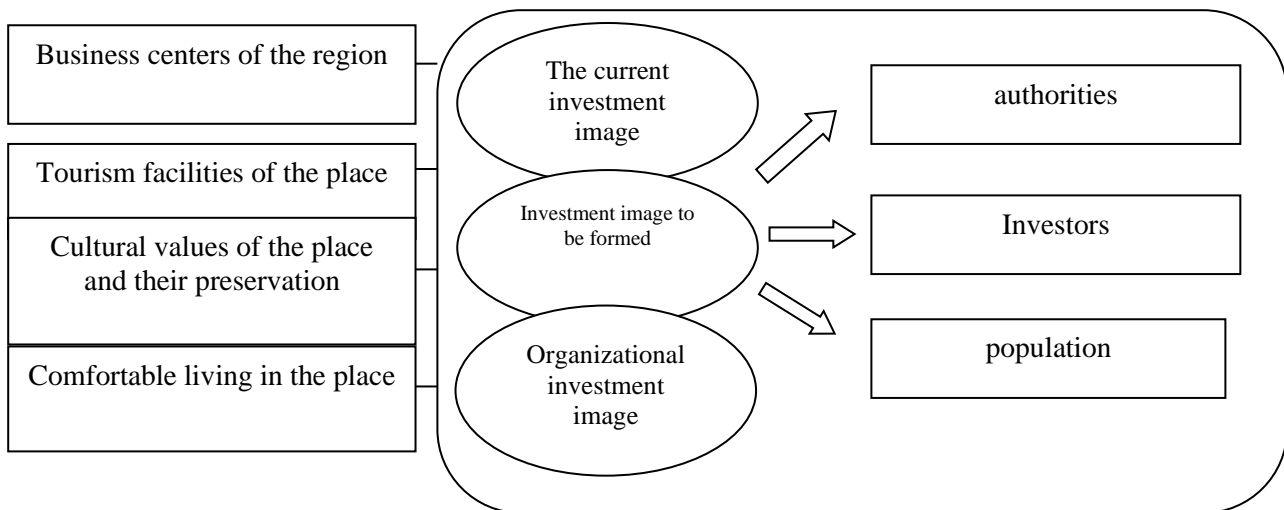
Foreign trade turnover of enterprises with foreign capital in Ferghana region in 2017 amounted to \$ 302.5 million US dollars, of which 16% are imports and 84% - exports. The share of enterprises with foreign capital accounted for 31.8% of total foreign trade turnover in the region in 2017.

At the same time, with the participation of residents of the People's Republic of China - 11, the Russian Federation - 15, the United States - 3, the Netherlands - 2, the Republic of India - 2, the Republic of Turkey - 2, the Kyrgyz Republic - - 1 new enterprise, Islamic Republic of Pakistan - 1, South Korea - 2, Republic of Kazakhstan - 5 new enterprises.

CONCLUSIONS

Theoretical approaches to developing the region's investment image are a key marketing strategy to boost investment attractiveness in the Ferghana region.

There are 4 main areas for shaping the region's image, and its structure can be illustrated in Figure 2.



Picture 2. Main directions of investment image development¹⁰

The main components of the investment image are regional business and leisure facilities, cultural treasures and their preservation, favorable living conditions in the region. Local governments, citizens and investors in the region are key players in building an investment image.

It is also important to develop the main directions of investment image formation. The organizational and economic mechanism of the regional image formation, as described above, which consists of the diagnostic, design, development and evaluation stages, is implemented in 3 stages.

The first stage of investment image formation in Ferghana region includes accurate assessment of the economic situation in the region, analysis of the competitive advantages and disadvantages of the region, and analysis of consumers and competitors in the region.

The investment climate of Fergana region and its attractiveness, main problems in attracting investments were analyzed. It is advisable to formulate effective programs for developing an investment image strategy in the Ferghana region.

The process of forming an investment image should include a system of measures to ensure the harmonization of the internal and external objectives of the region.

External goals should be to promote the competitiveness of the region, while internal goals should serve the interests of investors, local authorities, the public, and businesses operating in the region.

In the first phase of investment image formation in Ferghana region, the project will conduct marketing research. Based on the results of marketing research and the data collected, it is planned to identify problems in the investment image of the region. It is important to take into account that studying competitors can change the project to build a regional image.

The second stage consists of activities, which include development and approval of the project. At this stage, a project to shape the region's image will be developed, and a roadmap for the technical feasibility will be defined. Government decisions on the implementation and adoption of the project must include and serve as a basis for its implementation and monitoring system.

At this stage, oversight can play an important role, changing or complementing the strategies adopted.

The third stage is the development of measures for socio-economic development of the region and attraction of investments, analysis and evaluation of the project effectiveness. It also involves reconsidering and identifying the causes of distress, identifying the impact of the investment on the development of the region, and taking appropriate measures. This compares the sources of data needed for evaluation and analysis, the feasibility of the plans and their outcomes.

The main goals of using marketing communications effectively in building the image of the region are to provide effective information to investors, to give them credible information about the current situation in the region, and to build trust. It is important to note that regional and regional authority have a marketing communications program to enhance the image of a particular region along with full and effective use of marketing communications tools.

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HORDEUM L. SEED SPECIFICITY AND PRODUCTIVITY OF SEPARATE TYPES

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ABSTRACT

The was article provides information on the comparison of biometrical indeces of wild and cultivated species of Hordeum L. under natural and introductory conditions.

KEYWORDS: *Hordeum L. series, H. spontaneum C. Koch., H. vulgare, Navasadsky-525, Compast, Comander, potential seed productivity, real seed productivity, introduction.*

INTRODUCTION

Today, the cultivation of weeds and molluscs in the Adyr region is one of the most pressing issues in the localization of native populations, or in the case of foreign flora. Pichanne's usefulness and quality of hay are greatly appreciated. Arpanning has the advantage of the relatively fluid dispersion of mostly organic matter, and the accumulation of organic and mineral nutrients in the form of hay.

MAIN BODY

In terms of reproductive biology of the series, AI Ponomarev [7], R.E. Levina [6], A.A. Imirsinova, Anatomical and Ecological Study of the Ephemeroidea and Ephemerals of the Western Tien Shan Mountains (U. Ubaydullaev, 1959); Ripening, seeding (D.K. Larionov, 1927); The stress response of Hordeum vulgare in space flight (EI Shagimardanova, 2010); A new aspect of the interactions of plants and microorganisms in the case of ordinary barley (Pinchuk, 2018); Molecular-genetic analysis of alloplasmic recombinant lines (Hordeum vulgare with different types of productivity - Molecular-genetic analysis of alloplasmic recombinant lines in different fertility lines of the Triticum aestivum (L. Bildanova, 2005), Morphology of native barley varieties A. Sidorov, 2009) on the medicinal properties of barley (Djansirani Tatiparti et al., 2019), Effects of fungi on barley root zinc concentration (J. Stefani, 2018); Magnetite (Fe₃O₄) nanoparticles and their The effect of the accumulation of photosynthetic genes in barley (Hordeum vulgare L.) (Huseyin Tombuloglu, 2019), but Hordeum L. species in the Ferghana Valley has not been studied, and requires further studies.

Objects of the study were the varieties of cultural barley (*Hordeum vulgare* L.) Navasadsky-525, Red Fort, Compast and Comander, and *H.spontaneum* S. Koch. the wild ancestor of the cultural barley.

A comparative analysis of biometric indices of wild and cultural species of *Hordeum* L. in natural and introductory environments [1, 2, 3] was conducted during the study. Ashurmetov, X.Q. Karshibaev was conducted according to the method [5].

As you know, there are seven species of barley in Uzbekistan. *H. spontaneum* S. of *Hordeum* L.– (barley). Koch -Yovvoyi barley grass, leaves, flat velvet. Flowers from April to June. Spring plantations on the hills and foothills grow among the crops in the oasis [8].

H. vulgare L. - a yearling worm, not a blaze. Cultural divinity. There is no common fruit in the forest until it is empty.

To determine the seeds germination in laboratory conditions, 10 seeds were sorted from each variety. For the purpose of this study there were selected red barrows, navasadsky-525, compast. Seeds were filtered in three different ways: soaked for 12 hours, soaked for 24 hours and not soaked in 9 filtered cups on a filter paper and moistened with 10 drops of normal water at 22 ° C.

In the experiments, barley seeds were studied under different conditions and at different times (October, November, December, and March). Particularly, in the field conditions, that is, in the territory of the Andijan State University Botanical Garden, the seeds sown in October began to grow 6-8 days after the first rains, and the total germination was 80-84%. In the laboratory conditions, the mass germination of seeds was observed mainly in 3-5 days.

The research also focused on the biometric characteristics of plants. Specifically, *H.spontaneum* S. Koch, harvested from the hills of Ahangaran District and grown in the introductory environment at the ASU Botanical Garden. The total length of the spikes at the stem was 20.5 cm and the number of cobs was 84.3 ± 1.58 . The spikes in the spike were 7.1 to 14.4 cm in length and the number of stems per square meter was 18 (Table 1).

TABLE 1. SEED PRODUCTIVITY OF SOME SPECIES OF HORDEUM L.

Type and grade name.	The number of cobs in the ear	The number of flower sprouts is PSP.	The number of cereals in the grain is RSP.	Grain percentage (%)	Thousands of grain weight (gr)
<i>H.spontaneum</i> S. Koch. (Botanical Garden).	84,3±1,58	30,0±0,01	29,01±0,0	29,01±0,0	30,0±0,01
<i>H.spontaneum</i> C.Koch. (naturally)	58,8±4,30	19,6±1,43	18,5±1,62	30,1±0,3	28,9±0,28
variety Navasadsky - 525	88,2±2,66	29,4±0,89	28,1±0,72	29,9±0,58	49,9±0,2
variety Compast	87,6±1,25	29,2±0,42	27,2±0,39	31,1±0,41	50,04±0,12
variety Comander	82,5±3,01	25,2±0,32	24,7±1,04	30,1±0,32	51,04±0,14
Variety. Kyzyl-Korgon	81,0±1,1	24,9±0,15	24,2±0,4	27,6±0,2	32,3±0,24

Seeds of good quality were 10 mm in length and 3 mm in width. The number of flowering spikes, that is, potential seed productivity (PSP), was 84.3 grains, the number of grains (RSP) was 29.01, and the yield was 29.01%. The weight of one thousand grains was 30.0 g when weighed.

H.spontaneum S. Koch, collected from hills of Akhangaran district of Tashkent region. One-year-old plants were used naturally. The number of races per 1 m² area was 14.

The average length of the stalks of the stalks was 20.5 cm and the number of cobs in the stalks was 58.8 ± 4.30 (Fig. 1). It was found that the spike in the spike was 7 to 16.4 cm in length.

Seeds of good quality were 10 mm in length and 3 mm in width. The number of flowering spikes, that is, potential seed yield (PSP), was 19.6 ± 1.43 grains, the number of grains (RSP) was 18.5 ± 1.62 grains, and the percentage of grain yield was 30.1 ± 0.3 . (Figure 2).

From the above data, the highest rates of actual seed productivity (RSP) are H.spontaneum S. Koch. planted in the Botanical Garden (29.01) and in the cultural barley Navasadsky-525 (28.1). The lowest values are H.spontaneum S. Koch. (18,5) and the barley in the Kyzyl-Kurgan type (24.2). However, it should be noted that the potential seed yield (PSP) of the studied species and varieties is nearly identical (3.0 ± 0.01) and that the true variability of the above-mentioned differences indicates the specific capabilities of these plants. When weighing one thousand grains, weighing 28.9 ± 0.28 g. It was.

The total length of the cob on the stem of Navasadsky-525 varieties of cultural barley was 20.7 cm on average (Figure 3). The number of cobs in the spike was 88.2 ± 2.66 . The number of flowering spikes, that is, potential seed yield (PSP), was found to be 29.4 ± 0.89 on average. The number of cereal grains (RSPs) was recorded at 28.1 ± 0.72 . The percentage of grain in cobs was 29.9 ± 0.58 (Fig. 4).

The weight of one thousand grains was 49.9 ± 0.2 g. Navasadskiy-525 varieties thous. Grain weight H.spontaneum S. Koch. weighing twice as much as the type.

Compast grade total length of the stalks was 21.4 cm and the number of cobs on the heads averaged 87.6 ± 1.25 units (Figure 5). The number of flower bulbs (PSP) was found to be 25.2 ± 0.32 . This indicator is the same as that of H.spontaneum S. Koch and Navasadsky -525. Cereal grains were 27.2 ± 0.39 grains, cereal grains were 10 mm, and grain was 4 mm. Grain percentage (%) in cobs was recorded at 31.1 ± 0.41 (Figure 6).

The weight of one thousand grains was 50.04 ± 0.12 g. Compast grade on this sign is also H.spontaneum S. Koch. weight twice as much as the type.

Comander grade total length of the stalks was 21.4 cm, mean number of cobs in the heads was 82.5 ± 3.01 . The number of flower bulbs (PSP) was found to be 25.2 ± 0.32 . This indicator is the same as that of H.spontaneum S. Koch and Navasadsky -525. Cereal grains were 24.7 ± 1.04 grains, length of cereal grains was 10 mm, and grain width was 4 mm. Grain (%) in cobs was recorded at 30.1 ± 0.32 .

The weight of one thousand grains was 51.04 ± 0.14 g. Compast grade on this sign is also H.spontaneum S. Koch. weight twice as much as the type.

The weight of the most promising Kyzyl-Korgon variety was 1000 seeds (32.3 g).

In order to investigate seed germination conditions, Kyzyl-Korgon, Navasadsky-525 and Compast were selected. On the first day of the study, 8 hours of Kyzyl-Korgon 8, Navasadskiy-525 8 and Compast 9 spikes were recorded for 12 hours in water. The red castle, soaked in water for 24 hours, produced 10 full stems. Of the Navasadsky-525 varieties, 4 are of the sort and 6 of the Compast varieties. No germination was observed in seeds that were not soaked in water. Cotyledon did not form in any of these (Table 2).

TABLE 2 STUDYING OF SEED GERMINATION IN LABORATORY CONDITIONS

t/p	The name of the variety	Date of Inspection	Number of seeds germinated when soaked for 12 hours in water	Formation of pallets	Number of seeds germinated in water 24 hours	Formation of pallets	Number of seeds sprouted in water not sown	Formation of pallets
1.	Variety. Kyzyl-Korgon	Day 1	8	-	10	-	-	-
2.	variety Navasadsky - 525		8	-	4	-	-	-
3.	variety Compast		9	-	6	-	-	-
1.	Variety. Kyzyl-Korgon	Day 3	9		10	4	-	-
2.	variety Navasadsky - 525		9	2	6	-	1	-
3.	variety Compast		9		9	-	8	-
1.	Variety. Kyzyl-Korgon	Day 4	9	-	10	7	-	-
2.	variety Navasadsky - 525		9	6	6	3	2	-
3.	variety Compast		10	-	10	1	9	-
1.	Variety. Kyzyl-	Day 5	9	2	10	10	4	-

	Korgon							
2.	variety Navasasky - 525		9	9	6	4	6	-
3.	variety Compa st		10	3	10	4	10	-
1.	Variety. Kyzyl-Korgon	Day 6	9	8	10	10	9	4
2.	variety Navasasky - 525		9	10	7	6	10	4
3.	variety Compa st		10	8	10	8	10	7
1.	Variety. Kyzyl-Korgon	Day 7	9	9	10	10	10	7
2.	variety Navasasky - 525		10	8	7	6	10	9
3.	variety Compa st		10	9	10	10	10	9
1.	Variety. Kyzyl-Korgon	Day 10	9	9	10	10	10	7
2.	variety Navasasky - 525		10	10	7	6	10	9
3.	variety Compa st		10	10	10	10	10	9
1.	Variety. Kyzyl-Korgon	Day 11	9	9	10	10	10	7

2.	variety Navas dsky - 525		10	10	7	6	10	9
3.	variety Compa st		10	10	10	10	10	9

On the third day of the study, the seed germination intensified slightly. In other words, 9 Kyzyl-Korgon, Navasadsky-525 9 and Compast 9 spikes were recorded for 12 hours. Cotyledon began to form 2 seeds of Navasadsky-525. A total of 10 varieties of Kyzyl-Korgon varieties soaked in water for 24 hours were produced. 6 of Navasadsky-525 varieties and 9 of Compast varieties. Cotyledon began to form 4 seeds of Kyzyl-Korgon, but not sown in Kyzyl-Korgon only. 1 of Navasadsky-525 varieties and 8 of Compast varieties. Cotyledon does not appear.

On the fourth day of the study, the seed germination intensified significantly. In other words, 9 Kyzyl-Korgon, 9 Navasadsky-525 and 10 Compast 10 spikes were recorded for 12 h in water. Cotyledon began to produce 6 seeds of Navasadsky-525. A total of 10 varieties of Kyzyl-Korgon varieties soaked in water for 24 hours were produced. 6 out of Navasadsky 525 and 10 of Compast. Cotyledon started to form 3 of the 7 Navasadsky-525 of the Kyzyl-Korgon and 1 of the Compast seeds, and not only the Kyzyl-Kurgans not sown in water. 2 of Navasadsky-525 varieties and 9 of Compast varieties. Cotyledon didn't grow up.

On the fifth day of the study, the seed germination intensified. In other words, 9 Kyzyl-Korgon, 9 Navasadsky-525 and 10 Compast 10 spikes were recorded for 12 h in water. Cotyledon started to produce 2 Kyzyl-Korgon, 9 Navasadsky-525 9 and Compast 3 seeds. A total of 10 varieties of Kyzyl-Korgon varieties soaked in water for 24 hours were produced. 6 out of Navasadsky 525 and 10 of Compast. Cotyledon began to form 4 out of 10 Navasadsky-525 of Kyzyl-Korgon, 4 of Compast seeds, 4 of Kyzyl-Korgon seedless water, 6 of Navasadsky-525 varieties and 10 of Compast varieties. Cotyledon didn't grow up.

On the sixth day of the study, the seed germination intensified. In other words, 9 Kyzyl-Korgon, 9 Navasadsky-525 and 10 Compast 10 spikes were recorded for 12 h in water. Cotyledon started to produce 8 Kyzyl-Korgon 8, Navasadsky-525 10 and Compast 8 seeds. A total of 10 varieties of Kyzyl-Korgon varieties soaked in water for 24 hours were produced. 7 of Navasadsky-525 and 10 of Compast. Cotyledon started to produce 6 of 10 Navasadsky-525 of Kyzyl-Korgon, 8 of Compast's seeds, 9 of Kyzyl-Korgon-non-watered seeds, 10 of Navasadsky-525 varieties and 10 of Compast varieties. By the sixth day of Cotyledon, Kyzyl-Korgon was formed by 4, Navasadsky-525 and 7 seeds of Compast.

On the seventh day of the study, the seed germination intensified. In other words, 9 Kyzyl-Korgon, 10 Navasadsky-525 and Compast-10 spikes were recorded for 12 hours. Cotyledon began to produce 9 Kyzyl-Korgon, 8 Navasadsky 525 and 8 Compast 9 seeds. A total of 10 varieties of Kyzyl-Korgon varieties soaked in water for 24 hours were produced. 7 of Navasadsky-525 and 10 of Compast. Cotyledon began to form 6 out of 10 Navasadsky-525 of Kyzyl-Korgon, 10 of Compast's 10 seeds, and only 10 of Kyzyl-Kurgan seeds not absorbed in water. 10 of Navasadsky-525 varieties and 10 of Compast varieties. Cotyledon didn't grow up.

On the tenth day of the study, the seed germination intensified. In other words, 9 Kyzyl-Korgon, 9 Navasadsky-525 and 10 Compast 10 spikes were recorded for 12 h in water. Cotyledon started to produce 2 Kyzyl-Korgon, 9 Navasadsky-525 9 and Compast 3 seeds. A total of 10 varieties of Kyzyl-Korgon varieties soaked in water for 24 hours were produced. 6 out of Navasadsky 525 and 10 of Compast. Cotyledon began to form 4 out of 10 Navasadsky-525 in Kyzyl-Korgon, 4 from Compast, and only 4 from non-watered seeds. 6 of Navasadsky-525 varieties and 10 of Compast varieties. By the seventh day of Cotyledon, Kyzyl-Korgon was formed of seven, 9 of Navasadsky-525, and 9 of Compast.

On the eleventh day of the study, the seed germination intensified. In other words, 9 Kyzyl-Korgon, 9 Navasadsky-525 and 10 Compast 10 spikes were recorded for 12 h in water. Cotyledon started to produce 2 Kyzyl-Korgon, 9 Navasadsky-525 9 and Compast 3 seeds. A total of 10 varieties of Kyzyl-Korgon varieties soaked in water for 24 hours were produced. 6 out of Navasadsky 525 and 10 of Compast. Cotyledon began to form 4 out of 10 Navasadsky-525 in Kyzyl-Korgon, 4 from Compast, and only 4 from non-watered seeds. 6 of Navasadsky-525 varieties and 10 of Compast varieties. By the seventh day of Cotyledon, Kyzyl-Korgon was formed of seven, 9 of Navasadsky-525, and 9 of Compast.

It should be noted that when determining the germination of seeds, it is found that the unfertilized seeds are damaged.

CONCLUSION

In summary, a comparative analysis of the biometric indicators of wild and cultural species of the *Hordeum L.* species under natural and introductory conditions by *H.spontaneum S. Koch.* and Navasadsky-525, Sompast varieties of cobs, PSP, RSP and grain yields are relatively close, and the weight of one thousand grains is twice that of weight and differs from literature data. This means that the growth of plants is influenced by various climatic conditions. Also on true seed productivity (RSP) is *H.spontaneum S. Koch.* The variants planted in the Botanical Garden were 29.01 units, and the cultural barley Navasadsky-525 was 28.1. At relatively low rates *H.spontaneum S. Koch.* in the natural variants (18.5 pcs.) and in cultural barley - 24.2 pcs. It should be noted, however, that the potential seed yield (PSP) of the studied species and varieties is almost the same (80.4), and that the true variability of the above-mentioned differences indicates the specific capabilities of these plants. In turn, it is desirable to use the studied constituents in the flowering phase for fodder preparation, and after the autumn rains, the plants should be re-vegetated and used as green grass.

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Figure 1. *H. spontaneum* S. Koch. The length of the spike.



Figure 2. *H. spontaneum* S. Koch. ningdon (seed) length.



Figure 3. The length of the Navasadsky-525 variety spikes.



Figure 4. Navasadsky-525 variety length of grain (seed).



Figure 5. Compass variety spike length.



Figure 6. Length of grain in the compass variety.



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TRADITION AND INNOVATION IN KARAKALPAK POETRY 30S OF THE TWENTIETH CENTURY

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ABSTRACT

This article discusses the traditions of the classics in the Karakalpak poetry of the 1930s. Information is given on the basics of the artistic forms of Karakalpak poetry and on the stages of its development. Opinions on the literary influence in Karakalpak poetry are given and considered as examples as a result of the influence of folklore and the works of classical poets.

KEYWORDS: *Tradition, Folklore, Written Literature, Genre, Stanza, Method.*

INTRODUCTION

For many centuries, poetry has served as an invaluable force that inspires people with its sensitivity and graceful content, and educates beautiful feelings in their spiritual world. Therefore, it has distant historical roots. How deeply we study poetry, we are so aware of its artistic secrets. Ever since ancient times, poetry defended the interests of a particular society, time, nation, and praised them. Poetry served as a means of shaping loyalty, valor, love of the motherland in the minds of people.

MAIN PART

Among peoples who did not have rich written monuments, folklore played the role of the annals of history and became the main form of manifestation of the spiritual creativity of the people. This, in our opinion, explains the amazing richness and variety of works of Karakalpak folklore [1].

The formation of written literature, and its occupying a leading place in the nineteenth century in Karakalpak poetry gave rise to the light of classical poets. Talented poets of that time were such masters of words as Kunhodzha, Ajiniyaz, Berdakh, Utesh, Umar. They mainly relied on oral folk art and developed creativity according to folk traditions, enriched Karakalpak poetry in terms of form and content. The main traditional forms in Karakalpak poetry were folklore genres and historical poem, and later four-line verses entered Karakalpak literature. Their many works reflect and social life. Classics enriched Karakalpak versification raised it to a new level.

In the twentieth century, there is a rapid development of Karakalpak literature. During this period, prose and drama developed along with poetry. That is, along with poets, writers and

playwrights appeared. Until the 20th century, representatives of Karakalpak literature presented their works in oral and manuscript forms, then by the 20th century this process changed, as a result we saw the rapid development of our literature. Each poet draws his work artistically, using all the possibilities of the folk language and with style.

Representatives of the poetry of this period A. Musaev, K. Avezov, S. Mazhitov, I. Fazylov, H. Akhmetov, A. Begimov, J. Aymurzaev, D. Nazbergenov, M. Daribaev, N. Zhapakov made a huge contribution to the development of the new genre [2].

The poets, taking advantage of the traditions of folklore, created new written literary traditions. New contents constantly required new forms. And therefore, in the poetry of that period, new genres, genre forms and images were mastered, and some were restored. This process was important for the subsequent period of Karakalpak poetry.

In the Karakalpak classical literature, the topic of labor mainly depicted shepherds leading a difficult life, or haymaking workers who could not get a salary for their work, or the topic of a woman. But most of them depict the plight of women. This is clearly expressed in the works of classic poets of the XIX century. We can find out that the above examples of the verses of the 1930s should show that the innovation for that period is women taking equality, that they can work on a par with men in different sectors. In poetry, it is considered impossible to separate tradition from innovation.

Karakalpak poetry in the process of its development was based on examples of folk art and classical poetry. Representatives of our poetry have enriched new traditions corresponding to the requirements of that time. Poems and historical poem from the works of ZhiyenZhyrau, Kunhodzha, Ajiniyaz, Berdakh, Otesh, Omar, Ayapbergen, images in general poetry as examples of means of depiction are included in poetry.

These phenomena are especially pronounced in the works of talented poets. These tasks showed the innovation of poets in poetry. The achievements of our poets consist in the fact that, having achieved novelty in literary traditions, they brought literature to the required degree. There is no reason for poets to abandon any historically accepted national forms. It is known that, the earlier existing traditional form in the new meaning is supplemented, and changed, updated [3].

Following our new form, our poets reached out to learn forms that did not correspond to our poetry. However, it is appropriate to say that by the year 30 of the 20th century, Karakalpak poets could not fully use all the poetic features of world poetry.

Our poets, taking advantage of the traditions of folklore, created new written literary traditions. New contents constantly required new forms. And therefore, in the poetry of that period, new genres, genre forms and images were mastered, and some were restored. This process was important for the subsequent period of Karakalpak poetry.

In the transmission of meaning, the chosen form has a huge role. In Russian literature in the work of Mayakovsky, this genre was reflected in a very vivid form. The new form has come a long way, destroying the old and replacing the classics with a new one. Karakalpak poets did not come to this size right away. Despite the fact that they wrote their poems in a new direction, in a new trend, most of the verses were inherent in the syllabic size. However, external literary influences are not always positive. Especially with the influence of literature of large nationalities on the literature of small peoples, if the former are strong in a certain part of historical, political development, then there is a risk that the literature of small nationalities loses

most of their national traditions. Such an influence is especially felt during periods of poor development of literature. Karakalpak literature experienced a similar process in the 30s of the twentieth century.

Do not be lazy to download,
Do not stay never,
Go ahead!
Go, go, go!
Walk on! Pull!
Pull ahead !. [4].

An example relates to the poem "Train" by J. Aymurzaev. The artistic, aesthetic and emotional coloring of the poems is very weak, and they do not correspond to the size, rhyme, intonation of Karakalpak poetry. These lines can be combined and write a 15-16 syllable stanza.

Do not be lazy to download, Do not stay never,
Go ahead! Go, go, go! Walk on! Pull! Pull ahead !..

The poem is written in traditional size. Therefore, these verses obey all the rules of syllabics. If the verse would have been written according to the above traditional form, then the poet's research would be worthy of attention to a large extent. But the poet chose this path in order to convey the real picture of that time. Based on this experience, we know that poetry had successful and unsuccessful sides. In the process of research, one may encounter various problems. The problem is that poets want to make changes and create a new form. In a work of art, the correlation of form and content must always be studied together. Therefore, such works require a study of the form suitable for the content of the poem. It was said that one of the features of the poetry of this period was related to the characteristic conditions inherent in that period.

Hero girl, became famous,
Since she became an adult,
We know, for the cause of the motherland,
I paid attention, worked, really giving myself to work,
Let it go, it's fulfilled, every word you say [5].

The above example was written by poets of that period on the use of literature as an ideological tool, where the poem's content was work on the topic of women and the demonstration of the work of women in all spheres of society and the need to speak in a high spirit with great pride. Also in the author's poems you can see the structure of collective farms inherent in that period, the conduct of all affairs collectively and under one motto.

Despite the fact that the creation of a work by two authors has been verified experimentally in world literature, in this case it is difficult to believe that two authors are authors of a short verse. In world literature, works are considered to be those that are rich in plot and large in volume and where several people are authors. If we take into account that poetry is created from the bottom of our hearts, we can see that the authors worked around the political and ideological systems that were created during that period.

Along with this, if we take into account that ideology led the literature of that period, we can see that many poets of the early period put the topic of women in the first place. But most of them

depict the plight of women. This is clearly expressed in the works of classic poets of the XIX century. It is mainly depicted in a broad sense by Berdakh.

The poem "Kelin" (Bride) openly shows the hard life of women of that period. For instance:

Your day passes in torment,
In despondency the night passes,
Your voice sounds, not joyful,
not free, in grief you stand the bride[6].

We can learn that the above examples of the poem should show that the innovation for that period is women taking equality that they can work on a par with men in different industries. In poetry, it is considered impossible to separate tradition from innovation. Karakalpak poetry in the process of its development was based on examples of folk art and classical poetry.

Twittering language,
Sing a voice,
Fly to the sky,
Your steel wing is tired,
Let your friends laugh and the enemies disappear,
There is a famous country that enemies cannot defeat [7].

The novelty of this poem is the first duty is the novelty of form. The verse consists of six lines. The syllables in these lines are different. In it, the shortest line consists of 3 syllables, and the longest line reaches 11 syllables.

Here, the author of the above lines could combine the initial 3 lines into one, consisting of 11 syllables. And another peculiarity of this verse is that the second stanza consists of 11 syllables and 6 lines, and the first line consists of 3 syllables and the next as well. This is an initial example in Karakalpak poetry.

Artistic creativity does not mean that it never used ready-made forms. For poets, perfection of forms means the effort to always be in the process of searching, that is, ideas, consciousness, feelings, complete and accurate transmission of the psychological states of the lyrical hero. And therefore, in every work of art form is born again, and art forms created by others remain as a school for the study of others"[8].

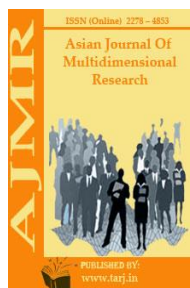
CONCLUSION

Our poets, taking advantage of the traditions of folklore, created new written literary traditions. New contents constantly required new forms. And therefore, in the poetry of that period, new genres, genre forms and images were mastered, and some were restored. Because this is the time of the transition of oral creativity to writing at the turn of two centuries. This process was important for the subsequent period of Karakalpak poetry.

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**CATALYTIC SYNTHESIS OF ACETYLENE UT OF VYNIL ACETATE
AND TEXTURE CHARACTERISTICS OF CATALYSTS****B.Sh.Omanov***; **M.S.Xatamova****; **N.I. Fayzullaev*****^{1,2}Navoi State Pedagogical Institute,
UZBEKISTAN***Samarkand State University,
UZBEKISTAN**ABSTRACT**

In the study, the catalytic acetylation reaction of acetylene was obtained by the sol-gel method in the presence of ZnO: CdO: ZrO₂/keramzite-containing catalyst under the following favorable conditions: $T = 180^{\circ}\text{C}$, $\text{C}_2\text{H}_2:\text{H}_3\text{COOH} = 4: 1$, $V_{\text{C}_2\text{H}_2} = 280 \text{ h}^{-1}$. Texture characteristics of the selected catalyst were determined using BET and BJH methods. Phase composition was researched with diffractometer DRON-3 (CuK_a radiation) method X-ray Diffraction. Dispersed catalyst was probed in scanning electron microscope (JSM - 6510 LV). As a result of researches, in the condition of $T=180^{\circ}\text{C}$, $\text{C}_2\text{H}_2:\text{CH}_3\text{COOH}=4:1$, $V_{\text{C}_2\text{H}_2}=280 \text{ h}^{-1}$ it has been experimentally proved that in case the total conversion of acetic acid is 85.4%, productivity for vinyl acetate will be 79.8 and selectivity for vinyl acetate will be 93.4%

KEYWORDS: *Acetylene, Acetic Acid, Vinyl Acetate, Catalyst, Sol-Gel Technology, Material Balance, Technological Scheme.*

INTRODUCTION

Vinyl acetate (VA) is one of the most important monomers (a component for producing polymers for industrial organic synthesis). Vinyl acetate monomer is a substance with a wide range of applications. VA-based polymers and copolymers have good adhesive, optical, electrical insulation, and fiber-forming properties, which is why they are widely used not only in everyday life, but also in industry: engineering, construction, medicine, etc.

The main application of VA monomer is industrial. It is an integral part of polyvinyl acetate, which is used for the production of water-based paints and varnishes, various types of glue, impregnations, floor tiles, acrylic fibers, paper coatings and non-woven materials. In addition, polyvinyl alcohol is produced from VA monomer, a compound raw material in the manufacture of packaging film and laminated glass[1-5].

According to Internet information [RUE “National Center for Marketing and Price Study”] - the main manufacturers of the world market of VA monomer are Celanese (USA), LyondelBasell (USA), DowChemical (USA), DuPont (USA), INEOS (Great Britain).

Today, zinc acetate deposited on crushed natural active carbons of the ARD, ARD-U brands in Russia and S-76 abroad is used as a catalyst for the production of vinyl acetate from acetylene in reactors with a flowing bed. All of them retain the properties and disadvantages inherent in conventional activated carbons: they have high ash content, differ in an unbalanced ratio of the volumes of micro- and mesopores, which determines both a relatively low level of catalyst activity and its rapid deactivation. In addition, when using a reactor with a gushing layer, the low strength of the carrier and the irregular shape of the particles lead to rapid abrasion of the catalyst and its entrainment from the reactor. A significant increase in the productivity of the synthesis process of vinyl acetate can be achieved by switching to zinc acetate catalysts obtained using nanoporous carbon microspheres as carriers, which are characterized by high strength, low abrasion resistance, and an optimal porous structure [6-10].

The main methods for producing VA in the gas phase are passing a mixture of acetylene with acetic acid vapor through a heated catalyst. Catalysts are salts of zinc and cadmium. Silica gel or activated carbon is used as a catalyst carrier. The reaction temperature lies in the range 210-250°C. The gas mixture is recommended to be heated to this or slightly higher temperature. Acetylene is used in excess against theoretical. Particularly emphasized is the need for a quick passage of the reaction gas mixture over the catalyst, so that only part of the reaction mixture reacts, and that the VA formed is always surrounded by excess unreacted mixture. Moreover, in a contacted medium, a VA concentration of about 20% is obtained. The most favorable reaction temperature is 210-250°C.

Based on the foregoing, the production of vinyl acetate is one of the main tasks of creating new, economical, non-waste methods in technology, as well as developing effective catalysts with high selectivity, activity and productivity of modeling technological and process parameters [11-14].

EXPERIMENTAL PART

The catalytic acetylene acetylation reaction was carried out in a flow reactor under the following optimal conditions: $T=180^{\circ}\text{C}$, $\text{C}_2\text{H}_2:\text{CH}_3\text{COOH}=4:1$, $V_{\text{C}_2\text{H}_2}=280\text{ h}^{-1}$ [15, 16-17].

The reaction products were analyzed by a flame ionization detector by gas-liquid chromatography under the following optimal conditions: a stationary liquid phase with particle sizes of 0.250-0.315 mm in Svetokhrom-545, 15% lestosile, glass column 100°C, the flow rate of the incoming gas - nitrogen 30 ml/min.

Qualitative analysis of "witnesses" and the retention time of parameter values is based on a comparison method; and quantitative analysis was calculated based on the method of internal normalization [18-19].

Data on the texture characteristics of the samples were obtained on an ASAP 2010M instrument in a stream of liquid nitrogen at 77.35 K by low-temperature adsorption. Before analysis, the samples were dried at 120°C for 4 hours and burned at 550°C for 6 hours. The comparable surface was determined by the BET method. The total surface volume was calculated based on the amount of nitrogen adsorbed at maximum saturation. Sponge size distributions were determined by the BJH method.

The phase composition was studied on a DRON-3 diffractometer (CuK α radiation) by X-ray diffraction [20]. The dispersion properties of the catalyst were checked in a scanning electron microscope (JSM - 6510 LV). The catalytic activity of the obtained sample was studied in acetylene acetylation reaction.

EXPERIMENTAL RESULTS AND THEIR DISCUSSION

The catalysts were prepared under the following conditions: solutions of a 5–25% solution of zirconium oxy nitrate by the method of circulation adsorption at 60°C were absorbed onto a microspherical nanoporous retention agent (keramzite). The salt absorption time varied within 60–90 minutes [21].

The substance is the carrier keramzite: the solution was taken in the range of ratios 1:3-1:8.5. After the absorption process, the catalyst was dried at room temperature for 24 hours, then in an oven at 100 - 130°C (with a temperature increase of 10°C every 1 hour). The amount of zinc acetate in the catalyst was 11-30%.

The catalyst, the volume of which was 9 cm³, was lowered into a flow reactor and the system was washed in a stream of nitrogen at a speed of 10 l/h for 15 minutes. The synthesis of vinyl acetate from acetylene was carried out at normal atmospheric pressure at 180°C. Under the above conditions, the life of the catalyst was 2000 hours.

The synthesis of vinyl acetate in the vapor phase has been published in many works, the absorption process is carried out on activated carbon in the presence of zinc acetate at 170-230°C, the process was carried out at atmospheric pressure in the range of the molar ratio of acetylene: acetic acid from 2:1 to 10:1. Partial or complete replacement of zinc acetate with cadmium acetate leads to an increase in catalyst activity. K₂Cr₂O₇ (2% compared with the weight of the catalyst) is used as a promoter additive[22].

It was found that in the process of contacting, zinc acetate escaped. So, for example, the initial catalyst contained 13% zinc acetate, spent - 2.7%. The reason for the decrease in the activity of the catalyst, in addition to reducing the amount of zinc acetate, can also be a decrease in the surface of coal during the deposition of tar products in its pores. In order to confirm this statement, the spent catalyst was investigated, for which the adsorption capacity of fresh catalyst was determined. In the process of contacting, one can imagine the following possibilities for directing adverse reactions.

1. Polymerization of acetylene. In this case, cupren type hydrocarbons, heavy oils, aromatic hydrocarbons, olefins can form.
2. The breakdown of acetylene. The self-decomposition of acetylene (in the absence of catalysts proceeding rapidly at a temperature of 500°C) is usually preceded by a stage of its polymerization.
3. Polymerization of VA followed by decomposition of the polymer.
4. The decomposition of acetic acid and acetic acid salt. Ketone decomposition proceeds most easily in the presence of catalysts.
5. The formation of acetaldehyde and its compaction products.

Of all the possible side effects indicated, catalyst poisoning can mainly be caused by reactions leading to the formation of hardly volatile resinous products (polymerization products of

acetylene, VA, acetaldehyde). Reactions such as decomposition of zinc acetate, decomposition of acetic acid, leading to the formation of volatile products, can hardly cause a decrease in coal activity.

The study of the effect on the catalyst of various components of the gas mixture (acetylene, vinyl acetate, acetic acid, acetaldehyde), as well as nitrogen, showed that the effect of the components of the mixture on activated carbon is much weaker than on the contact mass. Acetylene and a mixture of acetylene with vinyl acetate have a very strong effect on the catalyst. No harmful effect of acetaldehyde on the contact mass was observed. Vinyl acetate mixed with nitrogen has virtually no effect on both activated carbon and contact mass. Nitrogen added to the gas mixture has a beneficial effect on the life of the catalyst, but slightly reduces the conversion.

To clarify the effect of impurities to acetylene on the initial activity of the catalyst, the reaction was carried out with acetylene obtained by the action of water on technical calcium carbide. This acetylene without further purification entered the drying system with calcium chloride and then through the evaporator into the contact zone. For comparison, an experiment was carried out under similar conditions with carefully purified acetylene.

The use of crude acetylene did not have a significant effect on the initial conversion of acetic acid. The presence of a sorption-active surface in the reaction zone can cause sorption by the contact mass of ordinary impurities to acetylene and thereby reduce the effect on their reaction to a certain limit. Therefore, it is possible to assume that, after prolonged contacting, crude acetylene can have a harmful effect on the catalyst. The life expectancy of the catalyst depends on the mode of operation.

The texture characteristics of nanocatalysts based on the sol-gel technology are presented in table - 1.

TABLE 1. TEXTURE CHARACTERISTICS OF THE CATALYST $(ZnO)_x \cdot (CdO)_y \cdot (ZrO_2)_z$ /keramzite

№	Granule shape	Density, g/cm ³	S _{sol} m ² /g	Total volume of sponge, cm ³ /g	Amount ZnO:CdO:ZrO ₂ , % mass
1	Round	0.98	51	0.310	10.3:2.6:0.4
2	Round	0.94	63	0.341	9.6:2.2:0.5
3	Round	0.88	46	0.253	12.0:2.6:0.3
4	Round	0.76	107	0.362	11.3:2.1:0.6
5	Round	0.72	173	0.409	11.8:2.5:0.2
6	Round	0.86	57	0.337	9.2:2.0:0.1
7	Round	0.79	62	0.313	9.0:2.5:0.5
8	Round	0.87	59	0.329	8.5:1.5:0.2
9	Round	0.88	70	0.318	10.8:3.0:0.4
10	Round	0.92	51	0.310	8.8:2.2:0.25
11	Round	0.85	59	0.271	9.5:1.5:0.3
12	Round	0.85	51	0.240	10.2:1.86:0.4
13	Round	0.91	58	0.269	11.5:2.4:0.6
14	Round	0.95	68	0.320	16.7:2.1:0.3

A 0.05 M solution of $\text{ZrO}(\text{NO}_3)_2 \cdot 8\text{H}_2\text{O}$ was used as the zirconium source. The solution was prepared at 70–75°C at 650 revolutions / min for 30 min, stirring continuously. Monoethanolamine was used as the structure-forming agent.

Sol formation was prepared at 90–95°C for 30–35 min in the magnesium mixer. The reaction mixture was then stirred at 90–95°C for a speed of 600 cycles / min and the gel was formed. The resulting gel porcelain was put into a bowl and was heat-treated for 1 h at 500°C.

Figure 1 shows the morphostructure of the zinc oxide at 350°C and 550°C. Microphotography of the ZnO sample was obtained on a wave electron microscope JEOL JSM 5510. Obviously, the synthesized nanocrystals are formed from agglomerates, and their average size increases with increasing burnt temperatures. The analysis of the electron microstructure shows that the process of burning causes nanostructured zinc oxide surface to be altered, defect concentrations and, as a consequence, a change in the width of the material barrier zone.

IK spectroscopy was used to investigate the processes occurring in the thermal burn of ZnO. This method allows quantitative and qualitative composition of nanomaterials, determination of different reactions observed with changes in chemical bond concentrations, and the average size of nanoscale particles based on experimental data.

$\text{Zn}(\text{CH}_3\text{COO})_2 \cdot 2\text{H}_2\text{O}$ salt was used for the synthesis of nanoscale zinc oxide.

Zol-gel method of obtaining nano-oxide synthesis involves the following steps: 1) synthesis of zinc oxide; 2) synthesis of zinc oxide halide; 3) transfer the ball to the gel; 4) centrifugal gel and wash with distilled water; 5) drying and burning of gel at a certain temperature.

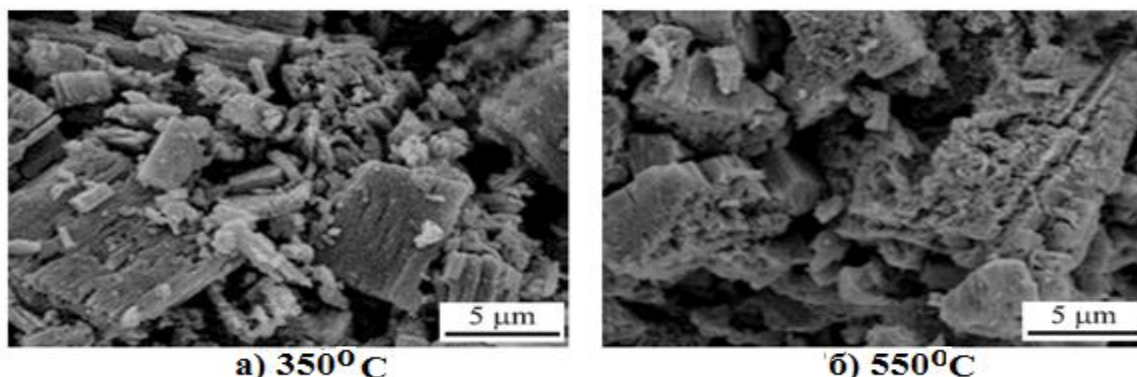


Figure 1. Electron micrographs of ZnO nanocubes obtained at different temperatures

The study utilized UCTs and a solution containing 5% $\text{ZrO}(\text{NO}_3)_2$. The water-alcohol solution was prepared using isopropylpyrate in a 4:1 volume ratio. The following drying conditions were applied during the experiment: gas flow rate 140 l/min, $T = 70\text{--}80^\circ\text{C}$, $P = 0.1\text{ MPa}$.

Gel nanoparticle zinc oxide samples were examined by electron microscopy (PEM). Figure 2 shows the micropicture taken.

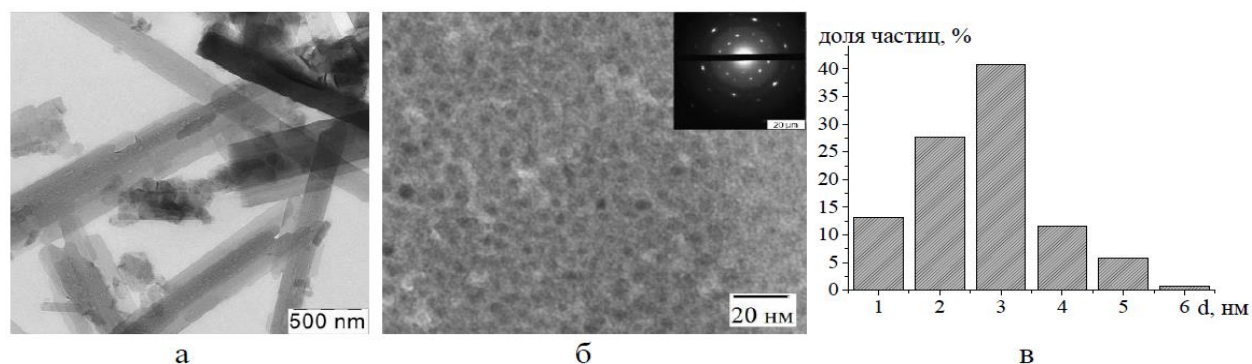


Figure 2. Distribution histogram of nanoscale particles on the surface of zinc oxide plates and electron microscopy and microscopic photography of nanoscale particles of different magnitude

Microphotometric assay consists of a set of plates of varying lengths (from 0.4 to 20 μm and width from 5 to 15 nm, with a thickness of 100 to 250 nm).

To investigate the effect of the burn temperature of nano-oxide samples on their spatial composition and structure, the synthesized samples were dried to 125°C and incubated from 175°C to 750°C. All samples were then analyzed by X-ray diffraction. The results of the X-ray analysis are shown in Figure 3 below.

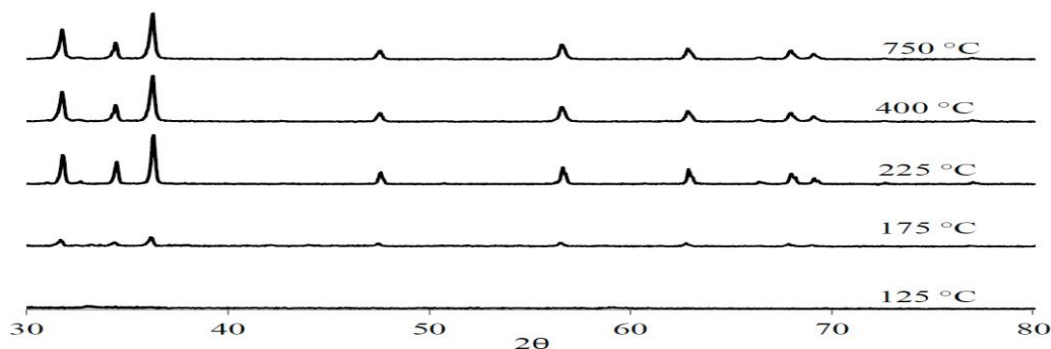


Figure 3. Results of X-ray diffraction analysis of burnt samples at 125°C - 750°C

As shown in the diffractogram in the figure above, ZnO samples burnt at different temperatures have peaks characteristic for the structure of zinc oxide in the crystal structure. In addition, as the temperature of the crease increases, the peak intensity is explained by the particle aggregation and the breakdown of the gel structure. Next, we investigated the IR spectrum of zinc oxide in the nanoscale from 125°C to 750°C. Analysis of the IR spectra of the dried zinc oxide sample at 125°C shows that the sample contains hydroxyl 1020-1067 cm^{-1} absorption area and acetate group corresponding to the absorption domain 725, 1332, 1400, 1550, 2880-2970 cm^{-1} . Chemically and physically adsorbed water (677, 877, 918, 1550, 3145-3425 cm^{-1}), amino group (677, 877, 1550 cm^{-1}) and $\text{Zn}(\text{H}_2\text{O})_2^{2+}$ and $\text{Zn}(\text{NH}_3)_2^{2+}$ groups also available.

Further analysis of the IK spectrum showed changes in valence vibrations (2800-3900 cm^{-1}) and deformation oscillations (4000-900 cm^{-1}) in the IR spectra with increasing sample temperature.

In the IR spectra of nanoscale ZnO samples heated at 400-750°C, only the maximum apparent at 450 cm^{-1} is observed. This is due to the Zn-O bond vibration in the spectrum.

CONCLUSION

Thus, the catalytic acetylene reaction of acetylene was studied by the Sol-gel method with the ZnO:CdO:ZrO₂/keramzite-containing catalyst under the following favorable conditions: T=180°C, C₂H₂:CH₃COOH=4:1, V_{C₂H₂}=280 h⁻¹. Texture characteristics of the selected catalyst were determined using BET and BJH methods. Phase composition was researched with diffractometer DRON-3 (CuK_α radiation) method X-ray Diffraction. Dispersed catalyst was probed in scanning electron microscope (JSM - 6510 LV).

The results of studies on the influence of factors (temperature, catalyst loading, gas mixture flow rate, contact apparatus parameters) on the degree of conversion of reagents during the vapor-phase synthesis of VA in the presence of zinc acetate (cadmium) on expanded clay are also presented.

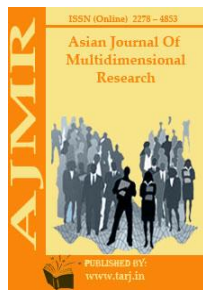
The paper describes methods of preparing the contact mass, shows the possibility of regulating the activity of the catalyst and increasing the duration of its work by gradually increasing the reaction temperature stepwise.

According to the results of a literature search in the laboratory, a series of test experiments was carried out that confirm the possibility of obtaining VA from acetylene and acetic acid in the vapor phase in the presence of a zinc acetate catalyst on expanded clay. It should be noted that the laboratory conditions for the synthesis of VA are not adequate to the real process in industry. The low conversion of the starting reagents in one pass was obtained due to our research without the use of recycling of raw materials.

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**INCREASING THE PROFESSIONAL COMPETENCE OF YOUNG TEACHERS
THROUGH INTERACTIVE FORMS OF METHODOLOGICAL WORK****Inomidinova Dildorxon Ikramovna****Teacher of Foreign Languages Department,
Namangan Engineering Construction Institute,
UZBEKISTAN**ABSTRACT**

In the modern world, the key to success of any organization, including an educational institution, is to ensure high quality human resources, which in turn will help to increase the effectiveness of the organization, and therefore make it the most competitive.

KEYWORDS: *Professional Competence, Professional Skills, Professional Activity, Pedagogical Support, Professional Knowledge, Methodical Festivals, Business Games.*

INTRODUCTION

At the beginning of his professional activity, the young teacher faces certain difficulties and the main role of the methodologist at this stage is to provide pedagogical support for the teacher in the process of professional activity and provide pedagogical support in accordance with professional needs.

MAIN PART

One of the tasks of the methodologist of the kindergarten, in which novice teachers work, is to use effective forms to increase the professional competence and professional skills of young specialists, to provide an information space for independent mastery of professional knowledge.

Organizational forms of methodological work with young staff are classified by the method of organization (collective, group, individual), as well as by the degree of activity of the participants (active, passive).

Passive forms of methodological work are oriented to a large extent on reproductive cognitive activity and provide support for the zone of actual development of teachers.

MATERIAL METHOD

Basically, in my work with young cadres I use active forms that stimulate the search, creative research activities of teachers and are focused on the zone of teachers' nearest development - these are master classes, theoretical seminars, workshops, conferences, creative discussions, dialogues, living rooms, hours collective creativity, methodical festivals, business games,

methodical games, fairs of methodological ideas, methodological trainings, round-table meetings, workshops.

How to make every beginning teacher become an active, interested participant in various forms of methodological work? For many years, I came to the conclusion that the intensification of the creative activity of teachers is possible through non-traditional, interactive methods of working with teachers.

Interactive activity involves the organization and development of dialogue communication, during which teachers develop the ability to think critically, reason, and solve conflicting problems based on an analysis of the information they hear and circumstances. Teachers learn to weigh alternative opinions, make informed decisions, correctly express their thoughts, participate in discussions, and communicate professionally with colleagues [2].

It is valuable that with such an organization of work, the teacher can not only express his opinion, look, give an assessment, but also, having heard the evidence-based arguments of his colleagues, abandon his point of view or substantially change it. Teachers are formed respect for the opinions of others, the ability to listen to another, to make informed conclusions and conclusions.

DISCUSSION

What are forms of interactive learning? Let's consider some of them.

The simplest form of group interaction is the Circle of Communication, where young teachers have the opportunity to listen to the opinions of experienced colleagues and express their opinions, to be convinced of its reliability. Usually, work takes place in three stages.

The first stage - teachers are seated in a large circle. I, as the leader of the "Circle of Communication", formulate a problem (For example, "Improving the quality of assimilation by children of the Typical curriculum for preschool education and training").

The second stage - over a period of time (approximately 10 minutes), each participant individually on his piece of paper writes down the proposed measures to solve the problem.

The third stage - in a circle, each teacher reads out his proposals, the rest listens (without criticism and discussion); in the process, a vote is taken on each item - whether to include it in the general decision, which is recorded on the board as the conversation progresses.

The "Circle of Communication" technique is best used when it is possible to quickly identify ways to solve a problem or its components. Using this form, for example, you can develop guidelines.

The next form of work that I actively apply to increase the pedagogical skills of teachers is "Evenings of Questions and Answers" - a month before the scheduled date of the event, I suggest that teachers think about what issues of pre-school education and training are most relevant in this period. Then the questions, 1-1.5 weeks before the "Evenings" are classified by problems. Participants decide what questions they can answer themselves, what questions require explanation of specialists. On some issues, you can offer to share the experience of teachers.

Each problem, to which the group of questions asked by teachers relates, is revealed as fully as possible. They should clearly represent the theoretical foundations of the problem, ways to solve it, forms of organization, methods and techniques of work, and more.

A “business game” is effective if young teachers have sufficient knowledge of the problem that is reflected in the game. A business game involves a lot of preliminary work, in which young specialists get the necessary knowledge through various forms, methods and tools: visual agitation, thematic exhibitions, consultations, discussions, discussions.

If such preliminary work has not been carried out, I will conduct a business game as part of an event dedicated to consolidating the knowledge gained on the problem. The main goal of the game is live modeling of the educational process, the formation of specific practical skills of teachers, faster adaptation to updating the content, the formation of their interest and culture of self-development; development of certain professional skills, pedagogical technologies.

A “methodological dialogue” is held with the aim of discussing a specific topic, developing a plan of joint action. The form of the meeting is a round table. Listeners get acquainted with the topic of discussion in advance, receive theoretical homework. A methodological dialogue is conducted between the methodologist and teachers or groups of teachers on a specific topic. The driving force of the dialogue is the culture of communication and the activity of participants. Of great importance is the general emotional atmosphere, which allows you to evoke a sense of inner unity. In conclusion, a conclusion is drawn on the topic, a decision is made on further joint actions.

Trainings are held by me mainly for the development of professional skills. Training can be an independent form of methodological work or be used as a methodological method during a seminar. In the trainings, I widely use pedagogical situations, handouts, technical teaching aids. Trainings help to create confidential and frank communication, responsibility in discussions and in discussing the results of training.

Young teachers especially like to participate in such a form of methodological work as the “Methodical Festival”, since here young teachers have the opportunity to see the practical work of experienced teachers in introducing new pedagogical ideas and methodological findings. Here one gets acquainted with the best pedagogical experience, with non-standard classes that go beyond traditions and generally accepted stereotypes. During the festival there is a panorama of methodological finds and ideas.

“Methodical gatherings” are arranged by me when young teachers have studied this or that question quite well and are able to take part in the formation of the correct point of view on a particular pedagogical problem. Usually methodological gatherings contribute to the creation of a favorable psychological climate in this group of teachers. I usually spend them in the form of a round table. For discussion, I propose to solve issues that are essential for solving some key tasks of the pedagogical process (for example, “Using methods and techniques in organized learning activities under the heading “ Formation of elementary mathematical representations ”). The topic of discussion is not announced in advance. I try in a relaxed atmosphere to call young educators for a frank conversation on the issue under discussion and bring them to certain conclusions.

RESULT

The classes that meet all the methodological requirements of today: they have a practical, educational and developmental focus, in connection with this, design methods are widely used, non-traditional classes are held - excursions, stage presentations, presentation classes, etc., exercises of a problematic and creative nature are used. The specifics of the faculties influence the choice of methods, therefore a mixed teaching method is quite common, which, without

focusing on some extremes, includes elements of the above methods and any others that appear in the methodology. In addition, elements of the Oxford and Cambridge courses are widely used at various faculties and language stages, implying the maximum immersion of the student in the language process and, importantly, focused on the development of not only language knowledge, but also creativity and the general outlook of the student.

CONCLUSION

Teachers of the department compile and publish collections and methodological manuals on foreign languages, which reflect the specifics of the faculty, solves the problem of intersubject communications, thereby proving that a foreign language is not an end in itself, but only a means for expressing thoughts, including on professional topics. Thus, the Department of Foreign Languages provides three major components of the knowledge standard of the new century: computer skills, knowledge of foreign languages and vocational guidance.

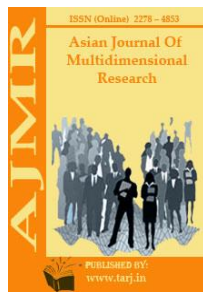
The teachers of the Department of Foreign Languages mainly selected a mixed teaching methodology, which includes elements of grammar-translation, communicative, linguistic, sociocultural and other approaches. This choice allows you to achieve the desired result - students mastering basic knowledge of a foreign language, taking into account the specifics of the selected faculty. The use of a mixed technique, in addition to achieving an educational goal, contributes to the comprehensive, harmonious development of the personality, which is important.

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IDENTIFICATION AND DEVELOPMENT OF THE ABILITIES AND CREATIVITY OF GIFTED STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article discusses the important issues facing higher education in identifying, developing and developing the abilities and creativity of talented students.

KEYWORDS: *Ability, Research, Creativity, Talented Youth, Upbringing, Education, Technology, Stimulation*

INTRODUCTION

As the sages of the East say: “The greatest wealth is wisdom and knowledge, the greatest legacy is a good education, and the greatest poverty is ignorance!” Therefore, the acquisition of modern knowledge, true enlightenment and high culture should be an obligation throughout life for all of us.

Scholarships for talented students to identify, provide comprehensive support and encourage gifted students, help implement the best ideas and initiatives of young people. The scholarship of the President of the Republic of Uzbekistan, Beruniya, Ibn Sino, Navoi, Ulugbek, Imam al-Bukhari and many scholarships under the name of Islam Karimov. In connection with the ever-growing number of talented students, it is necessary to coordinate efforts to find identification, target students and participate in scientific and creative activities.

MATERIALS AND METHODS

Russian psychologist V.D. Shadrikov explains the features of functional systems that perform mental functions that have a measure of individual expression, which is reflected in the successful and high-quality specifics of the development and implementation of abilities. The general structure is the general characteristics of the nervous system, the specific characteristics of the brain (characteristics and hemispheres), which are manifested in the productivity of mental activity. Special coatings are features of neurons and nerve modules that specialize in their

meaning. According to the scientist, abilities are not formed by inclination; this function, capabilities - functional systems, inclinations - are components of the same system. Specific abilities are general abilities that define performance characteristics in accordance with the requirements of this activity. Firstly, another approach related to the consideration of abilities as human qualities is based on the theory of L. S. Vygotsky. According to Vygotsky, "in any historically developed human culture, human abilities (organizational psychological processes to a certain extent) have historically been formed." L. S. Vygotsky defines three characteristics of abilities. First, understand these skills as a way of interacting with the reality that is present in the culture. Secondly, the development of abilities is considered subject to the laws of the integral development of consciousness and is analyzed in all respects. Third - the development of abilities - a skillful demonstration of the cultural achievements of the child. L.S. Vygotsky also introduces the concept of addiction (as a sign of the natural forms of the psyche), showing that the development of abilities is the most difficult process of reproduction of all births, while neither congenital structures nor infants can function as separate mechanisms, but develop higher forms disobeying general logic. In this case, the basic principle of understanding the development of abilities is the role of symbolic means in the restoration of mental functions and the rules for their inclusion in increasingly complex compounds. Thus, the process of development of skills is an integral form of cognitive methods of a person present in culture. There is a word in such a training center. We share general and special abilities. General - these are skills that determine the level and specificity of any mental activity. Unlike ordinary skills, the mind is effective in solving various problems. The mind is sometimes perceived as a general ability (manifestation in several actions, and not in one) - in contrast to specific things that determine the effectiveness of one type of activity (L.S. Rubinstein, N.S. Leites). It is impossible to possess any special abilities without sufficient general abilities. All special abilities arise from normal abilities that cannot exist without them, and special abilities cannot achieve high development without weak development. "Creativity" is the role of the concept in abilities. General mental abilities are divided into cognitive and creative abilities. General abilities V.N. A team is intelligence (ability to learn), ability to learn (ability to acquire knowledge) and creativity (other definitions have different definitions) - common creative abilities (change of knowledge). Any talent for creativity should be considered as a component of any skill, which is defined as the highest level of development of any skill. Modern literature on gifted psychology tends to distinguish between different types of abilities (creative), on the one hand, and the search for its general structure. Choosing gifted children is a complex process that must be properly implemented. Although world-class pedagogy has some experience in identifying gifted children, there is no single method for accurately identifying gifted children. Currently, a number of methods in psychometry are used to determine individual differences and individual characteristics:

Gauena "Reserve model". Gowena's "stock model" is one of the methods that are part of an integrated valuation system.

The main parameters for evaluating the model are:

- 1) the results of group testing;
- 2) recommendation from the class leader;
- 3) re-selection of candidates

Slosson test. This helps to measure the mental abilities of adults and children. Answers to all tests are taken verbally. Some of the tasks given to young children relate to certain activities

performed by children (for example, using paper, pencils or pens). The test is defined as the ratio of mental abilities to the studied traits. In this case, the highest score is 120 or more.

Wexler scale. The Wexler Scale (WPPSI) is an individual test to determine your mental abilities. It consists of two parts:

- 1) Verbal scale (evaluated by five indicators, such as the assimilation of a certain material, understanding its contents, performing arithmetic tasks, searching for similarities and displaying vocabulary);
- 2) according to five indicators of state, such as a movement scale (building cubes, searching for labyrinths, completing drawing), an explanation of the nature of the proposed code (images of animals). Are evaluated

Torrance Test (II). The Torrens test (II) is a verbal test that helps determine the creative abilities of children and adults by oral methods.

The test is as follows:

- 1) the ability to ask questions;
- 2) identify the causes and consequences of the situation, corresponding to the situations described in the set of pictures;
- 3) be able to propose specific ways to use the simplest and most popular items in everyday life;
- 4) be able to ask unexpected questions on topics that they are familiar with;
- 5) make assumptions

The test determines the knowledge gained in the following areas:

- 1) mathematics;
- 2) possession of environmental information;
- 3) letters and sounds;
- 4) Understanding the content of the oral point

RESULT AND DISCUSSION

The problem of human abilities has always been very interesting to people. However, in the past there was no particular need to master human creativity in society. Now everything has changed dramatically. Life in scientific and technological development is becoming more diverse and complex. And this requires not human actions, but mobility, flexibility of thinking, quick adaptation to new conditions and a creative approach to solving big and small problems, as if these were the best works of literature and art: scientific discoveries. Considering that the share of mental work in almost all professions is constantly growing, and an increasing part of executive activity is being transferred to cars, the recognition and development of a person's creative abilities as an essential part of intelligence is one of the most important tasks it becomes clear.

After all, all the cultural values collected by mankind are the result of the creative activity of people. The future development of human society is determined by the creative potential of the young generation. Currently, there are several classifications of creation. Many psychologists

associate their ability to engage in creative activities, primarily with the characteristics of thinking. In particular, Guilford, a well-known American psychologist specializing in human intelligence, found that dissenting thinking is inherent in creative individuals. People with this type of thinking do not focus their efforts on finding the only right solution, but start looking for solutions in all directions in order to consider as many options as possible. Such people tend to create new combinations of elements that many know and use only in a certain way, or to form connections between two elements that have nothing in common. However, the way of thinking underlies creative thinking and is characterized by the following features:

1. speed - the ability to express the maximum number of ideas (in this case, not their quality, but their quantity);
2. flexibility - the ability to express different points of view;
3. originality - the ability to generate new non-standard ideas (these answers may appear in decisions that are not generally accepted);
4. Completeness is the ability to improve your “product” or give it a finished look.

Candidates of Psychological Sciences V.K. Kudryavtsev and V. Sinelnikov identified the following universal creative abilities that developed during the history of mankind on the basis of a wide range of historical and cultural materials (history of philosophy, social sciences, art and practice):

1. Fictional realism is a figurative understanding of an important, general tendency or model for the development of an entire object before it has a clear understanding of the personality and integrates it into the system of logical categories.
2. The ability to see in front of all parts.
3. The prevailing situational and transforming nature of creative decisions is the ability not only to choose alternatives from the outside, but also to create alternatives for oneself.
4. Experimentation is the ability to consciously and purposefully create conditions that reveal the hidden nature of objects in ordinary situations, as well as the ability to observe and analyze the “behavior” of objects in these conditions.

Scientists and teachers involved in the development of programs and methods of creative learning based on TRIZ (theory of solving inventory problems) and ARIZ (algorithm for inventory problems) believe that one of the components of a person’s creative potential is:

- ability to take risks;
- divergent thinking;
- flexibility in thinking and action;
- speed of thinking;
- the ability to express original ideas and invent new ones;
- rich imagination;
- to perceive the uncertainty of things and events;
- high aesthetic values;

- advanced intuition.

CONCLUSION

Based on this, we can distinguish the main directions of development of creative abilities of students (lat.). creativity - creativity is the general creativity ability that characterizes a person as a whole, manifests itself in various types of activity, is considered as a factor in relatively independent abilities: in the field of imagination and the development of creative thinking. Three approaches in developmental psychology struggle and complement each other:

- 1) genetic, playing a key role in determining the mental properties of heredity;
- 2) the environment in which representatives consider external conditions as a key factor in the development of mental abilities;
- 3) genotype-environmental impacts that differentiate different types of individual adaptation to the environment based on heredity.

Numerous historical examples: families of mathematicians Bernoulli, Bach composers, Russian writers and thinkers - at first glance, convincing evidence that heredity prevails in the formation of a creative person. Critics of the genetic approach oppose the correct interpretation of these examples. There are two possible explanations: firstly, the creative environment created by senior family members, whose example affects the development of the creative abilities of children and grandchildren (environmental approach). Secondly, the presence of identical abilities in children and parents is supported by a self-developing creative environment (genotype-environment interaction). Talent, in fact, is divided into groups, such as general and special talent. These qualities are common to a common talent. General talent is rarely seen in a few people. Alexander the Great (Alexander Zulkainar) and Napoleon Bonoparte, as you know, have such rare qualities in the history of mankind. Sources say they could do seven different things at once. The results of efforts to revive national values in Uzbekistan over the years of independence and impartial coverage of national history have shown that the great Amir Temur also had a unique personality.

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METHODS OF IMPROVING TEACHING THE ENGLISH LANGUAGE

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ABSTRACT

Teacher skills are reflected in the precise lesson planning. The lesson should be planned in such a way that it clearly reflects what is being planned and does not allow for a various plan. The article analyzes technology methods of enhancement of teaching as the example of English language.

KEYWORDS: *Pedagogical Technologies, Method, Learning Process, Multifunctional.*

INTRODUCTION

Analysis of tasks identified in the lesson. When designing a lesson, the teacher should look for ways to teach children the qualities of the plan and how to develop those skills.

MAIN PART

To implement this, the teacher imagines himself as a learner and divides these skills into plethora of parts. After that, the teacher will visualize every single section and ensure that the learner acquires the skill set easily. Some teachers show and share this skill from beginning to end. In this case, “complete material” (ie annotated skills) is a classroom equipment. After explaining the teacher model, unprecedented questions may arise in students about what he or she has forgotten to ask during the independent study.

For example, I forgot Part 4, show me if possible. The teacher then provides the student with a personal reminder to remind them. Or the teacher will guide the student when the student is performing the specified skill. You have completed Part 3 in a correct way. You are back in Part 4 and do the work from the beginning. Check it out, did you do it right? such as. The student keep an eye on what he has to do and bear in mind what he or she has done, like a copy. The teacher encourages students who have done well. Dr. Fred Jones has added a new element to the classroom design that will make learning more effective and intriguing. The sole way to optimize

the lesson is to have students monitor their activities and correct their mistakes. Only then will students gain more skills. They gain conscious thinking and a better understanding. The only way to do this is to use the "co-teaching" method.

Here's how to use:

1. Divide the class into the first and second partner parts.
2. Using the lesson transition model, the first partner teaches the part of the model to the second and the second partner.
3. The teacher demonstrates model parts of the learning method to those who have desire to learn and then show (watch and follow) through listening. The students then repeat what the teacher said and did.
4. The teacher chooses 2 volunteer partners to monitor the class. He says the first part of the model and asks them to follow it. In this way, the co-teachers will be taught the model step by step.
5. The teacher tells classmates to teach each other the first part. It shows how to monitor, evaluate, and troubleshoot performance. The teachers' partners help him to monitor and evaluate the classroom.
6. This method will continue to perform other parts of the model. By implementing this method, students will be self-sufficient and self-critical, be able to critically evaluate their work, and to correct mistakes.

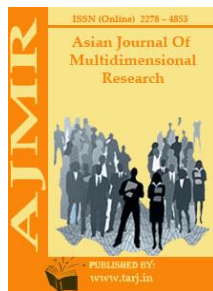
Recently, in our society, each and everyone has the right to education in any field, regardless of his or her level of primary education, and it is common for them to be educated in the future for a successful career in public institutions. The organization of admission to educational institutions with only a few tests is one of leading reasons for the students' dissatisfaction and limited knowledge. Because many schools, lyceums and colleges have been excluded, with only in-depth study of the test subjects, and the effort to retain test scores without their merits, which results in a shallow and one-sided knowledge of graduates.

CONCLUSION

In conclusion, when the teacher sets the goal of the lesson, it should be clear-cut to everyone, highlight what is being taught to the student, and what the skills he or she will formulate. More often than not, the goal is not achieved without a clear targeting. At times, however, the goal changes over time. Therefore, the purpose should be clearly and neatly written. Correctly setting the goal of student behavior helps to ensure that student-teacher, teacher - student interactions are correct and effective. Correctly working toward behavioral goals in the lesson also makes it easier to explain what is prohibited.

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EXCLAMATORY SENTENCES IN UZBEK AND ENGLISH LANGUAGES AND THEIR LINGUA-DIDACTIC ISSUES: SUBJECT OUTLINE

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ABSTRACT

The article presents entering to the subject Exclamatory sentences in Uzbek and English languages and their lingua-didactic issues. An exclamatory sentence conveys a strong emotion and ends with an exclamation mark (!). An exclamatory sentence, or exclamation, is a more forceful version of a declarative sentence. In other words, an exclamatory sentence makes a statement (just like a declarative sentence), but it also conveys excitement or emotion. Exclamatory sentences are common in adverts and informal correspondence (e.g., emails, texts).

KEYWORDS: *To Express An Emotion, Declarative Sentence, Coordinate Clauses, Sentence, Exclamation Mark, Exclamative, Expressive/Emotional Utterances.*

INTRODUCTION

They are quite rare in business correspondence, where a level head usually needs to be portrayed. An exclamatory sentence can be useful for emphasising a point but only when the emphasis is achieved by expressing an emotion. Don't put an exclamation mark at the end of a declarative sentence (a matter-of-fact statement) just to highlight its importance.

MAIN PART

Your readers will quickly start to question your writing skills and even your sincerity if you make a habit of using exclamation marks and not word choice to portray the importance of a statement. Oh, and definitely don't use more than one exclamation mark. In a complex sentence the communicative type depends upon that of the main clause, as in: I waited till the light turned to green. (Statement) Do you always wait till the light turns to green? (Question) Wait till the light turns to green. (Command) How thoughtless of you not to have waited till the light turned to green! (Exclamation) In a compound sentence, coordinate clauses may as well belong to different

communicative types. Look out, or you may meet with an accident. (Command-statement) I obeyed, for what else could I do? (Statement-question) The basic communicative types of sentences: declarative, interrogative, and imperative. The problem of the exclamatory sentence type: exclamation as the accompanying communicative feature of the sentence.

Traditionally, the so-called exclamatory sentence is distinguished as one more communicative type of sentence. Exclamatory sentences are marked by specific intonation patterns (represented by an exclamation mark in written speech), word-order and special constructions with functional-auxiliary words, rendering the high emotional intensity of the utterance. But these regular grammatical features can not be treated as sufficient grounds for placing the exclamatory sentences on the same level as the three cardinal communicative types of sentences. In fact, each cardinal communicative type, declarative, imperative or interrogative, may be represented in its exclamatory, emotionally coloured variant, as opposed to a non-exclamatory, unemotional variant, cf.: She is a nice little girl – What a nice little girl she is!; Open the door. – For God's sake, open the door!; Why are you late? – Why on earth are you late?! Exclamation is actually an accompanying feature of the three cardinal communicative types of sentences, which discriminates emotionally intense constructions from emotionally neutral ones at the lower level of analysis, but it does not constitute a separate communicative type.

As for so-called “purely exclamatory sentences”, such as My God!; Goodness gracious!; etc., as was mentioned earlier, they are not sentences in the proper sense of the term: though they occupy isolated positions like separate utterances in speech and resemble regular sentences in written representation, these interjection-type outcries do not render any situational nomination or predication and they possess no informative perspective. They can be defined as “non-sentential utterances” which serve as symptoms of emotional reactions; they are also treated as “pseudo-sentences”, “sentence-substitutes” or “non-communicative utterances”. In this paper I have separated exclamatives from expressive/emotional utterances in general, and shown how exclamatives and other expressive/emotional utterances may be analysed in terms of sentence types and speech act types. I adopted the idea suggested by Rosengren (1992, 1997) that exclamatives indicate an extreme position on a (semantic) scale of some kind, and express deviations from norms. I have followed Rosengren (1997) in my categorisation of the expressive/emotional utterances in my material. As stated, if the proposition in an expressive/emotional utterance indicates a high or extreme position on a semantic scale, and a deviation from a norm, without explicitly stating this deviation, this expressive/emotional utterance is an exclamative. In the material I found, however, a number of expressive/emotional utterances of many different forms, which are pragmatically similar, but not identical, to exclamatives.

CONCLUSION

The reasons why they should not be seen as EXCLAMATIVES are that they are not scalar and do not express deviations from norms. I call them EMOTIVES. There seem to exist a number of borderline cases between exclamatives and emotives. I think, however, that it is possible, but difficult, to distinguish between exclamatives and emotives in this way, building on Rosengren's (1997) definition of an exclamative.

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**PROSPECTS OF INCREASE IN CASH INCOME OF THE POPULATION ON THE
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ABSTRACT

The article offers practical suggestions on job creation and employment through the development of one of the most important sectors of economy. At the present stage of development of Uzbekistan, it is necessary to prospects of increase in cash income of the population on the basis of the development of the service industry, to develop the opportunities for the revenues from employment in various spheres and sectors of the economy to become the main source of income of the population and an important factor of its standard of living. The urgency and relevance of this problem is determined by the need to employ a working population at the current stage of the country's development, and the imbalance between demand and supply in the labor market.

KEYWORDS: *Population, Service Industry, Social Economy, Intensive Economic, Government, Tourism, The Living Standards Of Population, Economic Reforms.*

INTRODUCTION

Formation of the concept of social economy depends on the need to improve the welfare of the population and prevent the growth of needy and impoverished families. Therefore, intensive economic reforms, which are planned to be held in the Republic in 2018-2021, will have to become the basis for a flexible policy towards the income of the population. At every stage of market reforms, wage increases, differentiated income-based policies, strong social protection, and transfer payments to low-income population should be taken into an account.

In the context of shaping a socially-oriented market economy, the role of income is explained by the fact that every human being's material and spiritual life depends primarily on the level of his incomes. The higher the level of income of the population, the greater the possibility of meeting

its basic needs, maintaining its health, getting education, organizing leisure, cultural leisure. In general, monetary income for a person's earnings and aspirations is crucial in determining the economic situation of the family, which determines his or her living conditions and affects the way of life. Therefore, ensuring the reliable protection of private property rights and guarantees in the Strategy of Actions, eliminating all obstacles and restrictions on the development of private enterprise and small business, giving it full freedom, "If the population is rich, the state will be richer" It is also important to take into account the measures that are being taken to improve the situation.

MATERIAL AND METHODS

Economic literature also emphasizes: income is a means of livelihood, and it represents the level of living and many other similar thoughts. Indeed, the income of the population is a major factor affecting the consumption of the population, including services.

Theoretical considerations and practical research on this subject are described in detail in previous chapters. On the basis of development of entrepreneurship in the sphere of services, the prospects for the growth of cash incomes of the population are very wide. It is difficult to predict and plan the volume of income of the population by sector.

However, without finding out the source of revenue and sources of employment, it is difficult to get full use of opportunities to improve the living standards of the people, to find a way to achieve them, and find ways to deal with potential problems in practice.

Therefore, in the course of our researches, we have made great efforts to develop the expectations of the increase in the income of the population on the basis of the development of entrepreneurship in the sphere of services, and in this way to justify the role of this factor in raising the living standards of the population.

In our opinion, it will be necessary to make four things in the development of the principles of income generation in the service sector in Samarkand region, in justifying the ways to increase them in the future.

First of all, in the development of the Concept of Population Income Policy in the context of creating a socially-oriented market economy model in Uzbekistan:

- creation of economic conditions promoting active labor activity and ensuring high rates of average per capita income growth;
- Precise planning of social protection of the population in need of social support;
- activating the labor market, achieving a balance between demand and supply of labor;
- Creation of economic and legal conditions for expansion of self-employment of the population;
- Organization of home-based work as a pre-primary tutor for pre-school children who are not working temporarily;
- avoid excessive leveling of income of different social groups at the level of living;
- achieving sustainable growth of the real and voluntary income of the population, and so on.

The third reason for forecasting income in the service sector of the Samarkand region is the fact that the President of Uzbekistan Sh.M.Mirziyoev intensively increased the incomes of the entire

population in the future and increased the real incomes of the population by more than 12 times in the future, wages, pensions and social benefits increased significantly.

DISCUSSION

Finally, the fourth thing to do with Samarkand Region's revenue growth is to develop the service industry as a priority area in the country and to increase its role in the socio-economic development of Uzbekistan. At every stage of society's development, the status and development prospects of a particular industry or a particular industry, its position and place in the national economy are determined by the specific features of a particular period. Service sector becomes a leading factor in socio-economic development. Based on the findings of the research, the main factors contributing to the steady increase in the monetary income of the population on the basis of the development of entrepreneurship in the sphere of services.

First of all, the government itself has a great interest in the development of entrepreneurship in the service sector. In other words, as a result of the development of entrepreneurship, the state budget is financed. In 2016, the share of small businesses in the country's GDP amounted to 56.7% (Samarkand region's share in the gross regional product - 72.2%), while the service sector average 70%. Growth of gross domestic product per capita was observed. Growth of gross domestic product per capita will lead to an increase in the real incomes of the population.

Secondly, the unemployment rate is decreasing due to the creation of new jobs. With the growth of labor productivity in the manufacturing sector, labor resources released will be used to develop the services sector. In Samarkand region, 48.1% (714.3 thousand) of the employed population were employed in material production, while 51.9% (770.8 thousand) were in service sector. This, in turn, will generate income by increasing the employment rate in the services sector. Thirdly, the increase in the population's income leads to a faster rise in demand for services. The final outcomes of economic growth are reflected in the growth of the real income of the population and the well-being of the population. During the years of independence the real incomes of the population have grown more than twelve times. Over the same period, the demand for the services has increased by 25.7 times.

As a result of the research, we have identified problems that hinder the growth of employment in the service sector and should be addressed through direct intervention of the state and we have developed proposals for their solution:

- The results of the research have shown that the average wage in the service sector is considerably lower than in the material industries - 37.3%. In developed countries, average wage in the service sector is 60-70% of total income. The benefits of entrepreneurial activity make up 15-18 percent of the total income of the developed economies (for example, the United States). In our country, this figure is 52.7% and the real estate - 3.2%. As a result, the problem of attraction of qualified personnel in the industry, and the effective promotion of their labor remains to this day. To solve the problem, it is important to recognize the discrepancies between the service sector and the production of material goods and to gradually eliminate these differences on the basis of a policy of faster growth in service delivery (especially health, education, culture) to give;
- Important role in the provision of effective use of workers' labor during the service process. Business leaders in developed countries consider trade as the key to success, efficient use of employee service, and strictly adhere to this principle in their operations. They work on three

major stimulus models - American, Japanese and European. Thus, to improve the financial incentive funds in service enterprises and organizations and to increase the quality and effectiveness of the workforce through the use of paid premiums. As a source of material incentives, we believe that financial support from business entities, donations and gifts, business savings (business) savings, and the proceeds from entrepreneurial income, as well as officially received service facilities;

- Service in rural areas is much lower than the profitability and profitability of business entities (legal entities) and individual entrepreneurs (individuals) in urban areas, who engage in such activities. In other words, the seasonality of agriculture, natural climatic and economic conditions, the existence of a risk of non-profit agriculture, the use of major agricultural products as a raw material for domestic businesses, rural services, workers are women, older, often retired. Senior adults and women reject some forms of entrepreneurial risk (risk) and thus hinder their work productivity. As a result, entrepreneurship in rural areas does not develop well and the consequences of this situation have a major negative impact on the living standards and quality of the rural population. In order to solve the problem, there is a need to strengthen taxation and credit support privileges and support policies for businesses operating in rural areas, and, if necessary, exempt from taxes;

- Non-formation of labor incentives and effective distribution of business income in the service sector. That is, in the service sector, there are natural resources, that is to say, the working subjects. At the same time, employees are primarily serviced by human beings, their needs and desires. During the activity of the service, they face sensitive features, such as consciousness, psychology, social relations. It affects the nature of the labor. This kind of work has a creative character and requires a high level of staffing and intellectual abilities.

RESULTS

In the world practice, effective methods of distribution of enterprise income and financial incentives for high performance indicators have been developed. At present, income-generating companies are used as an important tool for achieving the level of quality and quantity of the company's employees by linking them with the results of labor, and in practice they are bringing great social benefits. In our country, the issues of stimulating the productivity of industries in the sectors of material production, in particular, in the field of science and industry, pay considerable attention. However, the creation and implementation of effective systems for distribution and improvement of earnings in the service sector and the incentives for labor have been negligible. Based on the specificity of the service sector, and the specific goals and objectives facing each particular entity, the system of revenue distribution, labor incentives, and rewarding systems should be developed. In our opinion, service sector, which serves as a paid service, will have a good positive effect on the participation of employees in the distribution of benefits by the employees in accordance with the interests and objectives of labor activity. In addition, it is necessary to introduce a system of participatory work to enhance the employees' interest in achieving high performance results.

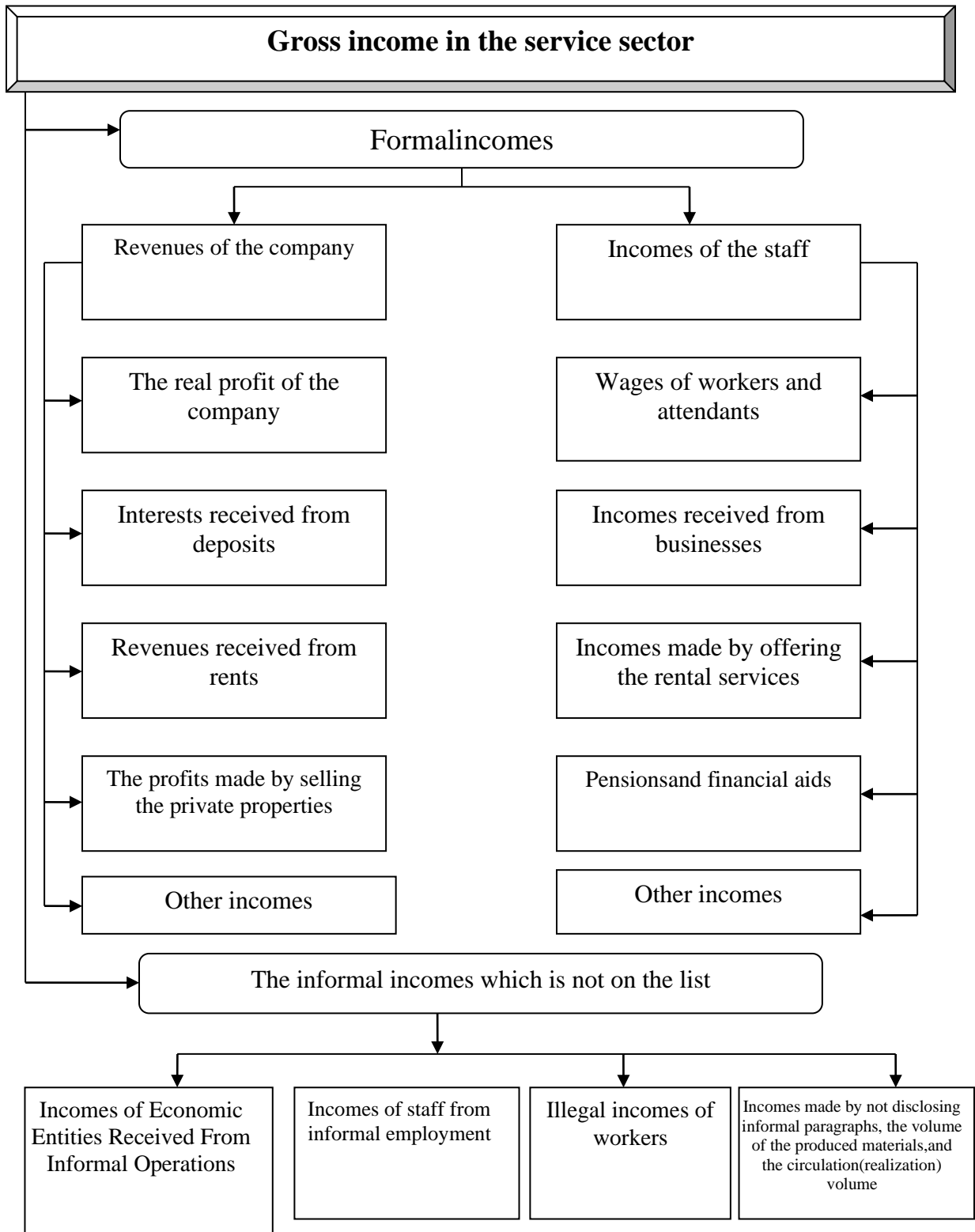
According to the results of the analysis, the development of the service sector necessitated the development of the income of the population. The results of the research have shown that the factors influencing the average salary in the service sector are: the effectiveness of the provision of paid services to the population, the share of services in the gross regional product, and the change in the value of payments for goods and services. Therefore, the most important task of

these factors is to calculate the share of these factors in the growth of monetary income of the population.

It is well known that currently at the current stage of economic reforms, the wide opportunities for the development of the sphere of services are being solved. These opportunities, in turn, require that this sector become an increasingly important part of the economy. We tried to justify theoretical and methodological basis for the ability of the sphere of services to transform the population into one of the conceptual directions of the most important socio-economic problem, such as increasing the cash income.

Based on the above, and based on the results of the research, we have proposed a model of total revenue generation in the service sector. The part of these incomes is different incomes for the share of employed workers: salaries, entrepreneurship incomes and others (Picture 1).

The model we offer, along with the earnings of employees in the service sector, is also reflected in the income of the enterprise and other businesses. This model is based on both formal and informal sources of income. An important aspect of this approach is that although the income of the enterprise is not directly involved in the standard of living of the population, they ultimately have a great positive impact on the living standards of the population.



Picture 1. Gross Income Generation Model *

That is, the increase in the tax on the basis of the identification of non-registered enterprise income, and, consequently, the opportunity for low-income families to expand social protection services at the expense of budgetary funds.

The fact that the model reflects the official and informal earnings of employees in the model makes it easier to find ways to reduce the share of informal incomes that are not included in the gross income structure. As a result, it will create conditions for reducing the share of informal revenues, which will have a major negative impact on the overall income of workers.

CONCLUSION

In general, we aimed to explore a number of theoretically inaccurate aspects of this issue, taking into account the peculiarity of the role of the services in improving the living standards of the population. The research carried out in the context of the problems, criteria, indicators of these processes is not only theoretical but also practical. The total amount of revenue in the sphere of services should be assessed on the basis of the above model on separate economic entities, the industry, the whole industry, and in some districts, cities and regions. Only then will there be an objective assessment of the potential for predicting and increasing the volume of revenue generated in the service sector. But we believe that the main obstacle to achieving this goal is the unofficial income. This problem may be the subject of independent research.

Most of the income of the population in the service sector is formed as a salary. The policy pursued in our country is aimed at continuously raising wages and increasing the share of the population in total income. Therefore, we think that the focus should be on increasing the salaries of each service provider. In our opinion, two major indicators should be taken into account in the planning of earnings of employees in the wage-earning businesses' enterprises.

The first one is the monthly wages of workers in a particular profession or in a service enterprise operating at the expense of the state budget and state budget. This should be avoided by the fact that the size of the monthly wage is lower than that of the state-owned enterprise.

The second is the share of the wage fund allocated to the employees of the enterprise in the gross income of the enterprise. The results of our research on commercial merchandise show that the share of wages paid to employees in the current period is about 40 percent in the total gross profit of the company. The higher the share of employees in the value added, the higher the material interest in improving their performance and the results of the enterprise. Therefore, it is desirable to raise this figure up to 50-55%. In the area of service provision of the population in the sphere of services, along with the results of the analysis for the reporting period, the state policy aimed at the priority development of business plans of business entities, service sector and small and private entrepreneurship can be substantiated. Thus, based on the aforementioned methods and approaches, it is possible to generate income in the service sector and accelerate their growth in the future, to increase these incomes to new levels of living standards of population, and, if necessary, to make macroeconomic impacts and modifications to those processes.

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**LIVING MASS AND EXTERIOR PECULIARITIES OF LOCAL GOATS
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ABSTRACT

In article indexes of alive mass, measurements of a body, indexes of a constitution of adult goats are resulted. It is positioned that goats of Karakalpak are characterized by large size, long feet good development of skeleton and a thorax, concerning serotinal are ripe, well fatten under optimum conditions of feeding and the maintenance.

KEYWORDS: *Aboriginalgoats, Livingmass, Exteriorranging, Constitutionindexes.*

INTRODUCTION

Living mass of animals is of great economic and biological importance and is directly dependent on type, breed, gender, constitution, age, feeding and keeping conditions, individual peculiarities of an animal, and etc.

Larger animals have the greatest ability to reserve nutrients in their bodies, with an increase in weight relatively more reserves are saved in the body of the animal, which can be consumed during fasting or poor feeding. Larger animals within a given breed and herd, as a rule, are distinguished with better health, a stronger constitution [2].

The intensity of increasing living mass characterizes economic precocity of agricultural animals. Live weight and precocity, to a certain extent, determine meat productivity. The study of these indicators in local coarse-woolies goats is of great importance, since, along with wool, they give meat.

STUDY RESULTS

Goats were weighed in spring (at the beginning of April) and in autumn (in October). Received data are given in table 1. Analysis of the data in the table shows that in spring, in consequence of

insufficient feeding during the winter period, living mass of both female and male goats was relatively low and they had low fatness. It is noted that their living mass is increased by improving the level of feeding. So, female goats for the spring-summer period increased living mass to 9.3 kg or 29.9%. In adult goats, these indicators were respectively equal to 18.9 kg or 45.9%. Received data prove high ability of goats to restore living mass under optimal feeding and keeping conditions. In this case, clearly expressed genital dimorphism is clearly expressed in goats. The difference in living mass between female and male goats in the spring was 10.1 kg and in the autumn 19.7 kg. The difference is statistically significant ($P > 0.999$).

It has been established that the size of adult local coarse-wooled goats of Tajikistan depends on the seasons of the year, for example, female goats have low rates of 25.0-27.0 kg in spring, and in the autumn higher -36.0-38.6 kg, depending on the breeding region, they are larger in the southern regions than in the northern ones, genital dimorphism is clearly expressed in them - male goats leave behind female goats to 13.0-21.0 kg. They are characterized by good feeding qualities in spring-summer pastures [1]. That is, according to these indicators, Tajik local goats are similar to Karakalpak. Ability of local goats to quickly fatten is explained by peculiar constitution.

TABLE 1 LIVING MASS OF ADULT ANIMALS, KG, N-25

Groups of animals	Spring		Autumn	
	M±m	%	M±m	%
Adult female goats	31,1±0,36	100	40,4±0,72	129,9
Adult male goats	41,2±0,53	100	60,1±0,54	145,9

$P > 0,999$

Peculiar structure of the front of goats head, namely a narrow muzzle, very mobile thin lips and sharp oval curved cutters allow them to more fully use hay, collecting crumbling parts of plants and eat low-growing pasture plants. Thanks to this peculiarity, goats make good use of pastures with small grasses or such afterbirth and crop areas where animals of other species remain hungry.

The most important biological peculiarities of goats, which determine their wide distribution and high utility, are a great plasticity in adaptability to different climatic and economic conditions, versatile productivity, relatively fast breeding, moderate precocity and the ability to use coarse and pasture fodder comparing to other types of agricultural animals[3].

The concept of the degree of development of individual parts of the body in goats of different directions of productivity is rather relative and applies only to specific indicators of certain areas and breeds. Therefore, for each breed, first of all, the degree of development of individual body parts, organ systems and tissues in animals of the desired type is established.

On this basis, we carried out researches on studying exterior ranges of adult goats in the autumn period, when they had optimal living mass and fatness. These data are shown in Table 2. Analysis of the data in the table shows that in indicators of body ranging of adults goats there is a clear genital dimorphism, that is, in all indicators adult male goats exceeded female goats. The greatest difference was noted in terms of sacrum height -38.3%, withers height -37.3%, forward length of trunk -26.1% and chest width -23.8%. The difference in terms of depth, chest girth and metacarpus girth, respectively, was 15.6%, 13.2% and 12.7 percent. The difference is statistically significant ($P > 0.999$).

TABLE 2 BODY RANGING OF PARENTAL TOTAL NUMBER (5 years), cm

Indicators	Female goats	Male goats	Difference in %
	M±m	M±m	
Withers height	62,9±3,6	86,4±5,5	37,3
Sacrum height	63,4±3,6	87,7±5,6	38,3
Chestgirth	82,7±2,6	93,6±6,7	13,2
Chestdepth	26,3±2,2	30,4±2,2	15,6
Chestwidth	16,4±1,1	20,3±1,6	23,8
Forward length of trunk	67,5±4,2	75,1±0,5	26,1
Metacarpusgirth	7,9±0,6	8,9±0,7	12,7

Approximately the same indicators of body ranging of goats in the adult state were obtained by [1] on local coarse-wooled goats of Tajikistan. This is a confirmation of the opinion of many scientists about the superiority in size of aboriginal goats in comparison with goats of the direction of wool productivity.

A more complete picture of the external forms of animals is given by body indexes.

TABLE3 BODY INDEXES, %

Index	Ranging connection, %	Female goats	Male goats
Long-legged	$\frac{\text{Withers height}-\text{chest depth}}{\text{withers height}} \times 100$	58,2	64,8
Lengthiness	$\frac{\text{Forward length of trunk}}{\text{withers height}} \times 100$	107,3	98,5
Pectoral	$\frac{\text{Chest width}}{\text{chest depth}} \times 100$	62,3	66,8
Overgrown	$\frac{\text{Sacrum height}}{\text{withers height}} \times 100$	100,8	101,5
Bony	$\frac{\text{Metacarpus girth}}{\text{withers height}} \times 100$	12,5	10,3

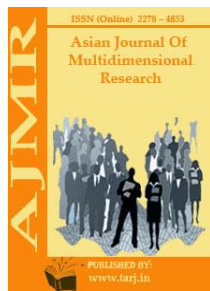
Comparison of body indexes allows to judge about the relative development of certain body parts of animals. The data obtained are shown in table 3. Analysis of the data in table 3 indicates a clear manifestation of genital dimorphism. Compared with the female goats, male goats were longer-legged, had a compact constitution, with a well-developed chest, with expressed overgrowth and less bony.

CONCLUSION

Thus, the results of carried out research on studying size, body ranging with the calculation of body indexes let to conclude that the local goats of Karakalpakstan are characterized by large size, long-legged, good development of the bones and chest, are relatively late mellow, well fed under optimal conditions of feeding and keeping. All of these indicators of characteristics are a consequence of natural and artificial selection and indicate their high adaptability to local harsh climatic and pasture conditions.

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ECOTOURISM OF FERGANA VALLEY

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ABSTRACT

This article reveals aspects of the development of ecotourism in Uzbekistan. As we know, the republic has opportunities for the development of international and domestic tourism, as evidenced by the many objects of material and cultural heritage, natural and climatic conditions, unique national cuisine and unsurpassed hospitality of the Uzbek people attract travelers. The purpose of this study is to analyze the development of ecotourism in Uzbekistan.

KEYWORDS: *Ecotourism, Service, Opportunities Of Tourism, Recreation, Infrastructure.*

INTRODUCTION

Ecotourism is a new phenomenon in the global tourism industry. Therefore, today ecotourism is recognized as one of the most promising types of tourism. The term “ecological tourism” (ecotourism) was proposed back in 1980 by Mexican economist Hector Tseballos-Laskurein, who defined its content as “travel of naturalists to untouched corners of nature especially for studying, observing the wild flora and fauna and receiving joy from communication with nature, as well as cultural values, both ancient and modern, which these territories possess”

After 20 years, Francesco Frangalli, WTO Secretary-General, at the opening ceremony of the Year of Ecotourism noted: “Ecotourism is far from a secondary type of activity, it should not be regarded as a transient hobby or fad or even a secondary niche in the market; rather, it is one of the “trump cards” of the future tourism industry. Ecotourism is crucial for the balanced, sustainable and responsible development of the tourism sector”

Today, environmental tourism is the main source of income for some countries, such as Kenya, Tanzania, Ecuador, Costa Rica, Nepal, the Caribbean, Australia, New Zealand and South Africa. In countries of Western Europe and North America with a capacious ecotourism market, domestic ecotourism is developed. Recently, Uzbekistan has also become a popular ecotourism market.

MAIN BODY

According to various estimates, ecological tourism accounts for 10–20% of the total world tourism market and is its most dynamically developing industry.

In recent years in Uzbekistan, along with traditional forms of travel, ecotourism, geotourism, agritourism, medical tourism and gastronomic tourism have also developed. Uzbekistan places particular emphasis on the modernization of the tourism industry, the development and improvement of the regulatory framework for the sustainable development of the industry, and the organization of tourist services in accordance with international standards. Government policy is aimed at developing tourism, so that this area in the future should become one of the drivers for accelerating the integrated development of regions and their infrastructure, helping to solve such important socioeconomic tasks as creating hundreds of thousands of new jobs, ensuring diversification and accelerated development of regions increasing incomes, the level and quality of life of the population, increasing the volume of foreign exchange earnings, improving the image and investment attractiveness of the country.

All of us are proud of the fact that our ancient country has beautiful places, valleys and valleys. When we talk about this, first of all, our country, and all over the world, will be able to see the peculiar land known as the Golden Valley, and indeed the pearl of Fergana.

Fergana region is famous not only for its historical and legendary architecture, but also for active tourism. The geographical location of our country makes it possible for modern amenities and wildlife to adapt. Any landscapes, mountains, valleys, deserts, rivers and lakes can be found in the territory of Uzbekistan.

Although the concept of eco-tourism began to enter the tourism industry since the 1980s, there is no single definition of eco-tourism. Provides responsible travel to the natural areas and conserving nature, and improves the standard of living of the common people. The following international documents have been adopted to regulate the environment: 1995, Convention on Biodiversity; 1997, Convention on International Trade in Endangered Species of Wild Fauna and Flora; 1998, Bonn Convention for the Protection of Migratory Wild Animals; 2001, Ramsar Convention for the Protection of Water and Wetlands; 1993, Vienna Convention for the Protection of the Ozone Layer, 1995, The Basel Convention on the Hazardous Waste Management, 1997, Law on Protection and Use of Flora, 1997, Law on Protection and Use of Wildlife, 1999, Forest Law, 2004, Law on Protection The aim of addressing environmental regulation in the Republic of Uzbekistan.

Ecotourism primarily involves the creation of new jobs, attraction of investments into the regions, through the establishment of national parks, nurseries, gardens to protect exotic natural areas, to solve environmental problems, protect and preserve flora and fauna. . From the economic point of view of eco-tourism is considered as the most promising type of tourism. Due to the scarcity of wildlife on the planet, which is not affected by human activity, trips to such areas are usually limited and very expensive.

Ecotourism, according to its purpose, is divided into the following sectors:

1. Wildlife habitat that is relatively harmless as a result of human activities (hiking, horseback, camel, car travelling)
2. Familiarity with unique flora and fauna.

3. Film and photo shooting.
4. Ecotravel.
5. Scientific tours (botanical, zoological, geological, ecological).
6. Sport (mountaineering, spaology, rafting, trekking)
7. Agrotourism (close acquaintance with the customs of rural population).

Today, ecotourism is one of the fastest growing industries according to the World Tourism and Tourism Council and the World Tourism Organization. In Canada, for example, wildlife tourism accounts for 25% of domestic tourism. The Canadian government earns \$ 1.7 billion annually in taxes from eco-tourism alone. This is five times more than the government funds for wildlife conservation programs. At the same time, eco-tourism contributes significantly to the implementation of nature protection activities and contributes significantly to the sustainable development of the environment. Over the past 20 years, the number of tourists in developing countries has increased significantly and its revenues are increasing year by year. For example, Kenya's smaller eco-tourism countries make \$ 1,400 million annually, Ecuador's \$ 1,180 million, and Costa Rica \$ 1140 million. In these countries, 70-80% of GDP comes from eco-tourism.

In 2006, the International Ecotourism Center was established and launched under the Ecosan International Organization to bring unique flora and fauna to Uzbekistan.

Ecotourism not only helps to familiarize foreign tourists with the landscape, rich and unique nature of the native land, the flora and fauna, but also to strengthen the bonds of friendship between the peoples, as well as the preservation and reproduction of unique flora and fauna on the territory of Uzbekistan, to stimulate their work and create new national and natural parks within and around them that meet the requirements of the world. It also creates prospects for attracting additional foreign investment to enhance the material and technical base of eco-tourism facilities in protected areas.

Taking into account the role, status and potential of eco-tourism in the world, the State Committee for Nature Protection has developed the following main measures for the development of ecotourism in Uzbekistan.

1. Development of large, small-scale, long-term projects and business plans that meet the international standards and requirements for the development of eco-tourism in Uzbekistan. Use of soft loans for their realization.
2. One of the factors for the development of ecotourism is the creation of a material and technical, information and analytical database that meets the requirements of the world, and the creation of an infrastructure for services.
3. Provide comprehensive information on the nature, landscape, flora and fauna of Uzbekistan, the potential of eco-tourism and the concept of its development in various languages of the world.
4. To promote the global ecotourism market through leaflets, tourist atlases and maps and other promotional materials about the historical monuments, beautiful and unique nature of the country, landscape and flora.
5. Delivery of young specialists to the countries with developed ecotourism (USA, Japan, Canada, France, Germany) for training and exchange of experience, taking into account the fact

that in the Republic there is not enough qualified specialists who meet international standards in the field of eco-tourism.

6. Reserves that have lost their status for both objective and subjective reasons should be transformed into national parks and the creation of national natural parks within and around protected areas.

7. Creation of national natural parks for the conservation and reproduction of rare and endangered species in Central Asia.

8. It is necessary to create new ecotourism programs, routes, tourist maps for all regions of Uzbekistan.

9. Determining the rights, privileges and taxes related to ecotourism organizations, obtaining visas for foreign tourists and simplifying customs procedures.

Development of eco-tourism in Besharyk, Furkat, Yozyavan, Tashlak districts and cities of Ferghana and Kokand also supports the development of eco-tourism. In October 2014, a group of Fergana entrepreneurs visited Yongin, South Korea, where representatives of tourism organizations took an active part in the negotiations. As a result, over 200 agreements were signed. This means that this year the number of tourists visiting the region will increase.

The luxury attractions of the picturesque valley attract the attention of foreign tourists. Therefore, taking into account the specific nature of the region, it is advisable to develop ecotourism in these areas. It should be noted that the goal of eco-tourism is to provide environmental safety and stability through the use of nature as a tourist destination for present and future generations, preserving and restoring landscapes in certain areas.

Today, tourism in Fergana region is considered as eco-tourism. However, we should also take into account that eco-tourism is a purposeful journey in the same way that it pursues environmental goals. Therefore, it is necessary to clearly distinguish the objects, goals and objectives of eco-tourism in the creation of various ecotourism firms, in identifying and marking ecotours on tourist routes, in the development of plans and programs. Uzbekistan has beautiful natural and unique landscapes, diverse flora and fauna and natural monuments. Ferghana and Soh districts of Fergana region are also one of the regions with such rich climatic potential. Ferghana and Soh district are rich with beautiful mountains and beautiful juniper forests.

It is necessary to develop and implement innovative mechanisms for the development of rural areas' capacity in the example of Fergana and Soh districts. Today tourism is one of the most profitable industries in the world. As a result of the development of tourism and tourism services, in recent years new and unconventional ecotourism has been formed. That is why this direction is recognized by specialists as one of the fastest growing. Appropriate state support of Ferghana and Soh districts will help attract investment in the modernization of the tourist infrastructure of the district and further increase the flow of internal and external tourists.

The unique climatic, cultural and ethnographic features of the Ferghana and Soh district mountains play an important role in the development of ecotourism. It is recommended to establish a Tourist Recreation Area in Ferghana and Soh districts in cooperation with the United Nations Development Program in order to address the problems of tourism development and develop practical recommendations on identifying and regulating the existing infrastructure. In

particular, it is recommended to build modern tourist infrastructure facilities in the district, to attract domestic and foreign investments.

Objects of ecotourism include natural complexes, protected natural areas, cultured and disturbed geocomplexes. Because protected areas are important not only for the preservation and restoration of the unique features of their landscapes, but also for the environmental sustainability of other areas.

Thus, ecotourism should be organized in such a way that it is able to explain that environmental balance is a key tool in the relationship between nature and society, to increase people's environmental knowledge and to educate environmental education. For this purpose it is necessary to pay attention to a number of aspects in the organization of eco-tourism. In particular, it is necessary to explain the diversity of nature, especially the unique and valuable objects and how to preserve them and maintain a healthy natural environment that is vital to human life.

The main requirement for the development of eco-tourism routes is the identification of attractive and attractive tourist attractions and sites. Even after the route has been developed, care should be taken to print this booklet as much as possible about the tour. After all, these booklets are also promotional products for the primary tourism market.

Accommodation of tourists is not difficult in cities. However, travel to eco-tourism facilities, located far from the provinces of the region, can cause problems. Therefore, planning the eco-tourist routes must first determine the conditions for the tourist accommodation. Traveling camps or campsites can help to solve the problem of overnight lodging and eating. At the same time, it is a good idea to create a tourist camp in the eco-tourist facility with the development of eco-tourist routes.

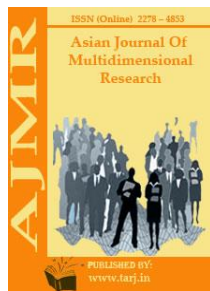
CONCLUSION

For more meaningful organization of ecotouristic routes in the region, it is desirable to arrange them in complex ways. Because of the sudden access to eco-tourism facilities far from the regional center, tourists can be tired or bored. Therefore, it is necessary to arrange on-site excursions to the tourist attraction of tourists during the elaboration of complex routes, rest in the picturesque places, attractions, ancient sites, historical and cultural monuments.

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PROBLEMS OF PREPARING TOURISM PERSONNEL IN UZBEKISTAN

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UZBEKISTAN

ABSTRACT

This article addresses the analysis of the tourist training system in the Republic of Uzbekistan. The essence of insufficient provision of the industry with qualified personnel and positioning problems is revealed. In particular, the importance of developing infrastructure, training and the problem of positioning of Uzbekistan in world markets is emphasized. This article reveals the problem of improving the training system for the tourism sector, the excessive academic nature of specialized higher education with a clear lack of practical skills, the need for the training of new types of specialists, extraordinarily minded, with wide knowledge and skills in related fields.

KEYWORDS: *Tourism, Hotel Industry, Employ, Graduate, Job In Tourism, Personnel, Management, Curricula, Programs, Model, Specialty, Skills, Knowledge, Textbooks.*

INTRODUCTION

Tourism is one of the world's major economic success stories, like time, that has no beginning or end. It is a phenomenon that has been created and is difficult to define because of its complexity. When time began so did tourism.

Tourism is travel for pleasure or business; also the theory and practice of touring, the business of attracting, accommodating, and entertaining tourists, and the business of operating tours.¹ The World Tourism Organization defines tourism more generally, in terms which go "beyond the common perception of tourism as being limited to holiday activity only", as people "traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure and not less than 24 hours, business and other purposes".²

Tourism can be domestic (within the traveler's own country) or international, and international tourism has both incoming and outgoing implications on a country's balance of payments.

The tourism industry, also known as the travel industry, is linked to the idea of people travelling to other locations, either domestically or internationally, for leisure, social or business purposes. It is closely connected to the hotel industry, the hospitality industry and the transport industry,

and much of it is based around keeping tourists happy, occupied and equipped with the things they need during their time away from home.

The hospitality industry is a broad category of fields within the service industry that includes lodging, food and drink service, event planning, theme parks, transportation, cruise line, traveling, airline and additional fields within the tourism industry.

The hospitality industry is an industry that depends on the availability of leisure time and disposable income. A hospitality unit such as a restaurant, hotel, or an amusement park consists of multiple groups such as facility maintenance and direct operations (servers, housekeepers, porters, kitchen workers, bartenders, management, marketing, and human resources etc.).

Hospitality industry concentrates on customer's satisfaction by creating good services and products that will meet their needs. This is a very competitive industry since there can be various types of product and service such as the diversity of cuisine, dining options, drive-through option, variety of beverage, different hotel's themes, etc. Therefore, it is important for service providers to establish a good relationship with customers, so that they will come back for more.³

The tourism and hotel industry acts as one of the regulators of employment. More than 8 million jobs are created annually in this area. For example, tourism accounts for 11.9% of the European Union job market. According to the International Labor Organization (ILO), the world tourism system employs more than 260 million people, and creating one job here costs about 20 times less than in the industrial sector of the economy⁴.

Examples of tourist-developed countries (Spain, Tunisia, Italy, Greece, France, Austria), where 20 to 60% of the employed population work in the service sector, show that of the three new professions, as a rule (especially for young people), two may arise precisely in the tourism sector.⁵

Considerable attention is paid to training personnel for the tourism industry worldwide. Because for the tourism business the problem of qualified personnel is very important since in tourism the product offered to the consumer is not a product, but a service.

Ensuring the quality of tourist services is directly related to the professionalism of the specialists providing these services, knowledge of tourist resources and their quality. This means that it depends on the knowledge and skills of the manager who offers this service whether the consumer will acquire it or not.

Tourism management plays an outstanding integrative role. Therefore, it is no coincidence that the basis of professional tourism education was not technology, engineering, economics, ecology, or even marketing, but management as a direction that was able to realize the system-forming and integratively generating functions of tourism to the maximum extent possible. Therefore, the manager in tourism should not only possess knowledge about a particular tourist destination but also be a psychologist who feels his client, have knowledge of the fundamentals of international law and be ready to answer any consumer question.

The main world training centers for the tourism industry were founded at the beginning and middle of the twentieth century. Most of the educational institutions that train personnel for the tourism sector are in the UK, Spain and Italy, France; Canada, the United States, and Chile stand

out on the American continent, while Australia, China, the Philippines, and Japan stand out in the Asia-Pacific region.

Tourism experts emphasize the high quality of tourism and hotel management education programs at Cornell University in the USA, the Institute for International Hotel Management (Institut de Management Hotelier International) in Switzerland, and the Institute for Tourism at the University of Economics of Vienna (Institut für Tourismus und Freizeitwirtschaft) in Austria.

A serious problem that restrains the development of tourism in Uzbekistan is the currently inefficient system of training tourism personnel. Until 1992, neither in Uzbekistan nor in the territory of all republics that were formerly part of the USSR, there was no experience in training specialists in tourist and hotel structures operating in market conditions. Therefore, in the first universities of the republic, preparing tourism managers, the preparation of curricula, programs, the organization of the entire educational process was carried out mainly empirically, without sufficient scientific justification.

Now the republic is working on the training and retraining of professional personnel for the tourism industry, education in the field of tourism and the hotel industry is developing and improving dynamically. Of course, it is too early to compare the Uzbek tourist education with a foreign one, where it has existed for 70-100 years, but there is hope in about ten years to catch up with Western countries on this indicator.

On the one hand, professional tourism education in Uzbekistan has insufficient experience. On the other hand, the foreign experience of professional tourism education has always been associated with the tasks of developing the global tourism market, in which Uzbekistan still plays the role of a supplier. But gradually the reorientation of the domestic tourism industry occurs to the priority development of more favorable for the economy of Uzbekistan or more affordable for most of our compatriots' inbound and domestic tourism.

Today we can say with confidence that shortly domestic tourism will prevail over outbound or balance it. This will entail a change in specific professional requirements for future employees and managers of tourism and hospitality enterprises.

World experience in the development of the tourism industry indicates that the professional education of employees is a prerequisite for the successful operation of the enterprise.

For example, if in conditions of the predominance of outbound tourism, the most important in training personnel for this industry was fluency in foreign languages, information technology and knowledge of the fundamentals of international law, then the development of domestic tourism will require good knowledge in the tourism industry, planning tourist flows, tourist resources of certain regions, etc. So, today, when preparing future personnel, it is necessary to take into account emerging trends. There is a need for the training of specialists of a new type, extraordinary thinkers, with wide knowledge and skills in related fields.

A field of activity such as tourism and the hotel industry is extremely diverse and complex. These are state structures and educational institutions, enterprises and firms, public organizations and private individuals. The main goal is organically fit into this system of relationships. And what can the education sector offer to this system? Naturally, provide qualified graduates who are ready to work in the field of service and tourism in their professional, moral and psychological qualities. Specialists who cannot only send our compatriots abroad but also,

mainly, organize the reception of foreign tourists in our country. If we turn to statistics, we can see that the training of specialists for the tourism sector in the Republic of Uzbekistan tends to increase the number of students and, accordingly, graduates. This factor has a positive effect on the development of tourism in our country. This trend is visible in the training of specialists with both higher education and secondary vocational education.

The optimal model of training students in the specialty "Tourism" should be built by the model of activity of the manager of a modern tourist company. That is why all existing specializations in the field of tourism education should correspond to the main directions of modern tourism in Uzbekistan. However, the fragmented efforts of individual universities of the republic are not enough. A state-regulated system of a small number of universities with a specific specialization in the training of tourist personnel is needed.

The main problem is the excessive academic nature of specialized higher education with a clear lack of practical skills and knowledge and the lack of secondary specialized educational institutions that train hotel workers, attendants, etc. Thus, in general, the training sector does not fully meet the needs of the tourism industry, both quantitatively and qualitatively.

Existing training programs do not meet the real needs of the tourism sectors due to their lack of focus on practical work. Often, graduates are faced with the problem of the "unnecessariness" of their knowledge. When applying for a job, they are required to have completely different skills and abilities than those taught to them at the university. This applies equally to textbooks and teaching aids compiled by teachers who do not have practical experience in the industry.

With a huge shortage of qualified personnel for the tourism industry, graduates of specialized higher educational institutions often remain unclaimed due to a lack of skills and knowledge in specific specializations. The problem of quality service is not being effectively addressed not only in the framework of training hotel and tourism business workers but also specialists in related industries serving tourists.

The main specializations of universities in the field of tourism are Management in Tourism, Hospitality, etc. At the same time, only a few educational institutions train guide-translators and guides, i.e. those specialists who are needed to serve foreign tourists entering our country.

At the same time, the training of personnel in the specialty "Hotel business" is poorly developed, while hotel enterprises experience the greatest need for specialists. There is no monitoring of the needs of the hotel, tourist and related business institutions in specialists of various profiles. After identifying tourism as one of the priority clusters for the development of the country's economy, the state order for training personnel for this area was significantly increased. But the growth rate of training outstrips the pace of tourism development.

With the appearance of a large amount of educational literature on tourism, the quality of the vast majority of textbooks does not stand up to criticism.

Today, there are a large number of retraining and advanced training courses for specialists, however, these courses, for the most part, do not provide practical professional knowledge and skills and are formal in nature. There is no system for attracting tourism industry workers to teaching.

The tourism industry of the state is in dire need of personnel of various specializations. Firstly, we have practically no scientists who can engage in serious applied research in the field of

tourism, i.e. marketers who can conduct marketing research on the attractiveness of Uzbek tourism and the policy of advertising and positioning in the global tourism market.

Secondly, specialists should be able to not only attract but also professionally serve tourists. Serving tourists include the ability not only to hotel, transport and restaurant services, but also the ability to provide several additional, but no less important services: services for organizing leisure of tourists, improving their health and receiving positive emotions, familiarizing themselves with the culture and traditions of the countries visited, and conducting various physical education legal, psychological support, etc.

The needs of the tourism sector in the new conditions are largely focused on the need for adequate staffing in all areas of development, types and forms of tourism. The main contradiction here lies in the multidisciplinary nature of tourism activities, which, on the one hand, requires personnel of various professions, specialities, qualifications, and, on the other hand, fundamentally new technologies for servicing tourists and excursionists, the needs of which arise as the related branches of the national economy develop and the formation of specialists in related professional activities.

For Uzbekistan, the problem of improving the training system for the tourism sector is of particular importance since the development of domestic and inbound tourism requires highly qualified specialists. The rapidly developing tourism industry in Uzbekistan soon will lack trained personnel.

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SHAKESPEAREAN LANGUAGE AND STYLISTIC PECULIARITIES IN THE REALM OF ROMEO AND JULIET”

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ABSTRACT

In this article are described the outstanding contributions of William Shakespeare to the development of English language. The primary aim of the article is to define the stylistic peculiarities of Shakespearean language. The author concentrates on the words and phrases created by the writer.

KEY WORDS: *Metaphor, Coinage, Stylistic Features, Shakespearean Language.*

INTRODUCTION

William Shakespeare, honored as universal is always close to the hearts of British people and the fans of theatre and literature lovers all around the world. As a novator he created the style which could not be observed in any other writer’s works. What makes his legacy so vast and appreciable? It is self-evident fact that, Shakespearean style bewitches the reader meanwhile looking through every single word.

MAIN PART

At this juncture, the most relevant saying by Harold Bloom should be stated respectively: “If the mark of a great writer is that they are still read, then perhaps the mark of a genius is that they are still spoken, too.”

One must know the valuable contributions of Shakespeare for the sake of the phrases and words coined by him .

It is inevitable that many researchers have scrutinized the Shakespearean legacy holding differing views.

Essentially, whoever explores his works thoroughly, gains brand new findings undoubtedly. Following their paces, I intend to provide some stylistic features of the romantic tragedy “Romeo and Juliet”.

The writer provides a wide variety of complex characters, tangible setting and stylistically coloured words and expressions. They can be stated as irrefutable proof of being one of the luminaries in English language.

In the Prologue, one can grasp the entire setting by the help of stylistic devices:

Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From *ancient grudge break* to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins these two foes
A pair of *star-cross'd lovers* take their life;
Whose *misadventur'd piteous overthrows*
Do with their death bury their parents' strife.
The fearful passage of their *death-mark'd love*,
And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffick of our stage;
The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

Star-cross'd lovers is the most wide-spread phrase coined by Shakespeare, has not lost its frequency in modern English. *ancient grudge break*, *death-mark'd love*, *misadventur'd piteous overthrows* serve to intensify the meaning sentimentally.

Shakespeare expressed the feelings with outrageous metaphors that touches the readers and spectator's hearts respectively:

Friar Laurence:

I hear some noise. Lady, come from that *nest*
Of death, contagion, and unnatural sleep; (Act V Scene III)

Chorus:

Now *old desire doth in his death-bed lie*,
And *young affection* gapes to be his heir;

Juliet:

Thou know'st *the mask of night is on my face*,
Else would a maiden blush bepaint my cheek
For that which thou hast heard me speak to-night. (Act V Scene III)
The playwright intended to represent Juliet's pure love for in these lines:

Come, gentle night: come, loving, black-brow'd night,
Give me my Romeo: and, when he shall die,
Take him and cut him out in little stars,

That all the world will be in love with night. (Scene II Act III)

The souls had to be apart, generated sorrows and woes:

And trust me, love, in my eye so do you:

Dry sorrow drinks our blood. Adieu! Adieu! (Scene III Act V)

Shakespeare utilized compound words randomly to intensify the meanings

Rebellious subjects, enemies to peace,
Profaners of this *neighbour-stained steel*, -
Will they not hear? What ho! you men, you beasts,
That quench the fire of your pernicious rage

With purple fountains issuing from those bloody hands
 Throw your *mis-temper'd* weapons to the ground,
 And hear the sentence of your moved prince. (Scene I Act I)

Shakespearean language is distinguished by the words which were morphologically changed by the author respectively:

Benvolio:

Have you *importun'd* him by any means? (Scene I Act I)

Romeo:

A torch for me; let wantons light of heart,
 Tickle the senseless rushes with their heels,
 For I am *proverb'd* with a grandsire phrase;

Shakespeare utilized hyperbole focused on the tragedy of the dead lovers.

Prince:

A glooming peace this morning with it brings;
 The sun for sorrow, will not show, will not show his head:
 Go hence, to have more talk of these sad things:
 Some shall be pardon'd, and some punished:

For never was a story of more woe
 Than this of Juliet and her Romeo.

The fascinating feature of his work is that, the author used own coined words. Vitally, these coinages have been used for more than four centuries.

These words were uttered by Mercutio:

Cry but "Ay me!" couple but "love" and "dove",

Speak to my *gossip* Venus one fair word. (Act II Scene I)

Another example can be taken from the speech of the Nurse:

Now, by my maidenhead, at twelve year old,-
 I bade her come. What, lamb! What, *ladybird!*

God forbid! Where's this girl? What Juliet! (Act I Scene III)

Shakespeare adhered to the creativity even in changing the concepts which had been well-accepted by the time he lived. The concept of "Angel" had own common meaning at the time the writer lived. He gave a new life the new concept with the meaning of "beautiful".

Romeo:

O! Speak again, bright *angel*; for thou art
 As glorious to this night, being o'er my head.

CONCLUSION

Each word in his work conveys the intentions, feelings and beliefs of characters that served to the enrichment of English vocabulary, simultaneously formed the basement of standardizing the language. When to speak about the ubiquity of the Shakespearean legacy, we admit the great importance of the writer and still feel proud of him. Regarded as universal, he is local too. We owe Shakespeare to the plays and sonnets which are worth a fortune.

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EDUCATIONAL TOURISM OF FERGANA REGION

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ABSTRACT

This article is devoted to the analysis of the development of educational tourism in Uzbekistan over the years of independence. During this period, the demand and interest in the scientific study of educational tourism, as well as various areas and branches of tourism and travel as an integral part, increased significantly. All the necessary legal and material conditions created by the Government of the Republic are a powerful incentive for the development of this industry in an evolutionary way, and such provides for the topicality of its scientific research. The article deals with measures taken to restore educational tourism, further develop it internationally and nationally, develop national tourism in the region, create mentoring schools about some problems and ways to resolve them in educational tourism industry, the impact of global progressive processes on this area, as well as the prospects for tourism.

KEYWORDS: *Educational Tourism, Institutions, Fergana Valley, Tourism And Educational Potential, Tourist Destination, Volunteer Students, Impression, Travelling, Guides.*

INTRODUCTION

Educational tourism is the type of knowledge that is created to fulfill the plans and tasks set in the curricula of secondary, specialized secondary and higher education institutions.

The purpose of educational tourism is also to provide the opportunity for conceptual - scientific, practical and professional development - and to meet the interest for education.

Educational tourism has a significant role in the sphere of world tourism. In educational tourism, a person has the opportunity to study and have fun. Actually, this type of tourism is aimed at young people and it is desirable to further develop it internationally and nationally. Therefore, the development of tourism infrastructure does not require much investment, and the main focus is paid for the quality of educational institutions. The Decree "On Additional Measures to Recruit Graduates of Business Education Institutions" of July 30, 1999 "On the preparation of qualified personnel for the tourism industry in Uzbekistan" has stimulated the growth of young people interests in this sphere.

MAIN PART

As a consequence of socio-political and cultural reforms carried out in the country in recent years, various international conferences, and festivals, international scientific and practical conferences are held. The interest of tourists and participants of all ages is growing to our country. It would also be advisable for educational institutions to conclude cooperation agreements with tour agencies and firms in order to develop educational tourism in the country. As an example, a student or a group of students may be employed as volunteers for a particular travel firm. As a result of working as a guide for a small group of tourists, the student will further strengthen our history, cultural heritage and language skills. This is the goal of education tourism.

In the educational policy of Uzbekistan it is important to draw attention to the development of educational tourism. That is, it is necessary to develop the basis of educational tourism based on educational tours, excursions for pupils of secondary schools and university students. For example, it should develop programs for teaching languages, information technology, art, archeology, history, depending on the specific institution of higher education. It is even more helpful if the program plans include mainly winter and summer vacations.

Educational tourism is a type of tourism that combines cultural and educational activities with knowledge, leveraging leisure time. While practical learning of all disciplines is the primary goal, the means to achieve it may be the secondary goal of the holidays.

Educational tourism may vary depending on the cause and theme of the trip. The excursion includes elements of recreation, including language courses, study abroad, visiting exhibitions and museums, historical sites, excursions to industrial enterprises, seminars and conferences.

The characteristics, organization and conduct of the educational tourism program are determined by a number of factors. Most importantly, the purpose of the study of travel - the specifics of the region, the duration and season of the trip, the age, experience and training of the tour participants, the probability of financial expenses for the tourist group and training group, etc.

Based on the natural, cultural, historical and crafts resources of the tourist-based area, it is important to determine the prospects for the development of specialized types of educational tourism. Such sources of tourism have a number of unique features. Information, environmental, social, aesthetic, cultural or other value of each source, as well as their combinations, is especially important in assessing educational tourism and resource potential of the region. Important parameters of educational tourist resources certainly include features such as capacity, stability, reliability and use.

In summary, we offer the following mechanism for the development of educational tourism in Fergana valley based on the innovative cluster of pedagogical education:

- defining educational resources as a tourist destination in a specific area (facility, complex, and enterprise, camp), designed to meet the educational needs of students and demonstrate their abilities in practice;
- using the natural ecological environment of Fergana region, development of measures for integration of eco-tourism and educational tourism;
- increasing the tourism and educational potential of the region with a multifaceted potential;
- Establishing mutually beneficial cooperation between travel agencies and tour companies, taking into account maximum number of tourists and seasonal visits; (i.e., using the services

of volunteer students selected by the firm instead of the cost of one-time guide-interpreter). As a result, both the firm and students will achieve financial and practical effect.

- to cooperate with the State Committee for the Development of Tourism, to enrich the site of the Committee with posters by students of Fergana region;
- to familiarize with geographical landscape, aesthetics of nature, to strengthen theoretical knowledge in the process of describing the landscape;
- in the presentation of architectural monuments, historical sites, typical rural settlements, architectural complexes, historical centers, applied arts to increase the position of scientific institutions, universities, botanical gardens, zoos.

Certainly, the development of the industry for today requires qualified specialists. Therefore is why training and support in the field of tourism and tourism services are expanding and the scale of effective results is increasing. Currently, in the International Tourism Faculty at the Uzbek State University of Economics, the Tourism Faculty of the Samarkand Management Development Institute, the Tourism Development Institute of Singapore's Management Development Institute in Tashkent and International Tourism University "Silk road" In Samarkand are studying educated and mature young people. The Republican Training and Consulting Center under the National Company "Uzbektourism" conducts short courses in tour operators, hotel management staff, guide-translators and restaurant industry specialists (English, German, French, Russian, Italian, Spanish, Japanese, Korean and other languages). Every tourist relies primarily on guides when traveling to another country. The journey should be full of interesting and unforgettable impressions, the formation of visions of the country, its spiritual enlightenment, unique monuments, customs and traditions of the local people. According to the World Tourism Organization, tourism provides about one-tenth of the world's gross domestic product, more than 11 percent of international investment, and every 9 jobs in the world. Only during the years of independence, the extensive development of tourism in our country, the minds of every foreign tourist visiting our country are sealed with the great notions about the great heritage of our great ancestors.

School, college and university students and staff will have the opportunity to improve their knowledge and skills through educational tourism. During these process cultural tours, eco-tours, arts and crafts, sports, recreation, adventure activities, as well as conferences, seminars, festivals, museums and theaters are being organized.

Educational tourism is in the top of the US today, followed by the UK and Australia. 41% of international students study in the European continent and 21% study in the North American continent.

According to the data, in 2019 almost one in two foreign students enrolled in the US, UK, Australia, France and Germany. It is worth noting that educational tourism generates billions of dollars in revenue from services exports, i.e., tuition fees and other costs of study by a foreign student. Exports of services in educational tourism will create new jobs in the tourism industry and increase public revenue. In 2019, revenues related to teaching foreign students in the United States were nearly \$ 20 billion. In the UK this figure exceeds the share of the automotive industry and even financial services. In Australia, income from education tourism is fourth, far behind gold mining.

Many other benefits of developing educational tourism are:

- cultural exchange;

- internationalization of education;
- enhancing knowledge and skills;
- Training of qualified personnel;
- Increasing demand for other types of tourism;
- Increase in foreign exchange earnings.

There are also obstacles to the development of educational tourism services in Uzbekistan: incomplete legal framework, underdevelopment of health insurance services for foreign students, insufficient knowledge of Uzbek, Russian or English, low number of foreign language courses and poorly organized advertising information programs.

Nevertheless, in recent years, courageous moves have been taken to develop educational tourism. Indeed, the development of international relations was initially defined as a mechanism for achieving the goals of the National Program for Personnel Training. Different international relations are being established in Uzbekistan to promote educational tourism.

CONCLUSION

In order to develop tourism in Fergana region with the aim of training highly qualified personnel and developing tourism, on "Tourism Economics", "Services (Tourism and Hotel Management)", "Hotel industry leading and development" at Fergana State University and Fergana Polytechnic Institute. It is necessary to open a bachelor's degree.

The development of tourism and services in the region is one of the priorities for establishing mutually beneficial and innovative science-based links between science and production:

- implementation of interactive projects in the region with participation of representatives of tourism industry, higher education institutions, teachers and students of lyceums and colleges, researchers, specialists with their own developments, scientific articles and proposals;
- further improvement the quality of training of highly qualified specialists with the knowledge and skills, based on the needs of tourism and services;
- Carrying out scientific research aimed at preserving tangible and intangible heritage, rational use of tourism potential, assessment of the impact of tourism development on the economy, social and cultural life of the society and the environment;
- strengthening international cooperation in the field of tourism education;
- providing expert assistance to local authorities in decision-making in the field of tourism, providing consulting services and professional development of existing staff as a research base for local tourism businesses.

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THE IMPORTANCE OF CLT IN THE PRAGMATIC DEVELOPMENT OF LANGUAGE LEARNERS

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ABSTRACT

Pragmatics has been taught implicitly through traditional methods of language teaching because there are, likely, some difficulties for language educators to define the term pragmatics, for example, as grammar. This article is devoted to show the essence of pragmatics in communicative competence. However, today language teaching requires integrating pragmatics into language classroom which creates real-life contexts to put learners' language skills into practice. Most of the teachers do not have a clear idea of what pragmatics is and consequently, they do not take the risk to teach it in their classrooms. CLT (Communicative Language Teaching) is a one of the approaches which can suggest a good opportunity to develop learners' pragmatic competence explicitly.

KEYWORDS: *CLT, Pragmatics, Pragmatic Competence, Linguistic Competence, Cooperative Principle, Social Norms.*

INTRODUCTION

Learning and teaching languages is not a new phenomenon in the world and people have been using different foreign languages for variable purposes throughout history such as trade, interpersonal communication, exchange of beliefs and etc.. In the past learning languages mostly based on naturalistic way which means to acquire language via communication with native speakers. Nevertheless, in language teaching a lot of experiments have been conducted which lead to structured approaches to the presentation of the target language that are now called language methodology.

We can divide language teaching period into two large parts:

1. Traditional way of language teaching (which mostly concerns about form and meaning based on translation and drill)
2. Non-traditional way of language teaching (which has been marked by a considerable amount of creativity and energy in language teaching) [2,7]

What causes the changes in language teaching since 1960 which is enriched with non-traditional way of language teaching?

Before 1960 language teaching has been limited inside the classroom, in other words, teacher-led was dominant and the learners are mostly dependent on books and exercises. But later language learners and teachers realized that language acquisition is lived out in real classroom. This involves using communicative language teaching which is good opportunity to interact with learners in real life situations in order to make language learners communicative competent. It means that only linguistic competence is not enough for successful human interaction, it is useful to develop additional competencies such as sociolinguistic, pragmatic and strategic which provide both language learners and teachers with support in your growing development as a language user.

One scholar reflected on having linguistic competence in the following way “being literate on the theory of driving is not enough to be a good driver one should be able to cope with driving in various real-life situations, even risky. The same in the language learning where learners are trained to be able to communicate in the target language in different situations being aware of culture, social context , etc. ” [1,29]

PRAGMATICS AND LANGUAGE TEACHING

Linguistic competence covers a range of linguistic rules, form and signs which are not apt to interpret meaning correctly in different situations. One more crucial part of linguistic competence is pragmatics, in other words, to interpret or convey meaning in context. From the dawn of teaching foreign language users contemplates units of languages and their structures and semantics, thus we must reflect on our teaching and do some reforms the way we utilize with our students. To be more precise, we must expose new capabilities of language in actual situations to our learners. We must create adequate activities to present how language works beyond the function and form which are explained in various rules. By this it cannot be ignored the significance of form and meaning, but on the basis of them language educators must comprise pragmatics and they must instruct students to perceive correct gist of utterance in given situations. At this point it must be mentioned that “In the field of language teaching, pragmatics must not be confused with semantics. Semantics is a study of meaning of words and linguistic constructions themselves, whereas pragmatics handles the meaning of utterances that come from the contexts themselves”. [8]

The empirical studies show that the ability of using linguistic competences’ components during lessons by teachers is managed successfully. They emphasized on interactions between students through different activities, and when language educators are checked their fluency and accuracy that’s say they provide target language learners with English speaking atmosphere. To fulfill the given activities the students had to recall different structures and they used them correctly. Even though they have been using CLT elements in their lessons they are not flourished yet. Empirical studies show that English teachers are making less progress, because they can’t get away the way which they were taught.

Pragmatic competence is undividable part of the language which is vital to understand the intention of the speaker and also the interference between hearer and listener. Pragmatics deals with interpreting meaning through social context where words or sentences are grammatically correct or vice versa and semantically understandable but at the same time the producers of these utterances add their own intentions. The listener interprets it according to given context.

To convey the meaning of utterance appropriately the speaker and listener have to pass through six concepts unconsciously: pragmatic competence, cooperative principle, maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. These concepts are significant for successful conversation:

- mutual understanding of intention of speaker (*pragmatics*);
- to use true, relevant and clear information cooperatively by interlocutors(*cooperative principle*);
- to provide ample information (*maxim of quantity*);
- shared beliefs, truthfulness (*maxim of quality*);
- To choose connected information to the topic timely (*the maxim of relevance*);
- Coherent, well-organized utterances (*the maxim of manner*);

Thus, realizing the importance of abovementioned maxims the English language teachers should be always in pursuit of activities which help to enhance students' pragmatic competence.

CLT as a particularly apt approach for developing pragmatic competence of language learners

It is obvious that the main aim of teaching and learning English is practical which means to have a good language competency. In order to obtain this goal the teachers of foreign language should elect an appropriate teaching methodology which leads learners to achieving a good command of English. "The increased need for pragmatic language skills led to a demand that a stronger link be created between classroom learning and communicative language use, with the goal of making the classroom a meaningful preparation for 'real-world' communication"[2,112]. This new approach appeared to the language teaching in the 1970s and 1980s as the answer to different communicative purposes. In traditional methods language learning means the habit formation of grammar and vocabulary of target language, but this new approach supply the learners with other aspects of language which are required to master the target language. These aspects include the aim of the learner-why does he/she learn ENGLISH?; the setting- where does he/she use the language(context which is important in understanding pragmatics)? ; the role of the learner- which role does he/she assume? and also communicative events, notions, language varieties, grammatical and lexical content. Another peculiar feature of CLT is that it emphasizes not only on learning four language skills – listening, speaking, reading, writing but also gives opportunity to advance four communicative competenciesof language – linguistic, pragmatic, sociolinguistic and strategic. This language teaching approach is confirmed by many teachers because in CLT the teacher can provide language learners with additional language examples which are essential to show how non-linguistic factors (culture, lifestyle, shared norms, history and other social circumstances)favor meaning construction in human communication.This non-linguistic factors facilitate to pertain true meaning of speech acts in target language in different contexts.

In CLT approach "it is pedagogically coherent to link learning activities closely to the learners' target uses of the language. Learning by doing has a strong pragmatic justification: learners are involved in developing the skills they will require in given situations of use which means that classroom learning activities can serve as direct skill training in the relevant areas of use."[2,55]

Some useful activities to teach pragmatics explicitly

Even though there is no one ideal approach which is guaranteed the effect in pragmatics, but there are certain activities to utilize during English classes.

“The idea that the development of communicative competences should be an immediate and central goal of language pedagogy caught on quickly. But instruction intended to develop communicative competence in the target language will be useful only to the extent that teachers alert their students to the need to adapt their communication strategies to the new culture. When teachers fail to do this - when they fail to provide an authentic cultural context within which the meaning of what is said and done in the classroom can be interpreted “the goal of communicative competence is an illusion.” In short, this focus on L2 social rules required by adopting communicative competence as the primary objective of language learning “puts a tremendous burden on the teacher who must become an anthropologist of sorts, discovering and interpreting cultural behavior for which there are no explicit rules” [7, 25].

Thus, to ‘provide language learners with authentic cultural context’ in communicative language teaching pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities can often be observed. The peculiarities of CLT activities are based on fluency and accuracy and related with real world situations or authentic sources. These activities are fulfilled in meaningful, mechanical or in communicative practices. In these kind of practices the used activities differ from each other. “Pragmalinguistic failure happens when the meaning of the language learner’s utterance is different from that most frequently used by native speakers or when speech act strategies are inappropriately transferred from an L1 to an L2”. Thus in order to avoid from this failure teachers should only be in pursuit of different situations or context where learners have to use appropriate utterances.

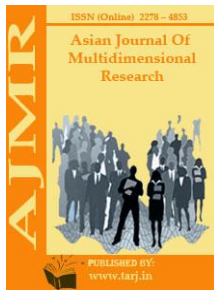
CONCLUSION

It can be seen that CLT is not the only way of teaching pragmatics explicitly, it just assess great advantages of teaching foreign language through appropriate choice of language in context (pragmatic competence) with the example of this approach. There are also other approaches and methods to supply English teachers with various activities in order to form a good use of competences in language learners. Integrating pragmatics in language classrooms is vital for forming good command of language. With the advent of communicative language teaching in 1980s and 1990s, however, learners became the center of teaching activities in which engagement with authentic, meaningful, contextualized discourses are required. This new trend led to the exploration of integration pragmatics into the classroom.

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DIVIDE THE CORNER BY THREE VISUAL WEAPONS WITH ANGULAR TRIANGLE (ANGULAR TRICECTOR) AND ANGLE DIVIDING (ANGLE BICCECTOR)

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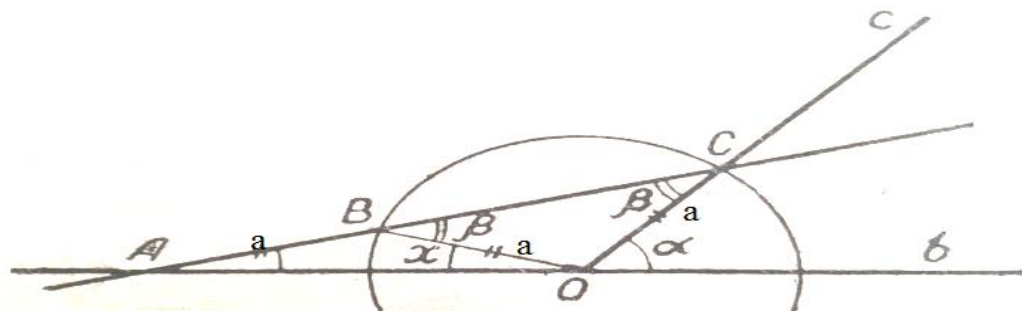
ABSTRACT

The article focuses on the "Tricector" device and an additional "Biccector" device, which is divided into three parts by using the Archimed option.

KEYWORDS: *Angle, Angle Tricector, Angle Decorator, Archimed Solution.*

INTRODUCTION

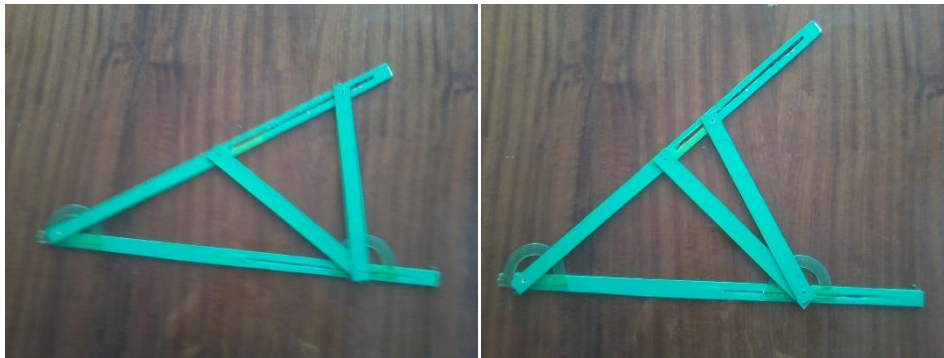
When it comes to corner bicetricaci, of course, dividing the angle into two equal parts is done by a circle and a dash. The cases are explained as muctacno. Macalan R.K. Atajajanov's book, "Geometric Surveying Techniques," finds Archimedes for the first time on the 118-page "Optional Angle of a Divide Corner."



Let us draw an arbitrary angle in the drawing (Graph 1) .We draw a circle from the center with a radius equal to the length standard a. Cross the angle C with the angle C in the circle .C Let us draw a straight line at point C, whose points A and B are moccupied along the angle b and in the circle. will be connected. Find the equilateral triangles and the theorem on the outer corner. It follows from this.

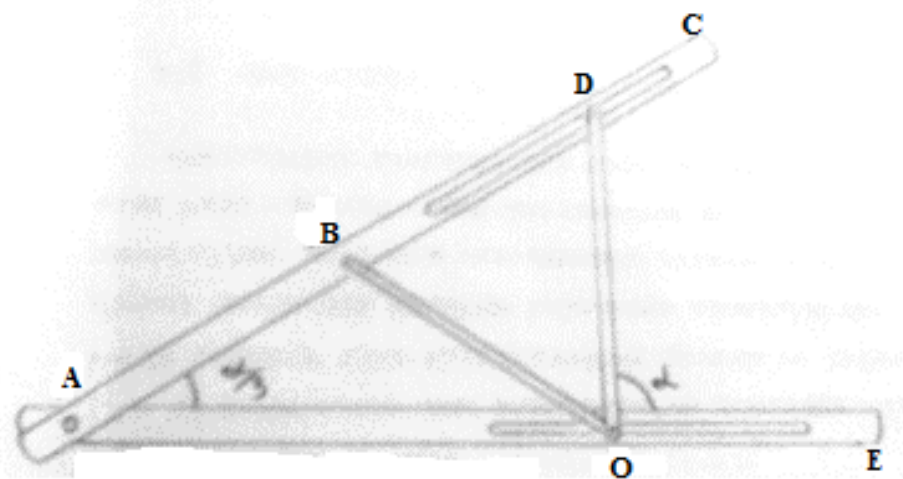
Using this solution, you can clearly see the following drawing and device, and divide the angle without the circular, ruler-by-side by means of a trasportor with the following device.

Tricector instrument



Let's make the angle equal to three.

Tricector Purpose of Carrying a Tool: Divide the corner by a circle, without dividing it by three.
Required equipment: cardboard, plywood, 4 bolt nuts.



Performance: Two AE and AC angles are made of thick cardboard or plywood 2cm wide. The AE and AC are punctured through the A tip and bolted together with the bolt nut. Then two VO and ODs are made. They are 6 mm wide and 6cm long. The B axis is fixed to AC with the bolt nut where $AB = BO = OD = 6$ cm. The O and ODs are punctured and bolted together by the O axis. The ends of the bolts are fastened to the bolt nut..

The width of the BD is 5 mm wide, 6 cm in width and 10 cm from AC. After all the work is done, the instrument is assembled.

Structure: $OB = OD$ s O fixed to O triangles AO and AD paved the way for moving points O and D. From the triangular side triangle and the theorem about the outer corner, the DOE is one-third of the DOE angle.

2- Bicecator (Angle Divided)

Composition: The unit is removed from plywood or cardboard. It consists of moving rhomboids and ends. Two sides of a rectangle perform the function of a corner. A transporter is attached to the upper part of the uctu and a thin rubber thread is attached to the opposite end. Usage: The tip of the rhomboid is moved up or down, so that the angle of the pacer's end is changed. According to the angle biccektrica, thin rubber thread is divided into two halves.

Required materials: 30x1 cm, two rhomboids with 20x1 cm and 2 lines 15x1 cm, single transporter, thin rubber, thread, 4 bolts, nut, 150 mm wide and 3 mm wide.

2- Bicecator

CONCLUSION



In summary, I can say that when a reader draws out the essays of the course, the creativity and creativity of the reader will increase, as well as seeing what he does with his eyes and understanding his work.

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**THE ROLE AND IMPORTANCE OF BLOOM'S TAXONOMY IN ANALYSIS OF A
WORK OF ART (UTKIR HOSHIMOV ON THE EXAMPLE OF THE STORY "THE
LAST VICTIM OF THE WAR ("URUSHNING SO'NGGI QURBONI"))****Abdugapparova Shodiyona Adashali qizi****Tashkent State University of Uzbek language and
Literature named after Alisher Navoi, UZBEKISTAN**ABSTRACT**

This article analyzes Utkir Hoshimov's story of "The last victim of the war ("Urushning so'nggi qurboni")" based on the learning objectives of Bloom's taxonomy

KEYWORDS: War, Tragedy, Analysis, Knowledge, Understanding, Application, Generalization, Evaluation.

INTRODUCTION

Each stage of the study of a work of art has its own goals and objectives. Materials are selected and mastered in connection with the same goals and objectives. Reading and analyzing a work of art is the most effective didactic process in teaching students to critically evaluate the protagonists of a work of art. In this process, students take a look at the writer's creative laboratory and study the historical period represented in the work of art in an attempt to critically evaluate the activities of his protagonists from the perspective of that period.

MAIN PART

Developed under the guidance of Benjamin Bloom, the common educational goals in world pedagogy are taxonomy, which can be highly effective in deep analysis of the work of art, understanding the main idea put forward in it, achieving the ideological goal of the artist. The taxonomy of learning objectives created by B. Bloom is related to cognition, in which the process of learning is divided into six categories: "knowledge, understanding, application, analysis, synthesis (generalization), and evaluation" [1, 232]. The content of separate cognitive processes has been developed for each of the identified categories. As we observe the sequence of sorting and placement of levels of the learning process, it becomes clear that the creators of taxonomy strive to cover all categories of intellectual activity more fully and accurately. This suggests that taxonomy is an improved, more advanced method of learning objectives than the usual method based solely on information.

In this article, we will focus on application of Bloom's taxonomy in organizing the story of "The last victim of the war ("Urushning so'nggi qurboni")", created on the theme of war, given in

Utkir Hoshimov's literature textbook for sixth-grade students of general secondary schools, and how it can be of practical help to the teacher.

First of all, let's look at the biography of the creator in accordance with the learning objectives. In this process of "knowing" we gain the necessary information about the life and work of the writer, the environment in which he lived and worked.

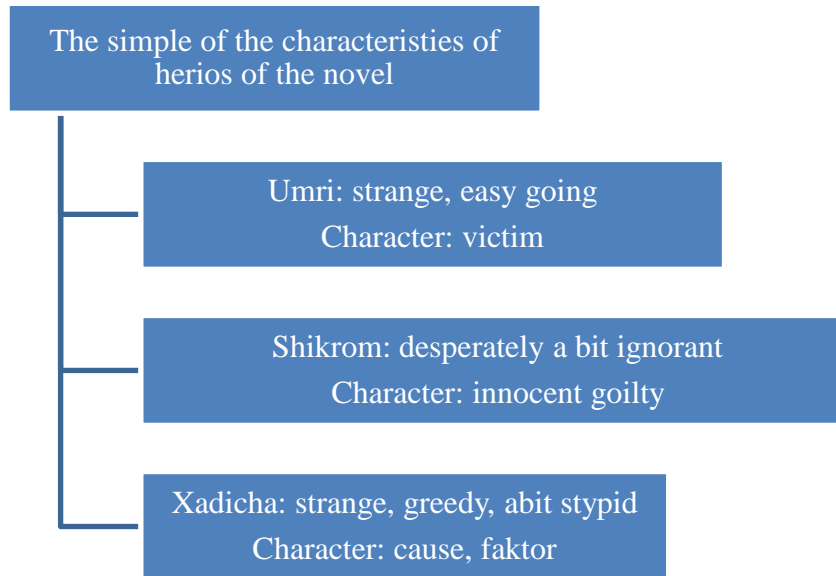
Utkir Hashimov is a great contributor to Uzbek prose. During his half-century career, he has enriched the treasure of our national literature with more than fifty works, large and small. As a man born in the early days of World War II, whose childhood coincided with the years of war and the end of the tragedies he left behind, the artist took the subject of war seriously and felt the need to respond to the realities of the world. "I had the same childhood as the post-war generation", he said in his autobiography. It is understood that "The last victim of the war ("Urushning so'nggi qurboni")" is directly related to the life of the artist.

In the "understanding" stage of Bloom's taxonomy is the ability to explain facts, rules and principles, to translate verbal material into practical expressions, to predict the next steps based on the available data. "[3, 214]. Consequently, a teacher's glance at the spiritual world of the protagonists of this war-themed work implies the ability to systematize the knowledge acquired in the category of "understanding" of learning objectives. The subject of war has long been one of the most active topics in fiction, and although the works created on this subject are similar in terms of content, there are some differences in the worldviews and approaches of different authors. It is worth noting that this is mainly due to the psyche of the protagonist. In particular, in the story "The last victim of the war ("Urushning so'nggi qurboni")" Utkir Hoshimov clearly showed through the protagonists that the war, in addition to drying the pillows of millions of people caused irreparable damage to their minds and psyche. At the "application" stage, "students are able to apply organized laws and theories to specific practical situations, to able concepts and principles to different situations" [3, 214]. From this, an attempt is made to apply the ideas expressed by the teacher and students about the writer and the war directly to the events of the work.

At the stage of "analysis", there is a tendency to psychologically justify the logic of character in "The last victim of war ("Urushning so'nggi qurboni")". The clarity and subtlety, reminiscent of the A.Qahhor style, is blurred in some places. For example, the mother's line "cracked fingers" [4, 150] connects several points of the ideological content. A farmer who is familiar with farming knows that only by rubbing mud with his hands can his fingers crack. In this small element of life, Aunt Umri's life is full of pain, suffering, difficulties and shortcomings, the pain of hesitation Shoikrom, the pain of conscience.

The story is not based on the contradictions between images, but on the contradictions between the current problems of life and the age-old demands of spiritual values. The power of this conflict is more apparent in the characters than in the outside. This situation increases the level of tragedy of the images.

The author of this story is given a clear picture of the tragic reality has a special significance in his work. The horrors of the protagonist's inner world do not leave the reader alone. Story the protagonist's are wandering due to lack of. The play is a powerful illustration of the spiritual world of people who set themselves on fire in the course of their lives. At the stage of "generalization", summarizing the above ideas, the heroes of the work can be classified as follows:



As it turns out, the writer's story depicts endless life trials and heroes in the midst of intense emotional distress. The writer does not follow the path of detail in the story. "Because the storytelling genre does not go into detail" [2, 11]. These stories are often portrayed as thoughtful, delicate, sensual women. The image of emotional revolutions, intense dramatic conflicts in the eyes of the reader increases the weight of the spiritual and aesthetic meaning that comes from it. In most of Hoshimov's stories, heroes are domestic examines their spiritual world through problems. In fact, it also has its own methodological basis. The reason is the writer the heroes of the Uzbek people for centuries draws on the background of national traditions and values. Also, each nation has its own pillars of society, the pillars of which are the pillars of society. The Uzbeks' attitude to the family is shaped by the ethical and ethical principles underpinning them. From this, the family was considered an inseparable sacred value. After all, the future of the Uzbek nation is in the family. When it comes to attention, the morale of the family is slightly diminished, which has been described as a process of fairness and moral and spiritual consequences. Through these difficult situations, he tried to reveal not only a particular person but also the drama of the period. Utkir Hoshimov, with all the subtlety and sophistication of the radical changes in the relationship between men and women and the resulting emotional upheavals in the family, expresses his feelings in a new way:

— "Have you eaten? He said, looking down at his wife who was making tea.

The long blonde face of the lady was hot. Apologizes in a sad sad tone.

— Didn't stay.

Shoikrom noticed that he was lying to her. Who knows what it is like to warm themselves up in the morning... "[4., 151] - It is worth noting that most of the writer's stories are characterized by

a complex, difficult and sometimes difficult situation in the family. In the spirit world of heroes, we find that the heartache of the heroes, the unbearable suffering is the result of many family relationships and the mere anxieties of life. This is enough evidence to evaluate and evaluate the work.

CONCLUSION

In short, the story focuses more on the emotions of the soul than on human behavior. It should be noted that the main focus of the play is to portray the protagonists not as a labor force, but as the owner of a messy inner world. It is especially noteworthy that the story reflects the fact that the talotums in the psyche of the protagonists are mainly influenced by social life. The protagonists of Hoshimov's stories are reflected in more intense mental upheavals and endless spiritual declines. The book has created a series of heroes in the national literature, showing the lives of people who are being tested by the harsh blows of life, their personality as a result of ruthless tests of life, and the spiritual world. It is not an exaggeration to say that the role and importance of Bloom's taxonomy in exploring and analyzing the work deserves special attention.

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**HISTORY OF UZBEK-UIGHUR LANGUAGE COMMUNICATION****Gulnorakhon K. Valikhonova****PhD in History, Associate Professor,
UZBEKISTAN**ABSTRACT**

The paper analyzed living Uighurs in the Fergana Valley and their language peculiarities as such informed about Uighur language's «Fergana dialect». A linguist academician K.K. Yudahin points out that it is impossible not to pay attention to the closeness of the Uighur language and Tashkent-Fergana dialectal groups of the Uzbek language and the dialects of the Uzbek language in Kazakhstan[18]. FerganaValley is considered to be one of such areas of ethnical communication. A number of ethnical group live together with Uzbeks in this area and it is necessary to speak about their role in inter-ethnic processes which and are taking place, namely about their active role in ethnic-linguistic processes.

KEYWORDS: *Fergana Valley, Uighur, Uzbek, Language, Turkish Tribes, Dialect, Umlaut.***INTRODUCTION**

It is well known that Uzbek-Uighur ethnical and linguistic relations take significant place in the history of relations between ethnical groups of the world. Unity of language and religion, alikeness of traditions and the fact that people in two areas lived intermingled made the two nations even closer. Of course, ethnical groups who lived intermingled did not limit themselves only with economic and cultural aspects, mutual closeness found its reflection in the languages of the two nations as well. As a rule, inter-language processes go faster in ethnically intermingled areas. The phenomenon of bilingualism can often be seen in such areas of ethnical communication. FerganaValley is considered to be one of such areas of ethnical communication. A number of ethnical group live together with Uzbeks in this area and it is necessary to speak about their role in inter-ethnic processes which and are taking place, namely about their active role in ethnic-linguistic processes.

If we have a look at history, the Uighur language was developed in ancient times, and served as a means of communication of a number of Turkish tribes. Tribes of Central Asia living close to each other had great influence in the formation of Uyghur language. In its turn, the Uighur language also played a significant role in the beginnings of other languages [10]. In the middle of the VIII century in the territory of today's Mongolia there appeared the Uighur Khanate. In the 60s of the same century an ethnic group of Karluks emerged in Yettisuv, and later in the 40s

of the IX century the state of Karluks came into being in the vast territory. After these historic events, Uighur and Karluk languages began to develop independently. When in the IX-X centuries in Yettisuv, Fergana and other regions of Movarounnahr the majority of the people speaking Turkish were Karluks, in Mongolia, later (from 840) in the larger area of Eastern Turkestan even in northern China Turkish speaking people were led by Uighurs. In the territories where the Uighurs took up political leadership, the Uighur language prevailed and in the territory of Karluk-Korahiniys the Karluk language was dominant. During the period of Mogul rule Uighurs were involved in the process of writing[11]. The same information can also be met in “Shajarai Turk” by Abulgoziy[2].

A linguist academician K.K. Yudahin points out that it is impossible not to pay attention to the closeness of the Uighur language and Tashkent-Fergana dialectal groups of the Uzbek language and the dialects of the Uzbek language in Kazakhstan[18]. The researcher lived in such cities Eastern Turkestan as Kashkar, Oksu, Urumchi, Gulja for almost 10 years in and learned the peculiarities of the Uighur language. On the basis of his researches, this scientist puts forward the idea that Uzbeks living in such cities of Fergana Valley as Namangan, Uychi, Osh have some peculiarities of the Uighur language, and shows some phonetic-morphologic similarities between the Uighur and “Umlaut” or “Uighurid” dialects of the Uzbek languages and confirmed once again that the Uighurs and Uzbeks had had ethnical-cultural ties from ancient times. Indeed, such dialects of the Fergana dialectal group of the Uzbek Language as Uychi, Chortok of Namangan city type have some phonetic and morphological peculiarities and elements of the Uighur language. Some researchers admit the closeness of the Uighur and Uzbek languages, and say that the Uighur Language was one of the basis of the formation of the Uzbek language. Of course, there are so many similarities between these two languages. It is true that ethnical-linguistic relations between these two nations appeared not recently. The historical basis of these similarities go back to the period of Korahonods and this fact has found its scientific basis. One can notice likeness between these two languages in the dialects of Tashkent-Fergana group[12]. In spite of this and ethnographer U. Abdullayev, learning the linguistic processes of ethnics of the Fergana Valley, says that giving too much a role to the Uighur language in the formation of the Uzbek language is far from the reality[1]. Uighurs living in Fergana Valley mainly were under the ethnical influence of Uzbek and Kirghiz people. But in the villages and neighborhoods were predominantly lived Uighurs the peculiarities of Uighur had more privilege. Besides, because of ethno-linguistic processes in the territory of Fergana Valley some languages began to be Uighurized. As a result, “Umlaut” dialects came into being. A.K. Borovkov who learned this process said that Namangan dialect of the Uzbek language is “Uighurised”[4]. Indeed, umlaut process can be seen mostly in Namangan dialect. Elements, some phonetic and morphologic features of the Uighur language can be clearly seen In Uychi, Chortok dialects of Namanganregion [1]. Namangan dialect is the closest to the Uighur language [12]. That is why, Namangan dialect is considered to be undergone umlaut or uighurization [17]. Such linguists as K. Borovkov, A. Aliyev, V. Reshetov say that dialects in some villages around Namangan were also under the influence of umlaut process. Uychi dialect can be point out as a bright example [4;12;3]. Here a change of vowel sounds in the second syllable into {e} [3]. We have to mention that jargon of the Uzbeks living in Osh city of Fergana valley and that of Uyghur’s were so close that the difference was almost unnoticeable [18].

In the course of time some changes occurred in the dialect of Uighurs living in Fergana valley. This can be explained by medley (metization)of the Uzbek and Uighur Languages. A linguist

Sadavakasov G.S. considers the Fergana dialect of the Uighur language to be a dialect between Uzbek and English [13]. We must point out that the Fergana dialect of the Uighur language formed as an independent dialect, it differs from the language of YettisuvUighurs [8]. Uighur ethnoses of Fergana valley does not realize Uzbek elements in their language. Fergana dialect of which formed in this area is adaptable.

In general the Uighur people who were under the strong influence of the Uzbek language used both languages, and bilingualism could be observed. Such layer of population is called “Bilingual” or “blended”. Population which lived in the cities and towns did not preserve their own historical peculiarities. The conducted survey showed that respondents over 50-60 preserved the Uighur language in full, when the younger generation used Uzbek Uighur dialect, that is “Fergana dialect”. 79% of the respondents answered the question “How well do you speak the Uighur language?” that they knew the Uighur language excellently [20].

We must also point out that some small dialectic units have been preserved in the language of Fergana Valley Uighurs though the influence of the Uzbek population was very great. On the basis of the results of the survey the Uighur villages can be divided into the three Uzbekish, blended and preserved Uighur well villages. For example, the language of the Uighurs living in Ahtachi village of Asaka district of Andijan region is Uzbekish, the language of Uighurs living in Andijan and Osh cities is Uzbekish and blended, Uighurs living in Pahtaabad, Shahrihan districts of Andijan region preserved Uighur dialects (Kashkar and Oksu dialects) well [13]. There are such words in different areas of the Fergana Valley which are peculiar to the Uighur language but they took regional features. For example such words as “tag’in” (again), adash (friend), ocha (sister) are used by Uzbeks, Kirgiz’s, Kipchoks, Turks and others living in the Fergana Valley, these words are borrowed from the Uighur language. At the same time some international words, Uzbek, Kirghiz, Kazakh even Russian words can be met in Uighur dialect of the Fergana Valley. One more thing, the letters “и” and “ы” were widely used in the alphabet but they were pronounced restrictedly. When attention was paid to respondents’ speaking in dialects in ethnological surveys, it was found out that local features exist in the pronunciation of such sounds as “*йо, нз, л, э, қ*”. Besides such umlaut suffixes as “*вет, ват, ли, ут, қа*” were also widely used.

It is not secret that the language of the Uighurs of Fergana Valley changed a lot in the course of time. In spite of this, in some villages, language isolation, that is, in small limited areas people use their mother tongue can be observed. In other words the language of Fergana Valley Uighurs is undergoing differentiation according to objective reasons [6]. In other words the language of Fergana Valley Uighurs is undergoing differentiation [14].

- Writing, education, literature and mass media play a decisive role in the development of a language. The Uighur language was reformed several times in its historical development. For example, the paper “KambagallarOvozi” (the voice of the poor) raised a question of reforming the language of Uighurs living in the country of Soviets [7]. The Uighur writing used to be in Arabic alphabet and the process of transforming the Uighur writing from Arabic alphabet into the Latin began. With this aim conferences in Tashkent (1921), in Samarkand (1929), in Alma-Ata (1930) were held [5]. The main question of these conferences was to reform the Uighur language and its writing system, also the problems of orthography and of preparing teachers were also discussed.

- Like all the people living in the Central Asia, the Uighurs also carried over to Latin graphics. Newspapers and magazines were published in the new alphabet. This fact had negative impact on learning the language, transferring it from one generation into the other and on educated people. And in 1947 writing was changed into Russian graphics and the Uighur alphabet changed again [16]. The newly adopted alphabet consisted of 41 letters, such marks as "ь" and "ы" do not represent a special sound but have separating and softening effects, other 39 letters represent this or that sound[7].
- The Uighur language, writing and education were inseparably connected with each other. In 1920s tens of Uighur schools were established in FerganaValley according to the demand of people. Namely, three schools in Uighurobodvillage of Pahtaobod district of Andizhan region were specialized in Uighur language [19]. In 1930 more than 5000 school goers studied in their mother tongue and the specialist teacher were prepared in Andizhan Uighur pedagogical technical school [15].
- Education was carried on in Uighur language in these schools. Because of dishonest policy of the former soviet regime, the problem of preparing specialists was not paid due attention. Supplying with textbooks became poorer each year and schools with Uighur language were closed down and changed into Uzbek schools.

CONCLUSION

In conclusion we would like to say that though Uighurs who moved to Fergana Valley live side by side with Uzbeks their language differs, and it even differs from dialects of Eastern Turkestan (what is now Xinjiang)and Kashkar. As Fergana dialect of Uighur language was under the strong influence of the Uzbek language, bilingualism can be met among the population. The Uighur people use their mother tongue in the family. The main aim of the policy of our international country is saving and preserving nations as gene pool values of the world. This is why, modern researching the influence of ethnic-linguistic processes and ethnic-cultural relations which took place in FerganaValley is considered to be one of the actual problems of ethnology, ethnic-sociology and ethnic-psychology.

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EFFECTIVENESS OF ADVERTISING LANGUAGE AND SLOGANS

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ABSTRACT

Economic development is essential in building a civil society based on a market economy. It requires a competitive environment. Nowadays advertising is becoming increasingly notable in the socio-economic and political relationships between people in various sectors of society. Advertising is used to provide information on competitive products and services and to attract consumers to particular products or services. This article analyzes the approaches of advertising language slogans and effective advertising media sources which are chosen by respondents.

KEYWORDS: *Advertising Language, Slogan, Stylistics, Internet, Culture*

INTRODUCTION

President of Uzbekistan Shavkat Mirziyoyev signed a decree “On Uzbekistan’s Development Strategy” in 2017. The Decree has approved Uzbekistan’s Five-Area Development Strategy for 2017-2021 years. It is important to ensure that new products and technologies are being introduced, thus ensuring the competitiveness of national goods in the local and foreign markets. Developing marketing strategies to protect the local market and active access to foreign market in the context of globalization is one of the most pressing challenges of today. Year by year the development of industry in the Republic and the increase in the demand for various types of services raise the role of the advertising industry. In the beginning, it is important to define advertising itself. The term comes from the Latin word to the advertiser to shout loudly or to notify, which reflects the original function of advertising - information are shouted out or read out in squares and in other places where people gather, advertising always carries information, however, if advertising is always information, information not always an advertisement. In fact, advertising is special information that is distributed in accordance with the law by any legal or natural person, products, including trademarks, service marks and technologies for the purpose of direct or indirect profit [1].

Nowadays people are confronted with thousands of advertising messages on a daily and they are incapable to memorize all of them. They have become more sophisticated, than ever before, it is not easy to convince, marketers have to make advertisements even more capturing the attention and memorable. The main goal of advertising is to persuade consumers in order to assure a

number of readers with many advertising messages, copywriters (a writer of advertising or publicity copy; Merriam Webster dictionary.,2019) try to use figurative language, word play, pictures, music to catch the reader's attention, arise their desire which can help to motivate their action and satisfaction. In the last decades, scholars began to define and analyze linguistic figures which were used in advertising and increased attention to the aspect of advertisement language. Their aim is try to find new kinds of association with elements of advertising language, improve the effect and usage of rhetorical devices in creating advertising slogans. One of the ways of doing so is a good advertising slogan.

REVIEW OF LITERATURE

Advertising slogans are an important part of any advertising campaign and they have notably value from linguistic, sociolinguistic, ethnological, psychological, and cultural and in marketing as well. A lot of definitions have been found by various scholars about advertising slogans; however there is no uniform definition as comprehensive, adequate and inclusive. According to Oxford Learner's Dictionary, "*a slogan is a word or phrase that is easy to remember, used to attract people's attention or to suggest an idea quickly an advertising slogan and campaign slogan*". Similarly, We and Kang(2013) noted that slogan is a short phrase used to help form an image, identity and position for an organization[2,p.6]. Leech(1966) maintains that slogan is *a short and laconic phrase that used by company for the advertising especially to reinforce their product identity*[3,p.49-54]. He also stated that slogans are more powerful than a logo that can be remembered and recited by people. Hamlin describes the advertising slogan are "*catchy, declarative phrases that use devices such as metaphors, alliteration or rhymes with simple, vibrant language*". "The Importance of Advertising Slogans"[4]. The slogans should point out at least the most important advantage of the product or respond to the consumer needs that advertised product or service is of the highest quality, or is the most delicious or nutritious one[5,p.62]. Thus, along with other advertising elements(body text, specification, image, logo, video, music, jingle), an advertising slogan helps to develop a recognizable image for the brand they are representing [6,p.3-6]. To strive effectively, many advertisers try to use different kinds of linguistic and rhetorical devices to catch the reader's attention and have to make advertisements more capturing the interest of consumer and memorable. Thus, our mind first take visual information such as pictures, colors and then with letters, words and messages used in advertising needs to be short and remembered.

METHODOLOGY OF THE RESEARCH

The data for the research was collected by survey to know the most effective media of advertisement, and find out the most memorable advertising language for consumers and to find more catchy and the most memorable food advertising slogans which are produced in Uzbekistan. The sample size for the research includes 100 respondents. The survey will be useful in attaining the objectives of the research. The collected data studied with using simple statistical techniques as percentages.

Information about respondents:

Categories	Number of respondents	Percentages
Students	56	56%
Employee	44	44%
Total:	100	100%

Table:1

ANALYSIS AND RESULTS

Consumers prefer different type of advertisement media. This bar chart represents the performance of the advertisement in purchasing the products by the respondents.

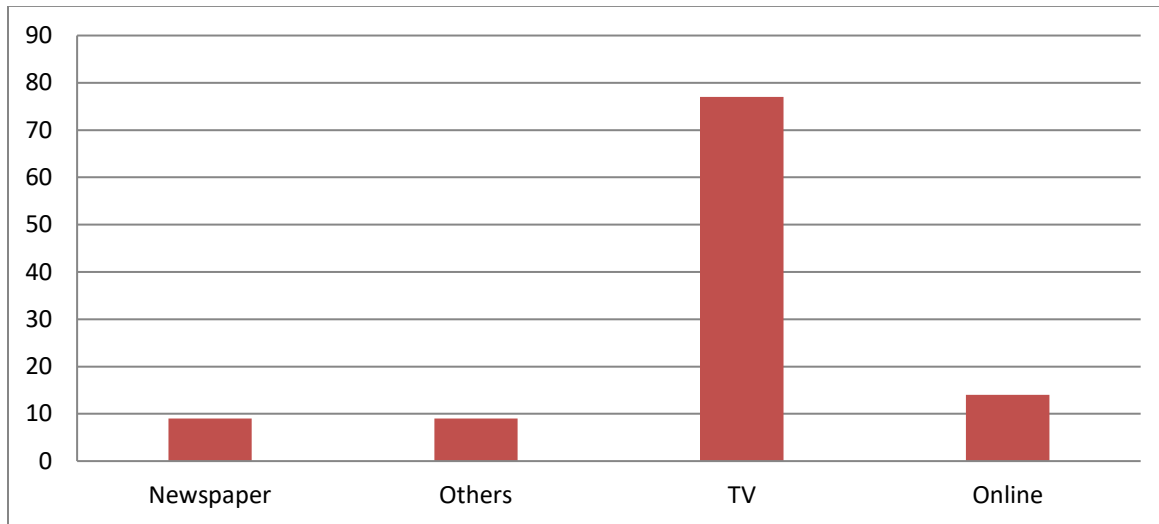


Figure 1

From the above bar chart, it is obvious that 15% of the respondents prefer online advertising for purchasing products. However, 75% of the respondents find TV as a convenient type of advertising among the other media types. Moreover, 5% prefer advertising in newspaper, another 5% prefer other kinds of advertising and none of the respondents prefer advertising in banners. To conclude for this diagram that majority of the respondents prefer television advertisement.

The language of advertisements plays an important role in promoting a range of products and services. Advertising helps to attract the attention of the audience and persuades them to buy the advertised product. From the linguistic point of view, some linguistics have dealt with the analysis of advertising language which used in advertising texts. For example, Leech's (1966) work on English language advertising, Rees (1982) work on advertising linguistic devices that used in advertising messages such as parallelism, metaphor, metonymy, puns, rhyme, and homophones. Myers (1994) focuses on alliteration, assonance, rhyme, ellipsis and puns. Brierley (2002) shows language games, similes, repetition, paradox, omission and ambiguity. However, The English language used in international advertising has increased immensely over the last decades. Although English is a *lingua franca*, not everyone is proficient enough to understand English slogans. The concept of 'English as a lingua franca', is the type of specific communication context: English being used as a lingua franca, the common language of choice, among speakers who come from different lingua cultural backgrounds.[7] English language as a Lingua Franca, widespread around the world like standard language. For this reason many developed industrialized countries use English language for commercial purposes. According to G.Rahimov; "Standardization is a long-standing historical process, but it is inevitable that verbal rules will be formed and updated. Along with various social and official organizations, literature, press, art, television, radio and electronic media play an important role in shaping the language and communication norms." [8., p38,39]. The importance of English language in the media is highly increasing. For example, the majority of Uzbek business companies, buildings,

market, places and products are named in English language and they prefer to name in English than other languages. The following survey about preferences of languages in advertising.

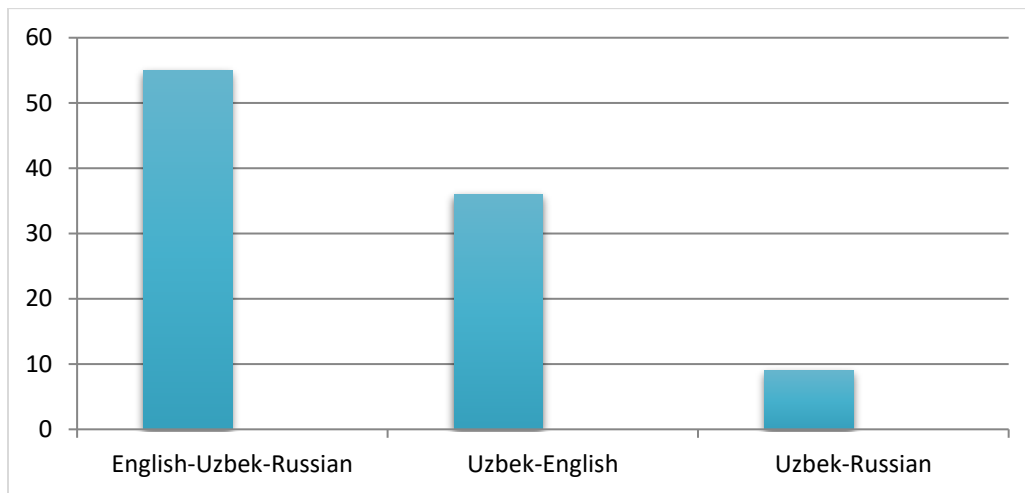


Figure 2

This bar chart reveals that preferences of languages in advertising. It is obvious that 55% of respondents preferred English-Uzbek-Russian languages in advertising messages, 36% of respondents liked Uzbek-English languages in advertisement; only 9% of respondents thought it would be effective to advertise products only Uzbek-Russian languages. A conclusion can be reached the majority of respondents found potential languages for advertising are English-Uzbek-Russian languages in Uzbekistan.

CONCLUSION

Methodologically, there are some limitations in this research. Firstly, it only includes students and employee, the most were men. Lastly, respondents were only 100 people from Kashkadarya and this cannot give overall results of our country. Advertising slogans have a great impact on advertising than other types of advertising hints such as music, picture, jingles; its main goal is to sell products. In this way, linguistic features play a very important role in choosing proper devices for creating new advertising slogans. The language of advertising is persuasive that should try to influence potential customers' attitudes and ordinary habits. The main rules of advertising language are: an advertisement should be attractive; the text should be memorable, catchy, easy to read as well as well-designed for modern consumer. Advertising language should be clearly described and have the power to make the readers to consume. According to the study, shows that the most effective media of advertising is television, nowadays. Online advertising also has advantages that offers increased awareness of brands, market, products which has an easy method to share information, advanced methods of targeting consumers, with the immediate way and reduced costs.

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CATALYTIC SYNTHESIS OF ACETYLENE UT OF VYNIL ACETATE AND TEXTURE CHARACTERISTICS OF CATALYSTS

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ABSTRACT

In the study, the catalytic acetylation reaction of acetylene was obtained by the sol-gel method in the presence of ZnO:CdO:ZrO₂/keramzite-containing catalyst under the following favorable conditions: $T = 180^{\circ}\text{C}$, $\text{C}_2\text{H}_2:\text{H}_3\text{COOH} = 4:1$, $V_{\text{C}_2\text{H}_2} = 280 \text{ h}^{-1}$. Texture characteristics of the selected catalyst were determined using BET and BJH methods. Phase composition was researched with diffractometer DRON-3 (CuK_α radiation) method X-ray Diffraction. Dispersed catalyst was probed in scanning electron microscope (JSM - 6510 LV). As a result of researches, in the condition of $T=180^{\circ}\text{C}$, $\text{C}_2\text{H}_2:\text{CH}_3\text{COOH}=4:1$, $V_{\text{C}_2\text{H}_2}=280 \text{ h}^{-1}$ it has been experimentally proved that in case the total conversion of acetic acid is 85.4%, productivity for vinyl acetate will be 79.8 and selectivity for vinyl acetate will be 93.4%

KEYWORDS: *Acetylene, Acetic Acid, Vinyl Acetate, Catalyst, Sol-Gel Technology, Material Balance, Technological Scheme.*

INTRODUCTION

Vinyl acetate (VA) is one of the most important monomers (a component for producing polymers for industrial organic synthesis). Vinyl acetate monomer is a substance with a wide range of applications. VA-based polymers and copolymers have good adhesive, optical, electrical insulation, and fiber-forming properties, which is why they are widely used not only in everyday life, but also in industry: engineering, construction, medicine, etc.

The main application of VA monomer is industrial. It is an integral part of polyvinyl acetate, which is used for the production of water-based paints and varnishes, various types of glue, impregnations, floor tiles, acrylic fibers, paper coatings and non-woven materials. In addition, polyvinyl alcohol is produced from VA monomer, a compound raw material in the manufacture of packaging film and laminated glass[1-5].

According to Internet information [RUE “National Center for Marketing and Price Study”] - the main manufacturers of the world market of VA monomer are Celanese (USA), LyondelBasell (USA), DowChemical (USA), DuPont (USA), INEOS (Great Britain).

Today, zinc acetate deposited on crushed natural active carbons of the ARD, ARD-U brands in Russia and S-76 abroad is used as a catalyst for the production of vinyl acetate from acetylene in reactors with a flowing bed. All of them retain the properties and disadvantages inherent in conventional activated carbons: they have high ash content, differ in an unbalanced ratio of the volumes of micro- and mesopores, which determines both a relatively low level of catalyst activity and its rapid deactivation. In addition, when using a reactor with a gushing layer, the low strength of the carrier and the irregular shape of the particles lead to rapid abrasion of the catalyst and its entrainment from the reactor. A significant increase in the productivity of the synthesis process of vinyl acetate can be achieved by switching to zinc acetate catalysts obtained using nanoporous carbon microspheres as carriers, which are characterized by high strength, low abrasion resistance, and an optimal porous structure [6-10].

The main methods for producing VA in the gas phase are passing a mixture of acetylene with acetic acid vapor through a heated catalyst. Catalysts are salts of zinc and cadmium. Silica gel or activated carbon is used as a catalyst carrier. The reaction temperature lies in the range 210-250°C. The gas mixture is recommended to be heated to this or slightly higher temperature. Acetylene is used in excess against theoretical. Particularly emphasized is the need for a quick passage of the reaction gas mixture over the catalyst, so that only part of the reaction mixture reacts, and that the VA formed is always surrounded by excess unreacted mixture. Moreover, in a contacted medium, a VA concentration of about 20% is obtained. The most favorable reaction temperature is 210-250°C.

Based on the foregoing, the production of vinyl acetate is one of the main tasks of creating new, economical, non-waste methods in technology, as well as developing effective catalysts with high selectivity, activity and productivity of modeling technological and process parameters [11-14].

EXPERIMENTAL PART

The catalytic acetylene acetylation reaction was carried out in a flow reactor under the following optimal conditions: $T=180^{\circ}\text{C}$, $\text{C}_2\text{H}_2:\text{CH}_3\text{COOH}=4:1$, $V_{\text{C}_2\text{H}_2}=280\text{ h}^{-1}$ [15, 16-17].

The reaction products were analyzed by a flame ionization detector by gas-liquid chromatography under the following optimal conditions: a stationary liquid phase with particle sizes of 0.250-0.315 mm in Svetokhrom-545, 15% lestosile, glass column 100°C , the flow rate of the incoming gas - nitrogen 30 ml/min.

Qualitative analysis of "witnesses" and the retention time of parameter values is based on a comparison method; and quantitative analysis was calculated based on the method of internal normalization [18-19].

Data on the texture characteristics of the samples were obtained on an ASAP 2010M instrument in a stream of liquid nitrogen at 77.35 K by low-temperature adsorption. Before analysis, the samples were dried at 120°C for 4 hours and burned at 550°C for 6 hours. The comparable surface was determined by the BET method. The total surface volume was calculated based on the amount of nitrogen adsorbed at maximum saturation. Sponge size distributions were determined by the BJH method.

The phase composition was studied on a DRON-3 diffractometer (CuK α radiation) by X-ray diffraction [20]. The dispersion properties of the catalyst were checked in a scanning electron microscope (JSM - 6510 LV). The catalytic activity of the obtained sample was studied in acetylene acetylation reaction.

EXPERIMENTAL RESULTS AND THEIR DISCUSSION

The catalysts were prepared under the following conditions: solutions of a 5–25% solution of zirconium oxy nitrate by the method of circulation adsorption at 60°C were absorbed onto a microspherical nanoporous retention agent (keramzite). The salt absorption time varied within 60–90 minutes [21].

The substance is the carrier keramzite: the solution was taken in the range of ratios 1:3-1:8.5. After the absorption process, the catalyst was dried at room temperature for 24 hours, then in an oven at 100 - 130°C (with a temperature increase of 10°C every 1 hour). The amount of zinc acetate in the catalyst was 11-30%.

The catalyst, the volume of which was 9 cm³, was lowered into a flow reactor and the system was washed in a stream of nitrogen at a speed of 10 l/h for 15 minutes. The synthesis of vinyl acetate from acetylene was carried out at normal atmospheric pressure at 180°C. Under the above conditions, the life of the catalyst was 2000 hours.

The synthesis of vinyl acetate in the vapor phase has been published in many works, the absorption process is carried out on activated carbon in the presence of zinc acetate at 170-230°C, the process was carried out at atmospheric pressure in the range of the molar ratio of acetylene: acetic acid from 2:1 to 10:1. Partial or complete replacement of zinc acetate with cadmium acetate leads to an increase in catalyst activity. K₂Cr₂O₇ (2% compared with the weight of the catalyst) is used as a promoter additive[22].

It was found that in the process of contacting, zinc acetate escaped. So, for example, the initial catalyst contained 13% zinc acetate, spent - 2.7%. The reason for the decrease in the activity of the catalyst, in addition to reducing the amount of zinc acetate, can also be a decrease in the surface of coal during the deposition of tar products in its pores. In order to confirm this statement, the spent catalyst was investigated, for which the adsorption capacity of fresh catalyst was determined. In the process of contacting, one can imagine the following possibilities for directing adverse reactions.

1. Polymerization of acetylene. In this case, cupren type hydrocarbons, heavy oils, aromatic hydrocarbons, olefins can form.
2. The breakdown of acetylene. The self-decomposition of acetylene (in the absence of catalysts proceeding rapidly at a temperature of 500°C) is usually preceded by a stage of its polymerization.
3. Polymerization of VA followed by decomposition of the polymer.
4. The decomposition of acetic acid and acetic acid salt. Ketone decomposition proceeds most easily in the presence of catalysts.
5. The formation of acetaldehyde and its compaction products.

Of all the possible side effects indicated, catalyst poisoning can mainly be caused by reactions leading to the formation of hardly volatile resinous products (polymerization products of

acetylene, VA, acetaldehyde). Reactions such as decomposition of zinc acetate, decomposition of acetic acid, leading to the formation of volatile products, can hardly cause a decrease in coal activity.

The study of the effect on the catalyst of various components of the gas mixture (acetylene, vinyl acetate, acetic acid, acetaldehyde), as well as nitrogen, showed that the effect of the components of the mixture on activated carbon is much weaker than on the contact mass. Acetylene and a mixture of acetylene with vinyl acetate have a very strong effect on the catalyst. No harmful effect of acetaldehyde on the contact mass was observed. Vinyl acetate mixed with nitrogen has virtually no effect on both activated carbon and contact mass. Nitrogen added to the gas mixture has a beneficial effect on the life of the catalyst, but slightly reduces the conversion.

To clarify the effect of impurities to acetylene on the initial activity of the catalyst, the reaction was carried out with acetylene obtained by the action of water on technical calcium carbide. This acetylene without further purification entered the drying system with calcium chloride and then through the evaporator into the contact zone. For comparison, an experiment was carried out under similar conditions with carefully purified acetylene.

The use of crude acetylene did not have a significant effect on the initial conversion of acetic acid. The presence of a sorption-active surface in the reaction zone can cause sorption by the contact mass of ordinary impurities to acetylene and thereby reduce the effect on their reaction to a certain limit. Therefore, it is possible to assume that, after prolonged contacting, crude acetylene can have a harmful effect on the catalyst. The life expectancy of the catalyst depends on the mode of operation.

The texture characteristics of nanocatalysts based on the sol-gel technology are presented in table - 1.

TABLE 1. TEXTURE CHARACTERISTICS OF THE CATALYST $(ZnO)_x \cdot (CdO)_y \cdot (ZrO_2)_z$ /keramzite

№	Granule shape	Density, g/cm ³	S _{sol} m ² /g	Total volume of sponge, cm ³ /g	Amount ZnO:CdO:ZrO ₂ , % mass
1	Round	0.98	51	0.310	10.3:2.6:0.4
2	Round	0.94	63	0.341	9.6:2.2:0.5
3	Round	0.88	46	0.253	12.0:2.6:0.3
4	Round	0.76	107	0.362	11.3:2.1:0.6
5	Round	0.72	173	0.409	11.8:2.5:0.2
6	Round	0.86	57	0.337	9.2:2.0:0.1
7	Round	0.79	62	0.313	9.0:2.5:0.5
8	Round	0.87	59	0.329	8.5:1.5:0.2
9	Round	0.88	70	0.318	10.8:3.0:0.4
10	Round	0.92	51	0.310	8.8:2.2:0.25
11	Round	0.85	59	0.271	9.5:1.5:0.3
12	Round	0.85	51	0.240	10.2:1.86:0.4
13	Round	0.91	58	0.269	11.5:2.4:0.6
14	Round	0.95	68	0.320	16.7:2.1:0.3

A 0.05 M solution of $\text{ZrO}(\text{NO}_3)_2 \cdot 8\text{H}_2\text{O}$ was used as the zirconium source. The solution was prepared at 70–75°C at 650 revolutions / min for 30 min, stirring continuously. Monoethanolamine was used as the structure-forming agent.

Sol formation was prepared at 90–95°C for 30–35 min in the magnesium mixer. The reaction mixture was then stirred at 90–95°C for a speed of 600 cycles / min and the gel was formed. The resulting gel porcelain was put into a bowl and was heat-treated for 1 h at 500°C.

Figure 1 shows the morphostructure of the zinc oxide at 350°C and 550°C. Microphotography of the ZnO sample was obtained on a wave electron microscope JEOL JSM 5510. Obviously, the synthesized nanocrystals are formed from agglomerates, and their average size increases with increasing burnt temperatures. The analysis of the electron microstructure shows that the process of burning causes nanostructured zinc oxide surface to be altered, defect concentrations and, as a consequence, a change in the width of the material barrier zone.

IK spectroscopy was used to investigate the processes occurring in the thermal burn of ZnO. This method allows quantitative and qualitative composition of nanomaterials, determination of different reactions observed with changes in chemical bond concentrations, and the average size of nanoscale particles based on experimental data.

$\text{Zn}(\text{CH}_3\text{COO})_2 \cdot 2\text{H}_2\text{O}$ salt was used for the synthesis of nanoscale zinc oxide.

Zol-gel method of obtaining nano-oxide synthesis involves the following steps: 1) synthesis of zinc oxide; 2) synthesis of zinc oxide halide; 3) transfer the ball to the gel; 4) centrifugal gel and wash with distilled water; 5) drying and burning of gel at a certain temperature.

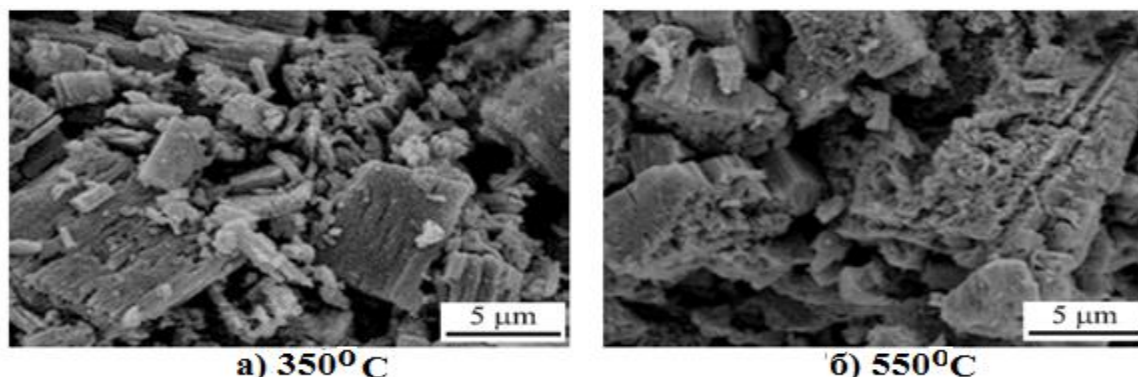


Figure 1. Electron micrographs of ZnO nanocubes obtained at different temperatures

The study utilized UCTs and a solution containing 5% $\text{ZrO}(\text{NO}_3)_2$. The water-alcohol solution was prepared using isopropylpyrate in a 4:1 volume ratio. The following drying conditions were applied during the experiment: gas flow rate 140 l/min, $T = 70\text{--}80^\circ\text{C}$, $P = 0.1\text{ MPa}$.

Gel nanoparticle zinc oxide samples were examined by electron microscopy (PEM). Figure 2 shows the micropicture taken.

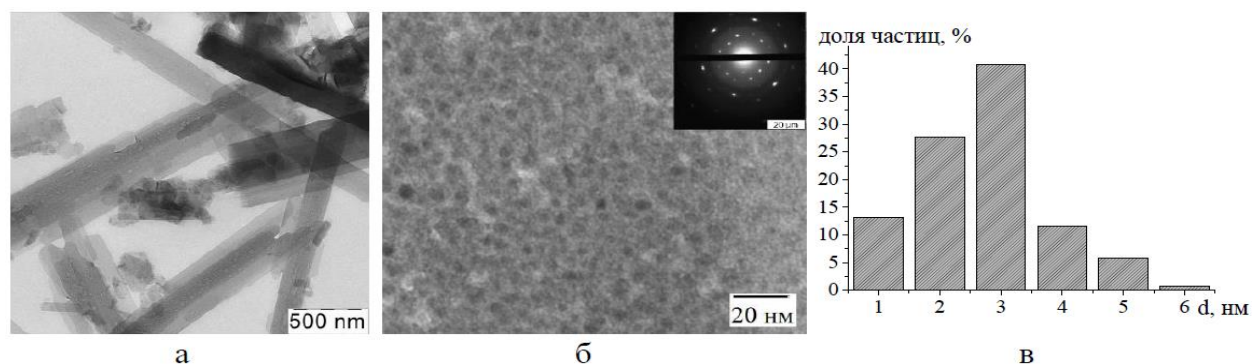


Figure 2. Distribution histogram of nanoscale particles on the surface of zinc oxide plates and electron microscopy and microscopic photography of nanoscale particles of different magnitude

Microphotometric assay consists of a set of plates of varying lengths (from 0.4 to 20 μm and width from 5 to 15 nm, with a thickness of 100 to 250 nm).

To investigate the effect of the burn temperature of nano-oxide samples on their spatial composition and structure, the synthesized samples were dried to 125°C and incubated from 175°C to 750°C. All samples were then analyzed by X-ray diffraction. The results of the X-ray analysis are shown in Figure 3 below.

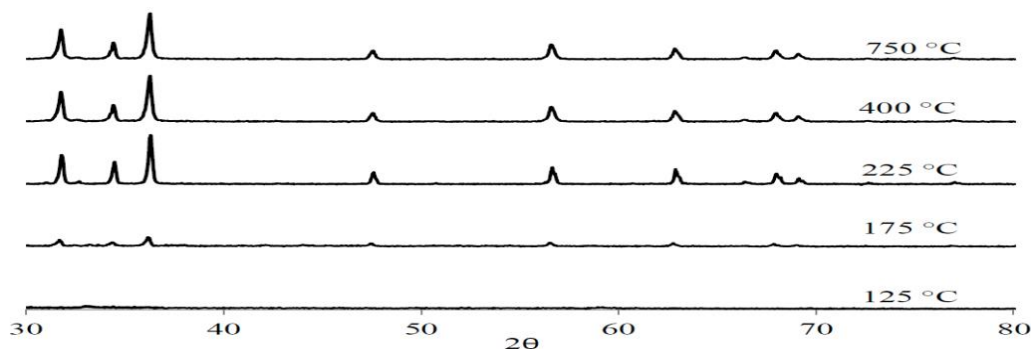


Figure 3. Results of X-ray diffraction analysis of burnt samples at 125°C - 750°C

As shown in the diffractogram in the figure above, ZnO samples burnt at different temperatures have peaks characteristic for the structure of zinc oxide in the crystal structure. In addition, as the temperature of the crease increases, the peak intensity is explained by the particle aggregation and the breakdown of the gel structure. Next, we investigated the IR spectrum of zinc oxide in the nanoscale from 125°C to 750°C. Analysis of the IR spectra of the dried zinc oxide sample at 125°C shows that the sample contains hydroxyl 1020-1067 cm^{-1} absorption area and acetate group corresponding to the absorption domain 725, 1332, 1400, 1550, 2880-2970 cm^{-1} . Chemically and physically adsorbed water (677, 877, 918, 1550, 3145-3425 cm^{-1}), amino group (677, 877, 1550 cm^{-1}) and $\text{Zn}(\text{H}_2\text{O})_2^{2+}$ and $\text{Zn}(\text{NH}_3)_2^{2+}$ groups also available.

Further analysis of the IK spectrum showed changes in valence vibrations (2800-3900 cm^{-1}) and deformation oscillations (4000-900 cm^{-1}) in the IR spectra with increasing sample temperature.

In the IR spectra of nanoscale ZnO samples heated at 400-750°C, only the maximum apparent at 450 cm^{-1} is observed. This is due to the Zn-O bond vibration in the spectrum.

CONCLUSION

Thus, the catalytic acetylene reaction of acetylene was studied by the Sol-gel method with the ZnO:CdO:ZrO₂/keramzite-containing catalyst under the following favorable conditions: T=180°C, C₂H₂:CH₃COOH=4:1, V_{C₂H₂}=280 h⁻¹. Texture characteristics of the selected catalyst were determined using BET and BJH methods. Phase composition was researched with diffractometer DRON-3 (CuK_α radiation) method X-ray Diffraction. Dispersed catalyst was probed in scanning electron microscope (JSM - 6510 LV).

The results of studies on the influence of factors (temperature, catalyst loading, gas mixture flow rate, contact apparatus parameters) on the degree of conversion of reagents during the vapor-phase synthesis of VA in the presence of zinc acetate (cadmium) on expanded clay are also presented.

The paper describes methods of preparing the contact mass, shows the possibility of regulating the activity of the catalyst and increasing the duration of its work by gradually increasing the reaction temperature stepwise.

According to the results of a literature search in the laboratory, a series of test experiments was carried out that confirm the possibility of obtaining VA from acetylene and acetic acid in the vapor phase in the presence of a zinc acetate catalyst on expanded clay. It should be noted that the laboratory conditions for the synthesis of VA are not adequate to the real process in industry. The low conversion of the starting reagents in one pass was obtained due to our research without the use of recycling of raw materials.

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**SOCIO-PSYCHOLOGICAL PRINCIPLES OF THE IMAGE
IN HEAD-COMMANDERS****Lieutenant Colonel Ravshanov L.U***

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ABSTRACT

This article focuses on the socio-psychological principles of the image in Head Commanders. Also, all theoretical analyzes and scientific considerations and phenomenon concepts related to the purpose of the problem are illustrated by the sources listed in the literature.

KEYWORDS: *Military Personnel, Military Occupational Activity, Image, Professional Military, National Defense, Army, Soldier, War, Military Action, Officer, Military Team, Military Courage, National Pride, National Identity.*

"Improving professional knowledge, intellectual and psychological preparation is an important component in the formation of a modern soldier." Shavkat Mirziyoyev, President of the Republic of Uzbekistan.

INTRODUCTION

Under the conditions of reforming the army, various changes have taken place related to the reorganization of the Armed Forces of the Republic of Uzbekistan, including the changes made to the content of the normative documents regulating the activities of military personnel. On the one hand, these transformations have affected the system of values of military personnel, and on the other hand, one of the urgent tasks facing the modern Armed Forces is the formation of a "new" serviceman.

As it is known, one of the priorities of the national defense system is the implementation of a number of socio-economic and legal reforms. The current ethnic identity and future, power and reputation of the national army, the modern army and its national image, military activities, modern military personnel, military professional activities, professional skills, professions and personalities, psychological aspects of military professional activities are one of the most important scientific papers waiting for the psychological solution in the defense system [1,4].

From a scientific point of view, military service is not only a social issue, but also a kind of human activity that depends on special circumstances. Motherland's protection is always the highest honor for every citizen. The army is always considered part of society, in its essence

reflects all the socio-economic and political processes in society, as well as all the laws of the international situation [2,23].

MAIN PART

According to the researcher A.Rostunov, military professional activity is the protection of Motherland. It contains many components. First of all, it involves two main types of activities, namely combat situations and simplicity. Military activity is the activity of many military personnel in achieving the goals of war [3,67].

It should be noted that combat operations are very specific in terms of their goals, objectives, means, difficulties and psychological content. In other words, these movements are the result of such complex tasks as the socio-psychological laws, internal structure and goals of military-political, military, technical, ideological and socio-psychological, weapons, team leadership, educational work carried out in combat operations, combat and psychological training of military personnel is described [4,331].

These complex tasks are likely to affect the psychological structure and composition of combat activities, which are self-destructive, life-threatening, loss of people and equipment, and the various deprivations and disadvantages. It requires a clear implementation of warfare tasks, ie high level of ethical and legal responsibility. Such actions can cause excessive mental and physical tension in the military.

As mentioned above, any humanitarian activity has its purpose. No more fighting actions. As for the cause of military action at the state level, the main reason is the threat to the integrity and security of the country. The meaning of such actions also implies the existence of military personnel in military operations. There are a number of psychological reasons for the military's military operations: needs, emotions, wishes, aspirations, interests, ideals, beliefs, etc. [5,132].

The researcher V.Suvorov noted that the most important necessity for fighting is the wish of survival. This is a normal, genetic aspect for self-defense, and it is definite. But it is manifested in different ways for all people and can have different consequences for a person and social environment. One person manages active and targeted military technology and combat methods because he understands better that a well-trained person can survive the war. At the same time, during the war, the other person strives to avoid dangerous situations and hide behind his comrades, that is, he is cowardly [6,123].

The following questions need to be answered: If the self-defense mechanism is biological, codified, and reasoned, why do thousands of heroes in history and martyrs who sacrificed themselves for their homeland, and what led to their self-sacrifice? In fact, it is desirable to take into consideration not only the biological, but also the social needs of a person, being a social person. Because people's military action is not in the biological context for social needs.

The most important socio-psychological causes of military action are the protection of their homeland, their families and their relatives. That is why thousands have sacrificed themselves for a common victory during World War II. This motto is socially-psychologically that it does not arise in human beings since birth, but in the process of its development and social development. It is manifested in various movements of the person, and it is manifested in ideologies and beliefs. Therefore, the main task of each military officer is to instill feelings of patriotism, national pride, national pride and loyalty to the young soldiers.

It is important to note that any activity has specific goals. Through the practice of the war, the soldiers achieve their near and far-reaching goals. The main purpose of combat operations is to defeat the enemy and to overcome it. Achieving the goals in the battle takes place in certain conditions that reflect the nature of the war, in danger of surprises and strong influences. That's why combat operations are a complex form of clear-cut cooperation between the military and the military. The researcher of the great military heroes and modern military man, S. Burda, believes that the military has to take into account the combat situation, take into account possible changes, eliminate adverse effects, and possess high knowledge and ability to use weapons, it is necessary to have a high level of combat capabilities and qualities. In carrying out their assignments, each soldier must anticipate the possible course and outcome of tactical actions, compare it with what he has, observe the situation, and take every case from creativity standpoint [7,52].

It should be noted that the change in any operating environment leads to the "launch" of adaptive mechanisms that ensure adaptive action. Military activities are also distinguished by adaptation mechanisms on their own, but full compliance with war conditions never happens because human life cannot withstand a constant threat. Sooner or later, adaptation to combat situations must be encouraged. For some people this is too early, and for others it is too late.

The emergence of new weapons in the context of globalization led to the complication of hostilities, which, in turn, set high requirements for the achievement of the objectives of the Armed Forces and the professional, ethical and spiritual training of the servicemen. Therefore, it is necessary to study the socio-psychological conditions of military service efficiency determination and reliability. In the field of defense theory and practice, each potential military officer must know how the war influences people's spirit, how to control their behavior in fighting situations, prevent and eliminate uncertainty, and how fear and self-sacrifice affect the human psychology is considered to be. Studying the socio-psychological aspects of combat movements, spiritual readiness for the soldiers, psychological models of modern combat operations, and so on.

Another type of military-technical activity is military activity, which operates in normal and peaceful conditions. At first glance, it is impossible to notice a significant difference in personal activity before joining the Armed Forces or contracting service. But such thinking is wrong. A young man who wants to serve on a military service or on a contract basis is forced to abandon his usual morality. It is related to the specific features of military service. Long-term military serviceman is an important person in the modern armed forces. The level of professional training of long-term military servicemen, in particular, defines the ability of the Motherland to solve complex and different tasks. Therefore, all developed countries of the world are keen to improve the quality of their vocational training for long-term military personnel and offer their recommendations.

Modern long-term military personnel are very professional. In the military-professional activities of servicemen there are several main areas of service: the management of the military personnel; staff training and continuous improvement of their professional skills and knowledge.

From a psychological point of view, activity is described as a kind of human activity, including the knowledge and artistic transformation of the universe, specifically to itself and to its present circumstances. Human activity, once practiced, is manifested as a material activity. Any activity

is usually based on one or more motives or goals and a series of actions that are specifically targeted.

The activity is always related to specific needs, which indicates that the subject needs something and its need reflects the action of action. Obedience, assimilation, determinants of activity by the outside world. In the process of assimilation, the needs of the subject, its objectiveness, are converted to specific activities. In the future, the object's activity is determined by the image, not the object itself, but in the search conditions.

Insufficient personal knowledge and skills are essential to achieving self-awareness. Emotional stability in a person is a condition of socio-psychological knowledge. It is known in the research that professionalism and superiority are related to the moral and emotional features of a person [8,172].

The main socio-psychological lines of military professional activity are also explained by: relationships between military service and military duty; studying and adapting military equipment; performing combat functions and improving the quality of self-sacrifice, and so on.

The professional military or military activity is characterized by the following: a warrior knows the high duties assigned to him; targets and development of future action plans; high level of equipment and equipment; able to regulate all actions according to the high functions.

According to the subjective-psychological point of view, there are collective character in the current group movements. The leader or the leader should always be respectful of his subjects, understand others' goals, maintain a positive psychological climate in the community, and be an example to others in military superiority and discipline [9,89]. Military team members are also characterized by their unique attributes.

The Russian psychologist B.M.Teplov said that three key qualities of the commander must have been formed equal, for instance, mind, emotion, will. If one of the three most important qualities are weak, such a soldier will be defeated in battle. Because, when dealing with different tactics in the fight, it is necessary to leave the enemy laugh, willpower is a factor of self-control in patience, endurance and during the most difficult times. Emotion is a psychological internal mechanism that destroys fear, agility, warlike or negative feelings in this soldier [10,147].

CONCLUSION

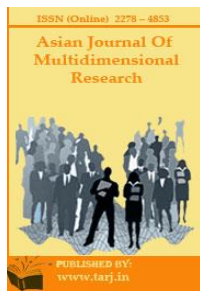
The names of those who have such qualities can be seen in many studies. For example, IosifVissarionov, Mikhail Kutuzov, GeorgiyJukov from the Russian heroes, Amir Temur, JaloliddinManguberdi, Pahlavon Mahmud, our great heroes, are exemplary examples of this.

In summary, the socio-psychological aspects of military-professional activities include the explanation of a number of phenomena that are present in the soldier's personality, such as dedication, social consciousness, national pride, national honor, high duty, national identity and national identity; but also scientific research.

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**SUPPORTING INNOVATIVE ENTREPRENEURSHIP AND SMALL
BUSINESS****Bayboboeva Firuza Nabijonovna***

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ABSTRACT

The article highlights the fact that entrepreneurship cannot develop on its own, without state support and assistance. The state promotes entrepreneurship through taxes, subsidies, export benefits, its own information services, as well as free general education.

KEYWORDS: *Economic Reform, Sustainable Economic Growth, Entrepreneurial Activity, Production, Government Participation*

INTRODUCTION

The purpose of economic reforms in our country is to achieve sustainable economic growth, improve the quality and standard of living of the population, and integrate Uzbekistan into the global economic community. In the market economy, these strategic objectives are based on the creation of conditions for the organization and development of entrepreneurial activity. Such conditions create a range of services to support small business and private entrepreneurship. First, the creation of direct production infrastructure, and secondly indirect social, market, institutional infrastructure, and the primary basis of the national economy is the qualitative improvement in the functioning of industries and institutions that support the overall conditions of production and human life. Entrepreneurship cannot develop on its own, without state support and assistance. The government encourages entrepreneurship through taxes, subsidies, export incentives, its own information services, and free general education at its own expense. Indeed, one of the main features of small business and private entrepreneurship is that this sector of the economy does not always need state support. The state supports and regulates entrepreneurship in logistics, information, technology, consulting, marketing, education, financial services and other areas. The development of small business and private entrepreneurship is important not only in the development of the state and society, but also in meeting the growing life needs of each individual, such as in the areas of services, retail and food production. Attention and stimulation of development of small business and private entrepreneurship is one of the key strategic factors of social and economic development of the country. It is worth noting in the

economic literature that the need for government support for small businesses is theoretically grounded, [1] including its support for a systematic and guaranteed economic mechanism. In the system of support for small business development in the world practice, the principle of state paternalism can be highlighted. The essence of this is that small business support comes through three models. [2] The first model is based on the protectionist idea, which reflects the experience of the developed countries in overcoming the economic crisis, and the targeted programs for supporting small businesses. The industry is supported by programs such as the Small Business Innovation Research Program (SBIR) and the Small Business Technology Transfer Program (STTR), among the most effective interventions in the United States' economy. The second model, by contrast, is a model based on free enterprise. In particular, it is worth noting that France does not accept large-scale business development programs. In the third combination model, both models are combined. This is the case with the UK. In this approach, measures to support small businesses announced at the state level are based on free enterprise.

MATERIALS AND METHODS

Abstract thinking, monographic tracking, statistical grouping, comparison, mathematical modeling, econometric analysis, expert evaluation and other methods.

Entrepreneurship is a specific economic activity that is specific to the market system and is the main type of business that generates revenue through the creation and delivery of goods and services to consumers. Entrepreneurship creates a special system, which includes the object, the subject of entrepreneurship, the rules of entrepreneurship, ethics, business policy and its infrastructure.

Entrepreneurship is proprietary private, collective and state entrepreneurship, open and secret business in terms of business, industrial, agrarian and service business, and finally small, medium and large business. Entrepreneurs form a category of entrepreneurs with hierarchy of the lower, middle, upper (elite) and upper (super elite) classes. This category is formed in two ways: first, entrepreneurship is transmitted from generation to generation; The second route is typical of the countries in transition, and it is the same in Uzbekistan. Before independence, private entrepreneurship was prohibited. The profitability of the business is determined by the level of profitability, which shows how much profit is earned, clearly, the effectiveness of economic activities. To find out, this is compared to the cost of doing business as a result, and then calculating how many percent of the cost of the business is worth. Analyzing the firm's performance, production and product profitability are measured. In order to increase profitability, restructuring of production, resource saving, capital structure improvement, and labor motivation will be enhanced. [3]

RESULTS AND DISCUSSION

In addition, Uzbekistan is experiencing difficulties in occupying the leading positions on some of the criteria set by the World Bank's Doing Business 2018 (DB-2018). For example, as shown in the table below, our country ranked 168th in the international trade rating DB-2018 report. However, in the report of DB-2017 this indicator was 30 points higher. According to the DB-2018 report, Uzbekistan is ranked 135th in obtaining permits for construction in the international rating and 87th in addressing insolvency. The DB-2018 report also shows a loss of 11 points compared to last year's rating and a one-point loss in tax payments (see table).

TABLE 1 CHANGES IN THE POSITION OF UZBEKISTAN IN THE INTERNATIONAL RATING OF THE WORLD BANK'S DOING BUSINESS

Number of indicator	Name of indicators	Doing Business 2016	Doing Business 2017	Doing Business 2018	Фарқи (2016-2017)	Фарқи (2017-2018)
1.	Registration of enterprises	42	25	11	+17	+14
2.	Obtaining construction permits	151	147	135	+4	+12
3.	Connection to the power supply network	112	83	27	+29	+56
4.	Registration of private property	87	75	73	+12	+2
5.	Getting credits	42	44	55	-2	-11
6.	Protection of Minority Investment	88	70	62	+18	+8
7.	Taxation	75	77	78	-2	-1
8.	International trade	115	138	168	-	-30
9.	Enforcement of contracts	159	165	39	-6	+26
10.	Settlement of insolvency	32	38	87	-6	-49

The table is based on the data provided by the World Bank Group's Doing Business Annual Reports. It should be noted that the current problem is the presence of deficiencies in the existing legislation or various items. [4] Therefore, President Shavkat Mirziyoev has set a deadline to resolve this issue and a phased solution has been put in place. Small business and private entrepreneurship develops private property that is the economic backbone of our country;

The Decree of the President of the Republic of Uzbekistan dated February 14, 2018 № 3528 "On the introduction of a qualitatively new system of public order, crime prevention and crime control in the city of Tashkent" promotes the development of entrepreneurship in the region and the population, Implementation of measures aimed at ensuring youth employment”, shows how important it is. President Shavkat Mirziyoev said: “It is clear to many: The complexity of customs procedures is one of the main obstacles to entrepreneurship.

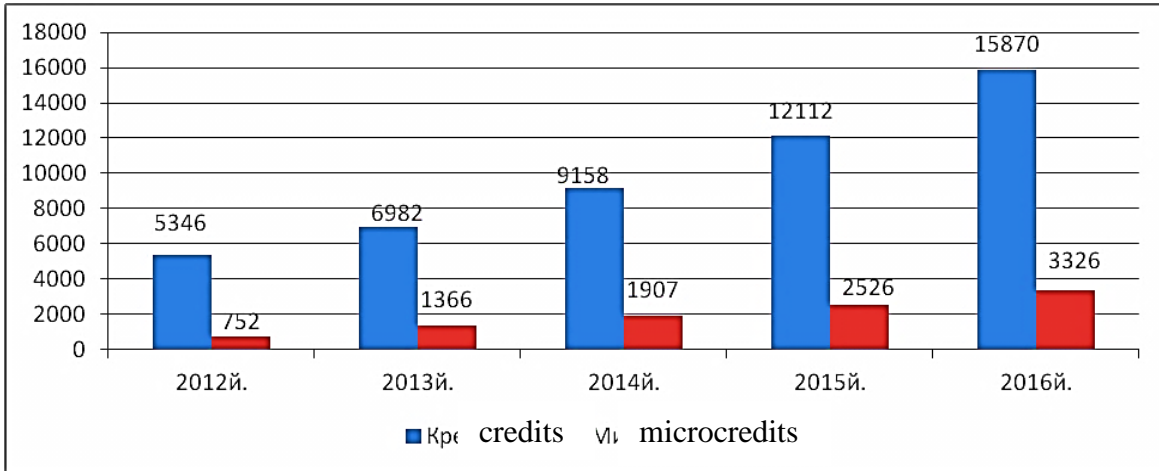
According to the World Bank report, Uzbekistan is 175th out of 190 countries for the registration of export-import documentation. For example, if one hour in Belgium is enough for customs clearance, we have one month to do so. Imported goods are inspected individually under each customs regime. We have several such customs regimes. Why should a single luggage be checked multiple times throughout the country? Who is interested in this? Every inspection is

costly! What are our finances? In addition, it is not allowed to remove goods from the customs warehouse without proper certification, hygiene or veterinary certificates, depending on the type of goods. Are not each of our customs warehouses equipped with express laboratories? How transparent and open are these processes and why the responsible authorities do not report this? [5]

CONCLUSION

Loans provided by commercial banks of the Republic of Uzbekistan to small business and private entrepreneurship, bln. Sums

Table 2



As can be seen from the data in Table 2, the volume of loans and microloans provided by the commercial banks of the Republic of Uzbekistan to small businesses and private entrepreneurship in 2012-2016 tended to grow.

It should be noted that there is no correlation between changes in the Central Bank refinancing rate and changes in loans to small businesses (Table 2).

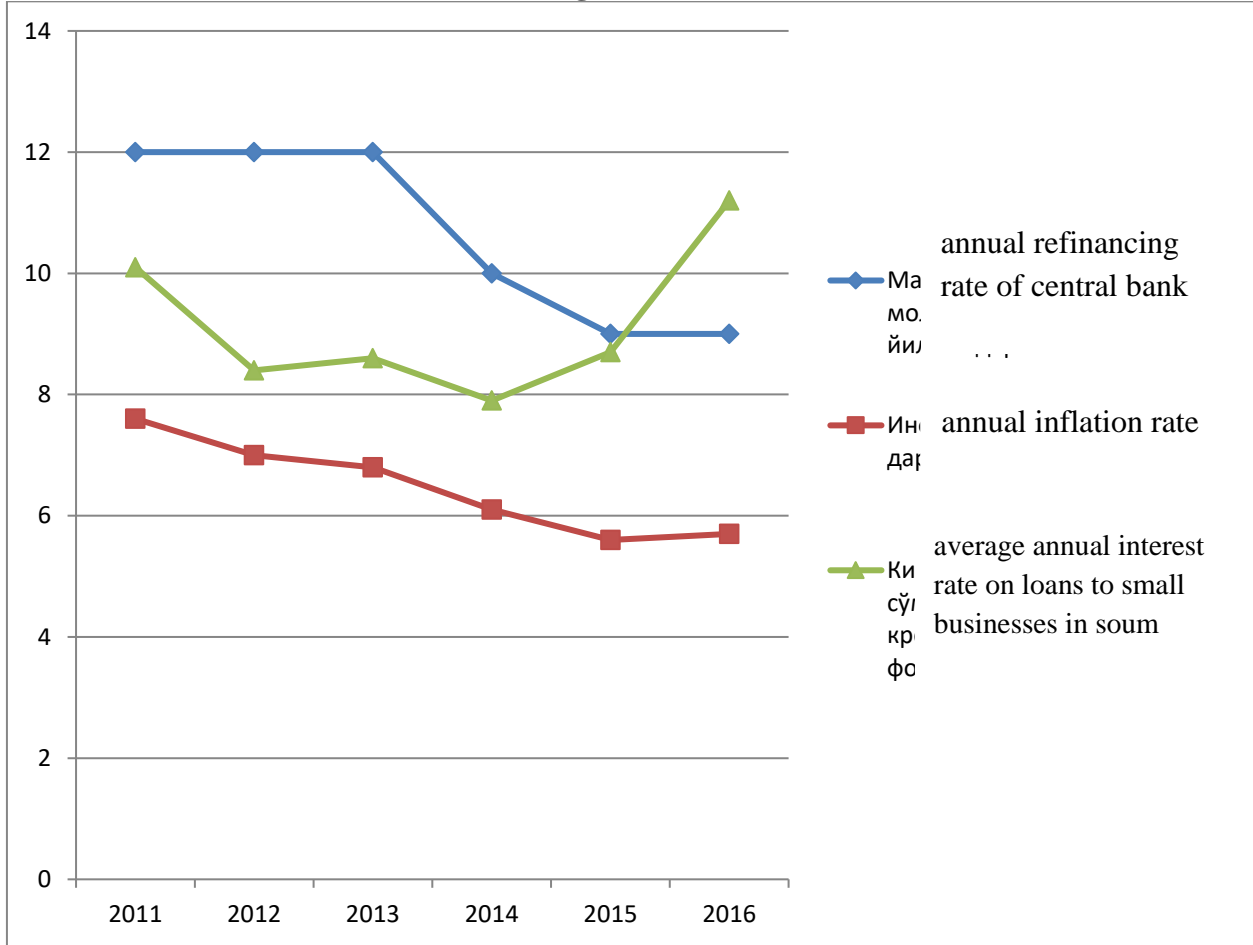
TABLE 3 REFINANCING RATE OF THE CENTRAL BANK OF THE REPUBLIC OF UZBEKISTAN, INFLATION RATE AND AVERAGE ANNUAL CREDIT RATE ON BANK LOANS TO SMALL BUSINESSES IN UZS [6]

Indicators	YEars					
	2011	2012	2013	2014	2015	2016
Annual rate of the Central Bank refinancing rate	12,0	12,0	12,0	10,0	9,0	9,0
Annual inflation rate	7,6	7,0	6,8	6,1	5,6	5,7
Average annual interest rate of credits in Soums to small businesses	10,1	8,4	8,6	7,9	8,7	11,2

As can be seen from Table 3, the annual inflation rate decline in 2011-2015 allowed the Central Bank of the Republic of Uzbekistan to lower the refinancing rate.

During the analyzed period, the interest rates on loans provided by commercial banks to small businesses were positive, which was higher than the inflation rate. In the case of a linear diagram, this will look like this:

Figure 1



The Central Bank refinancing rate is decreasing and the annual inflation rate is declining. However, as can be seen from the diagram, the average annual interest rate on loans in Sums to small businesses is increasing. This is the main reason for the low availability of loans by small businesses. That is why the state support of small business and private entrepreneurship is the main support for their development.

ACKNOWLEDGEMENT

In particular, today there is a need to improve the system of state regulation and support for the development of small business and private entrepreneurship in the country. Creation of more favorable business environment for business development in all regions of the country, granting greater freedom of entrepreneurship, small and private business due to effective functioning of private entrepreneurship, retention of a number of financial, administrative and organizational challenges in establishing and developing new private enterprises According to the need to take necessary measures to eliminate bureaucratic barriers and obstacles Law of the Republic of Uzbekistan "On the national legislation".

At the same time, a strictly limited list and types of licensing procedures required for doing business have been clearly defined. This allowed creating even more favorable opportunities for small business and private entrepreneurship development.

The new edition of the Law "On guarantees of freedom of entrepreneurial activity" was adopted on May 2, 2012. The law provides for the simplification of the procedures for establishing small businesses and private entrepreneurship, giving them more freedom to operate.

At the same time, the program clearly specifies and strictly enforces the procedures for obtaining permits for small businesses to connect or participate in construction of energy, gas, water and sewerage systems, heat supply and so on. surveillance has been established.

Indeed, in order to highlight the importance and relevance of the law developed in the development of small business and private entrepreneurship, it is necessary to look back in the recent past and find out how difficult it was for entrepreneurs to obtain the necessary permits and approvals to get started. As we all know, it is impossible to start a business without these documents. After all, a businessman must carry out his own business, follow the existing procedures, and take into account the rights and legitimate interests of others.

However, obtaining permits was a problem. Most entrepreneurs know well how much the permits are expected to be locally. They stand on the verge of agencies discolored for a long time, different time and effort to collect the documents would be forced to spend a lot of money. The case was such that even each department issued its own internal departmental orders and regulations. Some of these regulations did not even comply with the current legislation.

The lack of transparency in the rules and regulations governing the obtaining of certain types of permits and approvals, as well as many of the issuing authorities, has created additional administrative barriers and has had a negative impact on the development of a healthy and competitive business environment in Uzbekistan. It is no secret that some officials have used the situation for their own personal gain.

Despite its positive features, the new system has failed to address a number of issues. In particular, obtaining per-window permits and approvals was limited to only four types of permits. These are:

- Construction of buildings;
- To repair buildings and to change the direction of their activities;
- Transfer of accommodation to non-residential category;
- Buildings on the land acquired at auction bidding.

At the same time, many permits and agreements, such as permits for the use of land plots, obtaining hygienic certificates, and drawing conclusions about compliance with fire safety regulations, have been ignored. Entrepreneurs could also incorporate some of these documents into their new system.

In addition, many entrepreneurs have stated that the timeframe for obtaining new permits under the new system will be longer than that required by law.

The President of the Republic of Uzbekistan adopted the Resolution of the President of the Republic of Uzbekistan dated September 21, 2005 No PD-186 "On the reduction of the types of permits and simplification of the procedure for issuing them." According to it, 12 permits were canceled, including permits for high-end retail. Another widely-used permits is the one-time license for wholesale trade.

In addition, the Law “On licensing procedures in the sphere of entrepreneurship” will be another important step towards improving conditions for small business and private entrepreneurship, which are important for the socio-economic development of the country.

Government benefits in 2018: Planned audits of financial and economic activities of businesses have been cancelled. 138 licenses and licensing requirements were simplified, 42 of which were completely abolished.

In order to eliminate barriers to land allocation for entrepreneurial activity and to eliminate systemic corruption, a procedure has been introduced for the allocation of land by electronic auction.

The order of withdrawal of land and demolition of real estate for state and public needs was abolished until the owner was fully compensated for the damage.

The procedure for full compensation of property damage to investors and entrepreneurs was guaranteed.

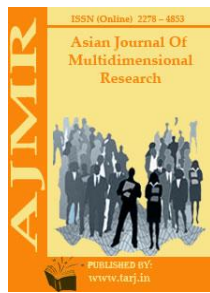
At the same time, starting from 2019 it is envisaged to exempt our entrepreneurs from income tax and single tax on export of goods, works and services.

The Office of the Prosecutor General is tasked with treating any illegal interference in the financial and economic activities of small businesses and private entrepreneurship as an act directed against public policy for deepening economic reforms and applying the rules of criminal responsibility against violators.

The further development of entrepreneurship in our country, the more successful our development will be. Most importantly, doing business encourages you to follow the current legislation. This will promote the legal and economic literacy and culture of the entrepreneur. When he reaches the level of moderate ownership, his political activism becomes even more apparent: his sense of involvement in democratic changes in the environment increases. And these are the economic and political bases for stability in our society. It is important to ensure national and economic security and to strengthen our difficult independence.

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RESEARCH RESERVES OF IMPROVEMENT EDUCATIONAL PROCESS AT HIGHER EDUCATION INSTITUTION WITH PARTICIPATION OF PRODUCTION

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ABSTRACT

This article discusses the education system in Uzbekistan, its shortcomings, the nature of Presidential Decrees, the concept of human capital, undergraduate studies, an analysis of foreign experience is made, recommendations are given on the effective interaction of education with employers, as well as ways to improve the quality of education in the magistracy.

KEYWORDS: *Education System, Globalization, Integration, Human Capital, Undergraduate, Graduate, Specialty, Academic Degrees, Curriculum, Production, Consumer, Targeted Training.*

INTRODUCTION

Independent Uzbekistan was one of the first in 1997 to choose a two-stage system of higher education: undergraduate and graduate programs, which is a condition for the integration of domestic higher education with the education of developed countries of the world. Laws have been published, a sufficient number of fundamental regulatory documents aimed at the development and improvement of education in Uzbekistan. The tasks of the three stages of the National Program for Personnel Training have been completed: regulatory documents for organizing and improving higher education have been created, the level of provision of the educational process with educational and methodological sources has been created and improved, the stage of continuous improvement of the quality of education through the expansion of information and communication technologies, and the improvement of the material and technical base of universities is continuing. The education system in Uzbekistan has its own dialectic, which characterizes the desire to meet the growth of the country's economy.

MAIN PART

At the same time, “It is regrettable that in conditions of accelerated development of the economy, the higher education system, instead of being the “locomotive” of development, does not keep up with the times. The bitter truth is that we do not have a system that meets structural changes in the market able to educate young people in professions and develop entrepreneurial skills,” said President of Uzbekistan Shavkat Mirziyoyev at a meeting of heads of higher education institutions dated October 24, 2018 on the further development of higher education, Promotion of Quality of training, enhance the integration of science and industry.

An analysis of the previous stages of the country's development in the context of globalization and increasing competition led to the development of new ideas and principles for further sustainable and accelerated development of the country. They were reflected in the Decree of the President of the Republic of Uzbekistan No. UP-4947 dated February 7, 2017, “Strategy for action on five priority areas for the development of the Republic of Uzbekistan in 2017 - 2021”.

Ensuring the effectiveness of actions in five areas is based on modern achievements of world science, innovative ideas, developments and technologies. The Decree of the President of the Republic of Uzbekistan “Strategy for the innovative development of the Republic of Uzbekistan for 2019-2021 for No. UP-5544 dated September 21, 2018 defined the activities and Roadmaps of industries. The main goal of this Strategy is the development of human capital as the main factor determining the level of a country's competitiveness in the world arena and its innovative progress. Human capital is a combination of knowledge, skills used to meet the diverse needs of a person and society as a whole.

For the first time this term was used by the American Theodor Schulz in 1961, and his successor, Gary Becker, developed this idea since 1965, substantiating the effectiveness of investments in human capital and formulating an economic approach to human behavior. For his theory, he received the 1992 Nobel Prize in Economics. Initially, human capital was understood only as a combination of investments in a person, increasing his ability to work - education and professional skills. In the future, the concept of human capital has expanded significantly. Recent calculations made by World Bank experts include consumer spending — household spending on food, clothing, housing, education, healthcare, culture, and government spending on these goals. Human capital in the broad sense is an intensive productive factor in economic development, the development of society and the family, including the educated part of the workforce, knowledge, tools for intellectual and managerial work, the environment and work activities that ensure the efficient and rational functioning of the Cheka as a productive development factor. Human capital is the main factor in the formation and development of an innovative economy and a knowledge economy.

The following classification of human capital is used:

Individual human capital.

Human capital firms.

National human capital.

In national wealth, human capital in developed countries ranges from 70 to 80%.

Much attention is constantly paid to the problem of improving the quality of education and meeting the requirements of the labor market. The set task of developing the country's economy

through the development of human capital requires conducting research again and again to further improve the national educational process at all levels of education. Domestic business structures focused on investment development. The employment of graduates of domestic universities is regarded as a burdensome process of educating and training unskilled personnel, requiring the distraction of other, more qualified employees. Such a state for graduates, in our opinion, comes from an incorrect understanding of the academic degrees of graduates of higher education bachelor and master.

Baccalaureate is a basic higher education with fundamental knowledge in one of the areas of higher education with a study period of at least four years. This bachelor is a university graduate who has the necessary set of theoretical knowledge in a certain direction in order to further specialize in either scientific or practical activity, while receiving additional education.

Attitude to the bachelor as a specialist would be inappropriate. According to the definition in the Law, it is prepared on the basis of fundamental knowledge in one of the areas of higher education. This is a graduate of the university, which necessarily requires "retraining."

The "completion" of a bachelor's degree in specializing in a particular profession depends on the participation of production in the educational process. Such training can be organized in training and production centers at the university, especially if the university is departmental, or in industries with special technologies.

Based on the analysis performed above, it is possible to explain the difference in the preparation of a specialty - an engineer with a five-year higher education program with the preparation of a bachelor who requires additional training for the profession, although there is also a period for a young specialist for a specialty. The great importance of bachelor's knowledge in basic natural and general professional disciplines is required by the need to prepare a more flexible bachelor's frame for adaptation to specific professions in the profile of the field of study. The next problematic issue of the qualitative organization of higher education is to draw up qualifying requirements for future bacheloria, master. In solving this issue, the educational institution and employer must cooperate. After all, the requirements are formed not for today's frame, but on a graduate, which will begin its career in 4-5 years. With the dynamic innovative development of society, the development of qualifications requirements is a creative projected and very responsible task. With economic growth of production at the expense of investment investments, initiative to innovative development is complicated. The production department, engaging in the development of investment technology and without the participation of the scientific and analytical group in production, is almost no possibility to engage in innovative developments. Moreover, the task of predicting the development strategy and new professions to become uncertain. This explains the passivity of the employer in the formation of qualification requirements for the direction of training of undergraduate. "Now - just that time when the present right in our eyes turns into the future." Foreign experience shows that in developing countries there are special agencies for the forecasts of future professions of graduates of higher education, the definition of professional orientation among school students. Qualification requirements are the basis for the preparation of a training plan for the higher educational institution. In the past 5 years, undergraduate curricula on annually, updated. And this proves the high dependence of the quality of training from the curriculum. Table 1 shows the dynamics of changes in the content and structure of the undergraduate curriculum. The table shows the changes in the distribution of the volume of hours on the blocks of the disciplines of curricula of three years of undergraduate and engineering education. The dynamics shows an increase in the

share of the block of special disciplines for more than 93% with a decrease in the total volume of audit hours by 12%. This is due to a reduction in the volume of disciplines of the block of mathematical and natural-scientific disciplines by 22% and general professional disciplines by 24%. Such a change in the curriculum of training in the undergraduate does not meet successful international integration.

TABLE 1 DYNAMICS OF CHANGES IN THE CONTENT AND STRUCTURE OF THE UNDERGRADUATE CURRICULUM

№ Blocks	Names of the curriculum blocks	Hours / share in% of blocks in curriculum			
		By year in undergraduate			engineering education
		2014	2016	2018	
1.00	Humanitarian and socio-economic disciplines	1044 / 24,4	770/17,7	582 / 15,16	976/ 16,9
2.00	Mathematical and natural-scientific disciplines	972 / 22,33	936 / 21,5	1314 / 34,22 732 / 19,06	1377/28,6
3.00	Commonwealth disciplines	1640 / 37,68	1970 /45,27	1586 / 41,3	1861/38.63
4.00	Special disciplines	451 / 10,36	388 / 8,92	748/ 19,48	154/3,2
5.00	Additional disciplines	245 / 5,63	288 / 6,62	192 / 5,0	450/9,34
	Total audit hours	4352	4352	3840	4818

We have attempted to study the training of bachelor in the Turin Polytechnic Institute, Italy. In Bachel Orprogram Automotive Engineering (Torino) »Distribution of volumes of disciplines on blocks is as follows: Mathematical and natural-scientific disciplines - 67 ECST (3 Talking disciplines - 42ECST (23%); Special disciplines - 59 ECST (33%); Two disciplines of specialization in choice - 12 ECST (7%) from the proposed 45 disciplines. For modern production, frames are required with creative thinking. Creativity - the creative abilities of the individual characterized by the readiness to accept and create fundamentally new ideas deviating from traditional or adopted thinking schemes and included in the structure of adaratences as an independent factor, as well as the ability to solve problems

If you pay attention to the share of the block "Mathematical and natural-scientific disciplines", then you can make sure that the volume of the reserved clocks on this unit cannot provide the skills of analytical thinking in the selected profession and contribute to the adaptation of the existing nava Further development of cooperation between education and production was established in the resolutions of the President of Uzbekistan "On measures to further expand the participation of sectors and the sectors of the economy in improving the quality of training specialists with higher education" for PP-3151 No. July 27, 2017 and " Based on these documents, the system of trust training should be organized on the specifics of production enterprises by developing a coordinated plan and training programs. Courses, optional trust training classes will be a real help in "dipping" bachelors and prepare them to the future specific

workplace in production. Practical control questions, tests compiled by the production specialists, presented to students during the training period will help improve the quality of personnel training. When comparing the undergraduate curricula, you need to pay attention to the clock of independent work. In foreign universities 2/3, the volume of hours of training falls on an independent education. This is aimed at high independent student aspiration for the knowledge and skills of the profession and not an unimportant role in this is given to support in this direction of the employer's interested employer. An analysis of foreign experience shows that despite the fact that most employers in the labor market are not state-owned, students before the end of the university show independence and interest in employment by profession.

Themes of the exhaust qualification works are determined by the students themselves. This contributes to the employer. Such independence of young people and mutually beneficial production cooperation improves the quality of frame preparation. "I could say - the market will force the employer to engage in this process, the competition will develop an understanding that the competitor has been ahead of me, because competitor's footage is better! And so, will undoubtedly, it will not be soon. After all, any economic process comes with losses if the state does not take part in it. Therefore, the market without the participation of the state is not able to be effective in any country, it has already been proven repeatedly and on the example of many countries. The state should ensure that the price of a high-class specialist is not lower than a certain level. The state should regulate the directions of training of certain specialists (for example, the allocation of additional budget places in universities). I believe that the three main elements of the "university employer-state" should work in a close bundle and then we will provide our graduates with excellent opportunities and the future for our country, "- I. Baev. The following are subject to the existing difficulties that impede the effective interaction of education with employers include: the absence of enterprises and organizations, as well as the regions of the country of medium-term personnel policy and, as a result, reducing orders to universities to the targeted training of specialists. A relatively low level of initial wages for young professionals, leading to frame outflows on other activities. The lack of most enterprises and organizations of their own (official) housing for young professionals. Do not have the ability to provide housing. Perhaps, regions or enterprises, more in demand in personnel, provide some rights to solve such a problem

For a gradual solution above the above difficulties, it follows: when university, create a base of potential consumers of graduates, allowing to orient students at the place of employment. Organization of reception on regional quotas, at the beginning, may be on budget reception plan. When forming a reception plan for regions, the obligatory participation of local governments, which are the main responsible for employment and as the most secured in the prospect of development of the infrastructure of the region. The reserve of independent improvement of higher education can be based on the existing experience and modernization, public management structures - the Council of Rectors, the Council of the heads of the chairs. Also, high-quality execution of basic universities of their functions, educational, methodological, research relations of related departments, organization of targeted training for related universities, exchange of experience in organizing the educational process for all types and forms of training.

The state of these well-known relationships today does not meet the requirements of time. And such cooperation, with a mutually beneficial basis, would help improve success in the development of educational and methodological literature, multimedia programs on university disciplines, including the organization of distance learning, to promote joint training of highly

qualified personnel The further fate of such cooperation can be predicted as a merger and consolidation of educational institutions for personnel training profiles, or the formation of their competitiveness among themselves. In both embodiments, the result will serve as an increase in the quality of higher education. By definition given in the law "On Education": Master's company - higher education for a specific specialty with a duration of tuition at least two years on the basis of undergraduate. Improving education in the magistracy is devoted to a sufficient number of regulatory documents, special decrees and presidential decrees, on the basis of which, a provision for the organization of education in the magistracy was published. The second degree of the highest academic title "Magistrand" is honored by a graduate of a graduate, which has successfully completed training loads, the requirements of the standard for a specialist in the selected specialty. The final stage of the magistracy is to protect the master's thesis. Improving the quality of education in the magistracy is relevant, since on its basis frames are formed for scientific and pedagogical, technological activities with the skills of developing innovative projects, experimental design work. The main tasks for the development of recommendations for improving the magistracy today are: - definition and systematization of factors, positively / negatively affecting the need for knowledge, masters in comparison with foreign experience; - definition and systematization of factors, positive / negatively affecting the activity of self-improvement of creative masters; - Definition and establishment of graduation (according to social, material, labor status) between bachelor and master in society (there are practically no difference in the educational standards in the areas after university work). Improving quality in the magistracy depends on many factors and events: from the reception, the process of training and the level of high-quality implementation of the graduation master's thesis.

The magistracy often receive bachelors immediately after the end of the undergraduate. In this case, undergraduates appear without targeted training, which leads to a decrease in the quality of the Master's preparation. So determined in the regulations on the reception in the magistracy. Not a confrontation of the situation should be supposed to suppose the provision on the recommendation of the State Examination Commission to a graduate of the undergraduate for participation in the reception of magistracy without work experience. At the same time, take into account the achievements of the bachelor's advantage of the magistracy in the results of the creative works, publications, aimed at the university activities (recommendations of the head on the continuation of the postgraduate education, on target activity at the end of the Master To do this, the university should provide a system for targeted training in a magistracy from among students of bachelors. Introduction to the provisions providing for reception in the magistracy of bachelor graduates who have no less biennial work experience after the undergraduate recommended in the magistracy from the place of work with a specific theme of the master's thesis aimed at Also as recommended in the magistracy, related universities can be with the target intention of the frame preparation for this university.

CONCLUSION

Achieving at least 80% of the share of targeted training in the composition of undergraduates will have a significant impact on the quality of education in the magistracy. Mistrants will have to do the dissertation theme defined in the damker of production. For this, production should provide a list of those related to the specific problems of the industry. It will be the base for master and doctoral theses. The activity of the real problem of the industry contributes to strengthening the undergraduate binding to the industry, specialty. As a result, the production will take on the work of a more prepared, adapted specialist. And if a graduate study will be in

time to combine labor activities at the place of destination at the workplace, to increase the effect to achieve quality learning in the magistracy and in production.

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THE MAIN DIFFERENCES OF GRADUONYMY FROM THE SYNONYM AND ITS STUDY IN UZBEK LINGUISTICS

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ABSTRACT

In this article are discussed the main differences of synonym from graduonymy and its separation in Uzbek linguistics as a separate phenomenon of language.

KEYWORDS: *Degree, Denotative Meaning, Graduonymic Attitude, Synonym Series, Contextual Factor.*

INTRODUCTION

All events in nature and society are inextricably linked with each other. In particular, the directions and units of the science of linguistics are also closely interrelated. They enter into a different linguistic and non-linguistic relationship according to their mutual similarities and differences. Although some features of language units have been studied, some are still waiting for their study. We can also say this opinion without fear about the phenomena of graduonymy and synonymy. Although in Uzbek and world linguistics the synonym and its private aspects are studied in detail, we can say that the phenomenon of graduonymy and its interaction with the synonym has not yet been studied at the required level.

Although synonymic relations have a long history as our science in the history of linguistics, thousands of pages and works are devoted to the problems of lexical meaning, even though in Uzbek linguistics there are two dictionaries of synonyms, the problem of synonyms is still necessary to be done, the puzzles waiting for their solution are numerous, because modern language development dictates. Also, comparing the synonym with the types of words according to a different semantic relationship also gives good scientific results.

This list can be continued much more. But therefore itself is enough for us, and we are limited to describing the similarities and differences between these two linguistic phenomena, focusing on the issues of lexical synonym and lexical graduonymy.

In Uzbek linguistics, the term graduonymy first entered the thesis “graduonomy” in 1989 as a new manifestation of the expression of the meaning-relationship between words. Considered as a lexical degree, and in this phenomenon it is mentioned that the lexical meanings are allocated

lexical-semantic group (LSGs), which are connected with different levels of a particular character or feature. The linguistic units were based on the combination of the term "graduonymy" with the Latin word degree ("degree", "stage"), which is a common component of such units as synonymy, omonymia, antonym, which in Uzbek linguistics reflects a different meaning relationship.[1; 37]

As mentioned above, the study of graduonymy (spiritual degree) as a separate type of literal relations began in the Uzbek linguistics from the end of the 80s. In linguistics, graduonymy was studied within the framework of synonyms by a series of words that represented the character in degrees, until the word was separated as a separate manifestation of spiritual relations. For example, the words noise - Ghala- are given in the synonymic line in the book "Dictionary of synonyms of the Uzbek language" by Azim Hajiyeu[2;228], but these words also have a distinguishing feature according to the height of the mutual sound.

The Uzbek language has a rich potential and ancient history. Therefore, we need the roots of our language from very ancient times. In Uzbek and world linguistics, the issues of synonymy are studied in detail. It is possible to meet some scientific reasoning in the works of Greek philosophers, such as Plato, Socrates, Democritus, initially in Chinese and Arabic linguistics schools.

It is noteworthy to say that the problem of ranking has been studied in the linguistics of Central Asia since ancient times, but in part we will meet this issue in the work of Alisher Navoi "Muhokamat-ul-lug'atayn". In this work of Navoi, Alisher Navoi asserts that each of the hundred verbs brought by him has its own meaning in the Uzbek language. For example, there is a verb to drink, indicating the action of drinking any drink. Navoi used such synonyms as uzbek , sipqarmoq, tomshimoq , which were used by this verb[3 ; 7-b]

For example:

Soqiyo, tut bodakim, bir lahza o'zimdin boray,
Shart bukim, har necha tutsang labo-lab sipqaray.
Soqiy, chu ichib, menga tutar qush,
Tomshiy-tomshiy oni qilay no'sh.

In the work of the great poet Alisher Navoi "Muhokamat ul-lug'atayn " dedicated to the "discussion of two languages", he mentioned some ideas about the synonym of the word "cry" «yig'lamoq» in uzbek «yig'lamoq» so'zining yig'lamsinmoq, bo'xsamoq, ingramoq, singramoq, siqtamoq, o'kirmak, inichkirmak, hoy-hoy yig'lamoq and the spiritual grading in them and gave beautiful examples with poetry as proof.[3 ; 8-b]

For example:

Istasam dahir gulidin ishqingni pinhon aylamak,
Kechalar gah ingramakdur odatim, gah singramak.
Ul oyki, kula-kula qirog'latti meni
Yig'latti meni demaki, siqtatti meni.

Alisher Navoi cites the above examples to show the poetic superiority of the synonyms in them, their stylistic coloring and their role in the verse are incomparable. With this it is possible to understand that he has a good understanding of the role of synonyms in the language. The great Uzbek poet Alisher Navoi confirms that the possibilities of the Uzbek language's expression are not inferior to the Persian language at all, analysis of synonyms for dalillash "cry" and other

words, comparison with the words of the Persian-Tajik language itself proves that the people of creativity are also interested in the phenomenon of ranking. In the Uzbek linguistics of the period of independence, significant work was done on the issues of the degree of synonyms, their interaction with graduonymy. The first step in this issue was Odiljon Bazarov's "ranking in the Uzbek language" [4.] and poet Orifjonova's "dictionary degree in Uzbek language" [5.] can bring scientific feedback on the topic.

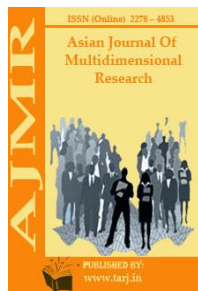
In our Uzbek linguistics in due time, synonym and graduonymy are not distinguished from each other. Lexical-level words are given only in synonyms. This is done in the dictionary of synonyms of the Uzbek language of our famous linguist Alim Azim Hajiyev [2.] we can also see. In this dictionary, words that rank in meaning are given in many cases among synonyms. Of course, it is possible to understand this situation, because the phenomenon of graduonymy is not specifically allocated, the words indicating the degree of meaning are distributed into different synonym slots in the majority of cases. There were also some basic reasons for this, since the meaning of synonyms includes words that are close to each other.

CONCLUSION

Summary, it is necessary to correctly understand the differences in the phenomena of interchangeability in the relations of synonymy and graduonymy, and on the other hand, in such cases it is necessary to take into account that even the degree of similarity between graduonym and the synonym pairs are adjacent phenomena of these two phenomena.

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**TASKS AND TECHNIQUES OF CLASSROOM MANAGEMENT****Atabayeva Zarnigor Bakhran kizi***

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ABSTRACT

The article is about classroom management that refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class

KEYWORDS: *Classroom-Management Strategies, Effective Criteria, Set Of Rules, Self-Regulation, Correct Misbehavior, Social-Emotional Learning.*

INTRODUCTION

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark filled with students who are not working or paying attention. Analyses of different view points on this problem show that control the process of teaching, discipline at the lesson and the classroom management play a very important role in achieving efficiency in teaching.

Moskowitz and Hayman stress that if a teacher loses control in the class then it will be more difficult to form to manage teaching process.

MAIN PART

The other specialists in this area Berliner in 1988 and Brothy and Good in 1986 argue that the time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. This shows that if classroom management is effective then it involves the learners into active work and clear communication in classroom activities. Here much depends on the teacher and how he/she is able to motivate the learners and effective classroom management used by the teacher at the lesson because classroom management is closely linked to motivation, discipline and respect. If a teacher

processes high authority in the class it will help the teacher to manage the teaching process. So, the authority of a teacher is also one of the main factors relating to classroom management.

The other effective criteria of classroom management is the teacher's personal knowledge regarding to educational psychology. A large part of traditional classroom managements involves behavior modification. Some teachers prefer to establish special rules of behavior at the beginning of a school year.

According to Goodman such procedures and rules give the students concrete direction and guarantee discipline and effective classroom management and the teachers try to be consistent in enforcing these rules and procedures. But when these rules are not followed there appear negative consequences which cause difficulties in classroom management. And the teachers spent much time to keep discipline in the classroom and this shows poor classroom management which leads to lower rate of learning. If the learners are involved in active work by motivating and clear management skills they are inspired and show good clear management behavior. This of course leads to good academic results in learning a foreign language. Creating good speech atmosphere (environment) in the class is also one of the main factors in classroom management. When there is a favorable speech atmosphere in the class learners how activity and successful results by their own efforts. By creating such good speech atmosphere teacher gives the learners chance to express what they want act freely without the fear of making mistakes and being laughed at their friends. This involves them into active conversation. In other words this transforms a classroom into a community of well-behaved and self-directed learners. Effective classroom management is being to implement and maintain classroom discipline an effective manner. Let's take a look at what you can do as a teacher or a leader to help maintain discipline and management in your classroom.

1. Have rules: It is important to have a basic set of rules for students to follow. These regulation will help maintain classroom management and discipline. These rules do not have to be anything advanced; they can be as simple as making sure that all students adhere to timely attendance and making sure that everyone knows the consequences of missing or late assignment.
2. Have expectations: If your students know what you want from them, they are more likely to exhibit the type of behavior you want. Start out the day with explaining what you expect from your students and how they are expected to behave. Be detailed and positive.
3. Make students aware of the rules: Every school has its own disciplinary rules that students should be expected to flow. Make sure that your students are aware of the rules and the consequences if the rules are not adhered to.
4. Make the rules known to parents as well: Student's parents should also be aware of the management techniques that you are implementing in the classroom. You should ask parents to go over these rules with the students at home so that everyone is on the same page, and so that students know that their parents expect this behavior from them as well.
5. Review rules regularly: The thing with children is that you need to be consistent. Remind your students regularly about the rules and expectations for their behavior to and in proper classroom management. Ask them if they have any questions and allow them to voice their opinions.
6. Be firm and consistent. When you make your rules to manage your classroom, make sure that they are realistic and void of any inconsistencies. Approach the rules in a positive manner so that

students do not associate any negativity with it. Feel free to reward students for their positive behavior when you see that they are contributing to effective classroom management.

7. Be professional: An effectively managed classroom is conducted with professionalism and adequate structure. Students who are presented with a good authority figure who has a plan and follows it will fit in to the structure nicely.

8. Have a printed packet: In case you are unable to attend class one day, make sure that you have a printed packet of your classroom management techniques handy for a substitute. Your classroom should be aware that, even in your absence, they should still be able to manage themselves wisely and that all rules still apply. If students show structure and compliance in your absence, it will make both you and your classroom look well-managed and efficient.

9. Deal with troublemakers: No matter how great your plan or classroom management techniques are, there are always going to be students that want to disrupt your class or not follow rules. Speak with these students early on and discuss plans of action with higher authority, such as school administrators or principals. Early detection and dealing with these types of students will make the rest of the classroom know that you mean business.

CLASSROOM MANAGEMENT TECHNIQUES

Keep the class interested: Students who are interested in the material that what is going on the class will be less likely to cause any disruption, as their attention will be focused on their lesson.

Practice fairness: If you have kids, you would know that they have a tendency to get jealous very easily. Also, they can easily detect when injustices are occurring. As a teacher, you need to be fair and make sure that you keep your word and follow up with anything you commit to. Also remember to never play favorite in a classroom.

Practice humor: Creating a positive environment where there is a laughter and happiness is key into keep students interested and engaged in their work, and more likely to comply with any rules.

Do not threaten: Threatening students can weaken a teacher's credibility in a classroom. Be careful when you use threats, if any. Instead, try to practice positive reinforcement.

Lead by example: If one of your rules is to have students show up to class on time every day, make sure that your practice those same rules yourself. If you are late, then you risk setting a bad example for your students.

Do not get angry: If you have a temper, leave it at the door. Teachers who lose their temper will eventually lose their credibility in the classroom and create an unfavorable learning environment for their students.

Give students opportunities: Giving students the reigns with certain things in the classroom will make them feel trusted and responsible. By showing students that you have confidence in their abilities, they will feel like the overall management and flow of the classroom is up to them to uphold as well.

Do not humiliate: Humiliating students will only cause teacher to lose their authority in the classroom and contribute to psychological damage in children, as well as fear and resentment.

CONCLUSION

Be alert: Teachers who are always aware of what is going on in their classroom are less likely to have a controlled and managed class. Be sure to move around your class often and take time to interact with each student.

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M. WEST AND HIS READING TEACHING METHODOLOGY

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ABSTRACT

This article discusses the work of M. West and his methodology for teaching reading. The day of productive ownership as a unit he defined the word in one sense. When selecting a receptive dictionary, M. West considered the root values with a "deduction field" as a unit of selection, i.e. the ability to understand single-root words with different meanings or shades of meanings, if they can be understood on the basis of knowledge of the root and word-formation elements. To select a dictionary, he was offered certain principles. At the same time, he also proceeds from the fact that the work in the classroom should take place with the very minimum intervention from the teacher. Even orders are often given silently by the teacher. Therefore, the definition of learning objectives by M. West was significantly influenced by the learning environment and the needs of the British administration.

KEY WORDS: *Method, Technique, Training, Language, Speech.*

INTRODUCTION

The system of M. West is intermediate between direct and indirect methods of teaching foreign languages. M. West is an outstanding methodologist and his name is primarily associated with the creation of an original system of teaching reading, which is often called the Reading Method. His teaching activities took place in Bengal (India). Therefore, the definition of learning objectives by M. West was significantly influenced by the learning environment and the needs of the British administration. He believed that the main purpose of education for all students is to achieve the ability to read English books and periodicals with a general coverage of the content. Only the most gifted, future leaders in the administration can achieve full language proficiency. Putting as the main goal of learning the development of reading skills and the path from mastering reading to speaking, he proposed a number of points justifying such a path.

MAIN PART

First, in his opinion, primary is understanding, not expression of thoughts, and reading is easier than understanding by ear, since there is no need to understand different pronunciation variants and you can return to what you read if you do not understand individual sentences.

Secondly, reading is of great practical importance, and the skill itself can be improved independently.

Thirdly, with the mastery of reading, the student feels his successes even easier at the initial stage, and at the subsequent stages, reading serves as a source for the development of oral speech. It is also important that, sensing success, the learner shows a great interest in learning.

Fourthly, when teaching reading, the occupancy of classes does not matter, because any number of students can work simultaneously.

Fifthly, teaching reading is easier than teaching speaking, and in this case there is no need for a highly qualified teacher. The last points were especially important for working in classes with a large occupancy, and teachers did not always correspond to the proper qualifications. M. West also paid great attention to the selection of language material, recognizing a differentiated approach to the selection of productive and receptive minimums. This is clearly seen when defining a vocabulary selection unit.

The day of productive ownership as a unit he defined the word in one sense. When selecting a receptive dictionary, M. West considered the root values with a “deduction field” as a unit of selection, i.e. the ability to understand single-root words with different meanings or shades of meanings, if they can be understood on the basis of knowledge of the root and word-formation elements. To select a dictionary, he was offered certain principles. In total, M. West offered 3,500 words for teaching reading, and 1,200 words for productive use. M. West paid much less attention to the selection of grammatical material for reading. For the unit of selection was considered the phenomenon that is difficult to understand. As for the grammatical minimum for active use, then M. West limited himself to a comment on its minimum volume. M. West has especially carefully developed the method of teaching reading, considering it not only as a goal, but also as a learning tool. Recognizing that teaching a foreign language is identical to mastering one's native language, he believed that reading creates opportunities for a sharp increase in speech practice and to some extent make up for its lack in teaching a foreign language. In addition, reading creates opportunities for establishing direct links between the concept and the word of a foreign language. Therefore, in his opinion, regardless of the purpose of training, training should begin with reading.

M. West developed the requirements for textbooks. He considered it necessary that the texts were fascinating, appropriate to the age of the students. Interestingly, M. West recommended avoiding in the texts information about the peculiarities of life in the country of the language being studied, because this is unfamiliar to students, and therefore uninteresting. For the first time in the methodology, M. West recognized the possibility of adapting texts by reducing or simplifying the original language. An important requirement was the implementation of the pretext task, on which the degree of understanding of the content depends. M. West distinguished two types of reading: observant and search, or moving fluent. The essence of the first is that the reader fixes his attention on every or almost every word. The second type of reading is reading with a wide range of content when the reader is looking for information. This type of reading,

according to M. West, is the main purpose of training. It is important to note that M. West was the first to determine the volume of unfamiliar vocabulary in textbooks: one word per 50-60 consecutive words of the text. In his opinion, in this case unfamiliar words will not interfere with the reading process. An unconditional merit of M. West is that he created a complete system of benefits, which can serve as a model. He clearly defined the types of reading, substantiated the requirements for texts, but perhaps the greatest theoretical significance of the method of M. West is that he first considered the text as material for reading and understanding the content. All this, of course, enriched the global methodology.

One of the most valuable techniques that are not widespread in domestic practice, we consider the English scientist - teacher read and say (Read and Look Up). All teachers are familiar with the unnatural voice that the student often answers in class when he is called to read or recite. The student only "voices" the words, and does not speak the language. But speech is a form of behavior, someone always tells someone. And it is very important that the teacher taught his class to abide by the rule: never say, buried in a book; You are not talking to a book, but to someone. Michael West himself believed that with the help of this technique alone, you can learn a language by carrying a book in your pocket. To do this, you need to read small passages of text from the book, then, taking your eyes off the book, repeat them out loud, as if referring to someone. "If your own expressions differ from those used in the book, all the better. Moreover, as you move forward, you will more and more intentionally rephrase what you read until you eventually start borrowing only ideas from the book and transmit them in your own language." In the words of the scientist - teacher, undoubtedly, there is some truth.

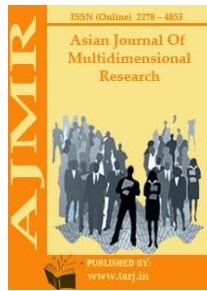
CONCLUSION

Then the teacher calls a student to the board and offers him to read the passage to the class. From time to time, the teacher interrupts him, saying: "Who did you say that to?", Trying to ensure that each phrase is addressed to one student, and not anonymous to the whole class. The most effective form of individual work out loud is to work in pairs using the "read and say" technique, although it is difficult to do in a crowded classroom. All students in this case are divided into pairs, and substitution exercises are given in the form of questions and answers. Instead of suggestions, The teacher went on teaching; The soldier went on fighting, etc. etc. exercise includes: What did the teacher go on doing ?; Who went on teaching? etc. One student, holding an open book in front of him, asks questions using the "read and say" technique, while another answers without a book. Then the teacher offers them to switch roles: "Change over", and then the first student answers, and the second asks questions. At this time, the teacher walks around the class between the rows and listens to whether the students are doing the exercise correctly. For teachers who do not have sufficient qualifications, M. West gives additional recommendations. At the same time, he also proceeds from the fact that the work in the classroom should take place with the very minimum intervention from the teacher. Even orders are often given silently by the teacher. For example, instead of the words: "Pens! ... Pens down!" the teacher can simply raise his pen or put it down. In order to restore silence in the classroom, he raises his hand or taps lightly on the table. He speaks only when he explains a new material, shows how to pronounce a word, or corrects a mistake. Instead of, for example, asking himself all the questions about wildcard tables, he can ask one or two questions, and then use only keywords.

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PEDAGOGY AS A SCIENCE OF EDUCATION AND PERSONAL DEVELOPMENT

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ABSTRACT

In this article pedagogy is considered as the science of education and personal development. The article discusses the subject, subject and main tasks of pedagogy. The stages of the emergence and development of this science are discussed.

KEYWORDS: *Education, Training, Skills, Pedagogy, Methodology, Science, Methodology.*

INTRODUCTION

Pedagogy is a word of Greek origin (Peyda - child, Gogos - message), literally it translates as childbearing, childbearing or the art of education. In ancient Greece, educators called a slave who was engaged in training and education. In ancient Russian book writing there was a canonical genre of "educational literature", which included texts of a mentoring nature. In Russia, as in other countries, an original educational culture has been created for centuries, developing pedagogical self-awareness and the need to develop certain rules and instructions and pass them on to children. So at the very early stage of the emergence of society, there was a need to transfer experience from generation to generation. Therefore, the practice of education was initially defined as the transfer of life experience of people from the older generation to the younger in order to prepare for an independent life.

MAIN PART

Education was the same social phenomenon as any other human activity: hunting, gathering, making tools. A person grew up as a person, his social experience became more complicated, and, along with him, the process and goals of raising his child's master became more complicated. The sources of folk pedagogy, as the first stage in the development of pedagogy in general, we find in fairy tales, epics, songs, ditties, children tricks, proverbs, sayings, conspiracies, lullabies and round songs, riddles, tongue twisters, counters, carols, historical legends, folk signs. Only later with the advent of writing did they acquire a more "dry", non-allegorical form, and began to bear the character of Soviets, unwritten Rules and Recommendations. "Feeding" is a peculiar form of home education for children of the feudal nobility. At the age of 5-7 years, the young prince indulged in a breadwinner, whom the prince selected from among the governor, noble boyars. In this case, the breadwinner performed several functions. He was not only a mentor-educator, but also managed affairs in a separate violist entrusted to him on behalf of the pupil. The duties of the breadwinner as a mentor included mental, moral, and military-physical education, early involvement of the prince in state affairs. Another institution of upbringing and education in Ancient Russia is "uncles". Children were brought up by their mother's brother, that is, by their uncle. In turn, the father of the child accepted the upbringing of the children of his sister. As a result, original families were created in which "uncles" brought up nephews and nieces. The "uncles" were the mentors of the nephews, and those were their first assistants. The Institute of "nepotism" is the transformation of the "uncle" from a nephew teacher in his family into a spiritual and moral mentor of children in the family of parents. With the adoption of Christianity, the "godfather" and "godmother" became the godfather and mother. Later, the institute of "masters of literacy" appeared - loners and the school of "masters of literacy". Literacy masters were the main persons of public education and clergy training, who made the business of literacy education: as a rule, they founded schools: in the family, in teachers' houses, at monasteries and churches. The history of the development of Russian pedagogical self-awareness according to P.F. Kapterev, an outstanding Russian teacher of the late nineteenth and early twentieth centuries, goes through three periods: church, state and public. A powerful impetus to the development of pedagogy was given by the Renaissance (14th – 16th centuries). In 1623, the Englishman Francis Bacon (1561–1626) singled out pedagogy from the system of philosophical sciences as an independent science. Since the seventeenth century, pedagogical thought begins to rely on the data of advanced pedagogical experience. German teacher Wolfgang Ratke (1571–1635) developed substantive concepts of education and the corresponding methodology, setting the criterion for pedagogical research. A huge contribution to the creation of the scientific foundations of pedagogy was made by the great Czech teacher Jan Amos Comenius (1592-1670). He substantiated the need for training and education in accordance with the nature of the child, on the basis of objective laws, developed a system of principles of instruction, created a class-lesson system of instruction, laid the foundations of classical or traditional education. Many progressive ideas were introduced into pedagogical science and practice by the works of Erasmus of Rotterdam (1469–1536) in Holland, J. Locke (1632–1704) in England, J.J. Russo (1712–1778), K.A. Helvetius (1715–1771) and D. Didro (1713-1784) - in France, I.G. Pestalozzi (1746–1827) - in Switzerland, I.F. Herbart (1776–1841) and A. Disterweg (1790–1866) in Germany, J. Korczak (1878–1942) in Poland, D. Dewey (1859–1952) in the USA, etc. The religious nature of education was gradually overcome, the content of classical education expanded, the mother tongue, history, geography, and natural science began to be thoroughly studied. In the XIX century there are real (with a predominance

of subjects of the natural mathematical cycle) and professional schools, including those for the training of teachers.

Thus, pedagogy was formed as an academic discipline. A significant milestone in the development of Russian pedagogy was the theoretical and practical activities of Simeon Polotsky (1629–1680), under whose supervision Peter I was raised as a child. He opposed the “innate ideas” that supposedly determine the development of children, and attached decisive importance in raising the example of parents and teachers, believed that the development of feelings and reason should be carried out purposefully. Domestic pedagogical thought fruitfully developed in the works of M.V. Lomonosov (1711-1765), N.I. Novikov (1744–1818), N.I. Pirogov (1810–1881), K.D. Ushinsky (1824–1870), L.N. Tolstoy (1828–1910), P.F. Kaptereva (1849–1922) and others. During the period of the socialist development of our country, the school became free, accessible (regardless of the nationality and social status of children), secular (freed from the influence of the church), and general secondary education became compulsory. The country has become one of the leading in the percentage of the population with general secondary and higher education. The education system was based on the ideas of forming a comprehensively developed personality, continuity and continuity of education, combining education with work and social work, educating in the team and through the team, clearly organizing and managing the pedagogical process, combining high demands with respect for the personal dignity of students, a personal example of a teacher etc. The foundations of such an education were developed in the works of N.K. Krupskaya (1869–1939), S.T. Shatsky (1878–1934), P.P. Blonsky (1884–1941), A.S. Makarenko (1888 –1939), V.A. Sukhomlinsky (1918–1970) and others. In the last decades of the XX century. interesting pedagogical ideas of activating training, problem and developmental education, pedagogical cooperation, personality formation were developed by scientists-teachers Yu.K. Babansky, V.V. Davydov, I.Ya. Lerner, M.I. Makhmutov, M.A. Danilov, N.K. Goncharov, B.T. Likhachev, P.I. Pidkasisty, I.P. Podlasym, M.N. Skatkin, V.A. Slastenin, I.F. Kharlamov, innovative teachers Sh.A. Amonashvili, V.F. Shatalov, E.N. Ilyin and others. In modern conditions, pedagogy is considered as a science and practice of teaching and educating a person at all stages of his personal and professional development, because: • every person “passes” through the educational system; • in many countries, a system of lifelong education of a person has been created under the motto “From education for life to education through life”; - it is implemented at different levels of human education: from pre-school education to advanced training (postgraduate education). The range of pedagogical branches expanded towards the end of the 19th century and represents a large system of pedagogical knowledge. Today the following branches of pedagogical science are actively developing - pedagogy of higher education, pedagogy of adults (andragogy), history of pedagogy, comparative and social pedagogy, etc.

Pedagogical science is one of the oldest branches of knowledge and is essentially inseparable from the development of society. The social progress of mankind became possible only because each new generation of people mastered the cultural-historical (industrial, scientific, social and spiritual) experience of their ancestors and, enriching it, passed it on to their descendants in a more developed form. The more production developed and complicated, the more scientific knowledge accumulated, the more important the special preparation of younger generations for life became, the more acute the need for their specially organized education — the purposeful transfer of human experience to them. Education and upbringing have become the objective need of society and have become an essential prerequisite for its development. At a certain stage in the

development of human society, in particular in the late period of the slave system, when production and science reached a certain level of development, education turns into a social phenomenon and acquires a special social function, i.e. special educational institutions appear, and specialists appear whose profession is the education and upbringing of children. Thus, the process of transmitting cultural and historical experience has become necessary and focused. It is carried out in the course of the interaction of the elder with the younger, experienced with the less experienced, teaching with the trainee. This interaction is called the pedagogical process. Today this concept is a key in pedagogy. The pedagogical process is a specially organized interaction between the teacher and the student (older and younger, more experienced and less experienced) in order to transfer and master the cultural and historical experience (industrial, scientific, communicative, cultural) that a person needs for an independent life and work in society. The object of pedagogy is a person who develops through a specially organized process of education. The subject of pedagogy is the pedagogical process that ensures the development of a person throughout his life. Emphasizing the technological essence of pedagogy, one can formulate its subject as follows: ways and means of transmission - a person receiving cultural and historical experience and familiarizing himself with general cultural values, taking into account his individual age characteristics.

Thus, pedagogy is a science that studies the essence, laws, principles, methods and forms of organization of the pedagogical process as a factor and means of human development throughout his life. In the process of functioning of the state and society, in the life of society, the family, a person, there exists an objective thing that influences people and contributes to their upbringing, training, education, development - these are pedagogical phenomena that form the totality of pedagogical reality. The pedagogical reality is the subject of modern pedagogical science. Understanding and understanding the objective existence of real pedagogical reality is an important heuristic step in the way of its cognition; recognition of its influences and effects on society, as well as the need to take them into account in the life and work of man and society as a whole. In the form of existence, pedagogical phenomena appear in the form of pedagogical laws, pedagogical factors and pedagogical mechanisms of education, upbringing, training and development of the individual, public consciousness, society as a whole. Today, pedagogy is in demand everywhere where education, upbringing, training, development of citizens are carried out and their self-improvement and self-realization are ensured, the ideals of humanism, democracy, morality, culture and law are confirmed in society. It is pedagogical science that develops ways and means of educating the individual and ensures the modernization of the entire education system, which (education), in turn, acts as a mechanism for the development of society.

CONCLUSION

Thus, the subject of pedagogy as a science can be pedagogical phenomena that occur in the processes of functioning and life of the state and society, all their spheres and structures, cultural and educational institutions, people, their families and exist in the form of pedagogical laws, factors, mechanisms of education, upbringing, training and personal development.

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**A COMMUNICATIVE APPROACH TO TEACHING ENGLISH****Fazilat Kodirova***

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ABSTRACT

The article is devoted to the problems of teaching English in intensive English courses in the UK. Some advantages of a communicative methodology of language teaching are considered. The active forms of training, in particular role-playing games, are analyzed. Examples of some games that are used in language courses are given. It contains a range of role-playing orientations - didactic, developmental and socializing.

KEYWORDS: *Method, Technique, Training, Communicative Method, Role-Playing Game, Dialogue, Educational Game, Didactic Game*

INTRODUCTION

The word "method" means, first of all, a way or manner of doing something. This word is international, borrowed in all European languages through the Latin "Methodius" from the Greek "methodos". The methodology of teaching a foreign language here is understood as an organ of a scientifically proven theory about the teaching of foreign languages in schools and other educational institutions.

MAIN PART

The English word "method" is also used to denote a branch of research. Methods (methodology) as a science is the science of the methods or manners (methods) of teaching. Foreign language teaching methods is the science of teaching foreign languages. It covers three (sometimes four) main problems:

- 1) The goals of teaching a foreign language - why learn a foreign language.
- 2) The content of the training, i.e., what to teach in order to achieve the goal.
- 3) Teaching methods and techniques, i.e., how to learn a foreign language in order to achieve the goal in the most effective way and meet modern requirements.
- 4) Who to teach. It is necessary to distinguish between general research methods (general technique) and special methods (private technique). By general methods we mean methods that

address the general problems of teaching a foreign language regardless of the language of instruction (whether English, German or French).

By special methods we mean the methods of teaching a foreign language, i.e., teaching a certain foreign language. The English word "method" has, respectively, two meanings. It expresses the way to do something and the branch of knowledge and research, which discusses how to teach. In the first sense, in addition, denoting a more or less complex procedure consisting of a number of interrelated acts, the English word is more often than its Russian equivalent used to denote a single educational device or a single form of teaching procedure. Its second meaning, the English word method, as a rule, is especially qualified, can mean a set of teaching methods any subject of instruction, a foreign language as a whole, any foreign language or any specific aspect of the instruction in a foreign language, such as speech, reading, phonetics, grammar, etc. In the pedagogical process, the term "methodology" is used in three meanings. Its first meaning is the subject of instruction, the second meaning is the totality of all the methods (methodological) instructions, in the third meaning is the theory of learning a special subject.

The connection of the methodology of teaching a foreign language with other sciences The methodology of teaching a foreign language is closely connected with other sciences such as pedagogy, psychology, physiology, linguistics and some others. Pedagogy is a science related to the teaching and upbringing of the younger generation. Since the methods of solving the problems of training and education are most closely related to pedagogy, to learn a foreign language you need to know pedagogy. One branch of pedagogy is called didactics. Didactics studies the general methods of teaching methods in schools in comparison with didactics, the study of specific ways of teaching a particular subject. Thus, it can be considered a special didactics. The pedagogy of science or general theory in the education and training of children and young people, in other words, the science of education in the narrow sense and instruction for learning in the broadest sense. It consists, respectively, of two main units: education and educational pedagogy, of which the latter is called didactics, otherwise a method or methods. In teaching a foreign language, as well as in teaching mathematics, history and other subjects studied at school, the general principles of didactics, in turn, influence and enrich didactics. For example, the so-called "principle of visualization" was first introduced in the teaching of foreign languages. Now it has become one of the fundamental principles of didactics and is used in teaching all school subjects without exception.

Programmed learning was first applied to teaching mathematics. Now, through didactics, it is used in the teaching of many subjects, including foreign languages. It is the task of a specialist in the field of teaching foreign languages not only to find optimal methods for transferring knowledge, skills and teaching them good habits to students, but also to look for the best way to educate students on the topic with which he is concerned. Pedagogy is an applied science. Both units in all their parts, in particular the foreign language methodology, are applied psychology. In teaching a foreign language, the teacher forms and develops students' pronunciation habits, vocabulary habits and others. The development of "habits" is the result of repeated action, which can acquire continuous, sustainable learning. Therefore, the teacher must remember when organizing students that teaching should be constant and accurate.

This implies a correct copy, clearly presented and easy to follow, and reproductions that provide motivating conditions that promote repetition, leading to mastery. Since the skill is the ability to do something well and in the language training of students the ability to use the language for communicative needs, the teacher must form and develop such language skills as listening,

speaking, reading and writing. Through the method of communication with psychology, it is impossible to develop the language skills (listening, speaking, reading and writing) of our students effectively if we do not know and do not take into account the psychology of habits and skills, the ways of their formation, the influence of previously acquired skills to form new ones, and many other necessary factors that psychology can provide us with. Since the upbringing and education of children is a special component of combined physical and mental activities, it is clear that psychological principles should largely invest in the theoretical foundations of pedagogy in general and teaching methods in particular. Pedagogy and psychology can be said to overlap in order to have common areas, which are mainly called "educational psychology." This relationship can be represented graphically as follows: pedagogy - educational pedagogy - psychology. Currently, we have a lot of material in the field of psychology that can be applied in teaching a foreign language. Thus, if the teacher wants his students to speak English, he must use all the possibilities and make them speak or hear him. In addition, in order to master a second language, acquire another way to receive and transmit information, create this new code in the most effective way, it is necessary to take into account some psychological factors. Effective learning of a foreign language depends to a large extent on the memory of students. That is why a teacher needs to know how he can help his students successfully memorize and keep in mind the language material that they are learning. Therefore, in teaching a foreign language, we must create favorable conditions for involuntary memorization. Experiments by prominent scientists show that psychology helps methods for determining the role of the mother tongue at different stages of training; determine the amount of material for students to learn at each stage of training. Identify the sequence and ways that various habits and skills should develop; methods that are more suitable for presenting the material and for ensuring its retention by students and so on. Psychology allows methodologists to determine the so-called psychological nature of the content of training, that is, that habits and skills should be developed in students to master the language skillfully. Psychology also helps in the choice of teaching and learning methods, i.e., how to teach in the most effective way, under what conditions students can learn words, phrases, sentences-models more efficiently or how to ensure students learn new words in an easier way.

The main purpose of training is the formation of communicative competence of students. The meaning of this term will be more clear and understandable in comparison with the concept of grammatical competence. Grammatical competence is the ability to correctly build phrases and sentences, correctly use and coordinate the times, this is knowledge of the parts of speech and knowledge of how sentences of different types are arranged. Grammatical competence, as a rule, is the center of attention of many textbooks, which provide certain grammar rules and exercises for practicing and fixing these rules. Undoubtedly, grammatical competence is an important, but far from the only aspect in language learning. Usage is a much more important and complex aspect that the communicative approach focuses on. A person who has fully mastered all the grammatical rules, knows how to correctly build sentences, can find difficulties in real communication in a foreign language, in real communication. That is, a person will lack communicative competence. It should be borne in mind that the communicative method of preparing students for the ear is used to prepare for testing in the formats of international British exams in English.

Communicative competence may include the following aspects:

- Knowledge of use, that is, how, by whom and when the language is used for various purposes and functions,

- Knowledge of how the language changes depending on a particular communicative situation and the participants in this situation (for example, knowledge of the differences between formal speech from informal, oral from written).
- The ability to create, read and understand texts of various types and character (for example, stories, interviews, dialogs, reports).
- Ability to maintain a conversation even with limited vocabulary and grammar. One of the main differences of the method is the use of induction rather than deduction.

That is, there is no need to give lectures and formulate rules by the teacher: they are comprehended by the student even without their verbal formulation. Previously, teaching foreign languages was mainly aimed at developing grammatical competence. It was believed that grammatical exercises that do not take into account the context, help to develop the habit of proper use of the language. Through memorization of dialogues and phrases, correction of errors orally or in writing, constant monitoring by teachers, old methods unsuccessfully tried to avoid incorrect speech. However, the communicative approach, first of all, focuses not on the correctness of linguistic structures (although this aspect also remains important), but on other parameters: the interaction of participants in the process of communication, that is, the awareness of possible options for the development of dialogues, understanding and achieving a common communicative goal, attempts to explain and express things in various ways, that is, the development of the rephrasing skill, expanding the competence of one participant in communication by communicating with other participants.

CONCLUSION

When using the communicative approach, the teacher does not give lectures and does not formulate rules using grammatical terms, but, as a rule, acts as:

- Assistant
- Friend
- Adviser.

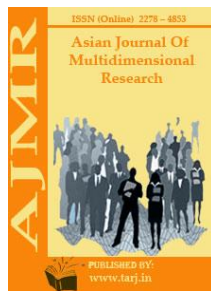
The focus is on group learning. The task of the teacher and students is to learn to work together, to move away from individualized learning. The student learns to listen to his comrades, conduct conversations and discussions in the group, work on projects together with other members of the group. The student focuses more on his teammates than on his teacher as a model. An effective method is also to engage the student in a professional language environment while studying in a communicative language group. Exercises and exercises that are used in teaching foreign languages by the communicative method.

- Projects
- Communicative games,
- Communication exercises,
- Theatricalization,
- Discussions.

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FEATURES OF ENGLISH PROVERBS AND DIFFICULTIES IN TRANSLATING THEM INTO RUSSIAN

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ABSTRACT

This article discusses the features of English proverbs and the difficulties of translating them into Russian. On the one hand, proverbs are phraseological units, stable, idiomatic, reproducible combinations in appropriate communicative situations, on the other hand are short and figurative units of folklore, considered by researchers as the result of collective experience, a synthesis of collective thinking, and on the third, these are specific ways of linguistic representation of understanding of the world. This literature is intended for students and graduate students of philological and linguistic faculties, graduate students, as well as linguists. The usefulness of using proverbs in English in the process of mastering a foreign language is undeniable. Everyone who has problems with pronunciation, poor vocabulary, slow and uncertain speech. English proverbs not only perfectly correct all these defects, but also allow you to learn the country's traditions, because they are folk art. Many modern scholars are inclined to believe that proverbs are valuable folklore material, they allow you to penetrate the depths of linguistic symbolism and are able to generate rules of human behavior in the new realities of the world (Blagov, Nikolaev). M.V. Bukovskaya emphasizes the need for compulsory study of proverbs in school as examples of social norms of behavior.

KEYWORDS: *Language, English, Russian, Folk Articles, English Proverb, Translation.*

INTRODUCTION

Language is an invaluable treasure of every nation. For centuries, the best examples of folk experience and human thought, ideals of morality, embodied in amazingly short form of proverbs and sayings, have been collected and polished in it. Proverbs are complex formations that have several different plans. On the one hand, proverbs are phraseological units, stable, idiomatic, reproducible combinations in appropriate communicative situations, on the other hand are short and figurative units of folklore, considered by researchers as the result of collective experience, a synthesis of collective thinking, and on the third, these are specific ways of linguistic representation of understanding of the world. In no other form of linguistic creativity is the whole diversity of the people's life reflected with such force and expressiveness: love and

hatred, truth and falsehood, industriousness laziness, courage and cowardice, joy and grief. Everything, literally everything, is noticed by a sharp-sighted national eye, minted in a well-defined word form that has passed through the ages. In my work, the proverbs of the English language are considered as part of the study of the features of their translation from English into Russian.

LITERATURE REVIEW

In the article I used materials from domestic and foreign bibliographers, historians, philologists, scientists and researchers, whose work is mainly devoted to folklore: Proverbs of the Russian people. Collection V. Dahl / V.I. Dahl. - M.: Russian book, 1993; A.A. Ionina. English proverbs and sayings as a "code of folk wisdom." The conceptual foundations of teaching foreign languages in the context of a dialogue of cultures (teaching materials), Brest, 2011; Hvorostin D.V. English-Russian dictionary of linguistic terms. - Chelyabinsk: Notes of a linguist, 2007; Encyclopedic Literary Dictionary M.: Sov. Encyclopedia, 1987; Buslaev F.I. Historical essays of Russian folk literature and art. St. Petersburg, 1861; T. 1.; Russian life and proverbs; Ozhegov S.I. Lexicology. Lexicography. A culture of speech. - M., 1974; Archer Taylor, co-authored with F. Mosher, "The Bibliographic History of Ononyms and Pseudonyms," 1951; Adrianova-Peretz V.P. To the history of the Russian proverb. - In the book. Collection of articles on the fortieth anniversary of the academic activity of academician A.S. Orlova.L., Academy of Sciences of the USSR, 1934; Solodub Yu.P. Travel to the world of phraseological units, - M: Enlightenment, 1981, etc. The used literature presents educational and methodological materials, which highlight the key problems of the theory and practice of teaching foreign languages at the present stage, and also poses many of the questions that are necessary for writing the history of literature, paves the way for their solution, using an example of a specific analysis of individual monuments and sheds light on the phenomena characterizing the relationship between literature and folklore in later eras. This literature is intended for students and graduate students of philological and linguistic faculties, graduate students, as well as linguists. The usefulness of using proverbs in English in the process of mastering a foreign language is undeniable. Everyone who has problems with pronunciation, poor vocabulary, slow and uncertain speech. English proverbs not only perfectly correct all these defects, but also allow you to learn the country's traditions, because they are folk art.

English proverbs preserve the wisdom and experience of the people, accumulated over the centuries. Thoughts and conclusions, to which no mechanism of technological progress can reach, since he is not able to think and has no soul. Proverbs arose much earlier than writing, easy-to-remember phrases were transmitted from older to younger. They are designed to help a person find the right way out of various everyday problems. Ancient proverbs in English carry a deep meaning and symbolism of the phenomena occurring around us, the relevance of which is relevant in our days. The main difficulties in translating English proverbs and sayings, in my opinion, is that proverbs and sayings are a kind of reflection of the picture of the world, worldview, values and cultural traditions of their people. It is often difficult for a translator to translate proverbs and sayings containing realities (toponyms, anthroponyms, hydronyms) that are easily perceived by native speakers. But the problem is not only in translation. After all, the work of the translator is to create the translation that is most adequate for the recipient to understand, which means choosing the best equivalent for the translated proverb and proverb.

DISCUSSION

A proverb is a complex unit that is an object of study within the framework of an interdisciplinary paradigm (linguistics, folklore, psychology, ethnography, etc.). One of the provisions that unites all the considered works can be considered an attempt to define this linguistic phenomenon by identifying the most characteristic features of the proverb, which make it possible to adequately reveal its linguistic features in a particular culture. Analysis of the definitions of the proverb allows us to identify four approaches to its definition: folkloristic, linguistic, and cultural-cognitive. Proverbs, as a rule, are two-part, in which one half gives an image for comparison, the other calls directly the essence of the matter:

Хорошо смеется тот, кто смеется последним.

Кто рано встает, тому бог подает.

Любишь кататься, люби и саночки возить.

Compare also the English proverbs:

haste, less speed. father, like son.

come, easy go. is company, three is none.

Folklorist scholars consider the proverb primarily as a kind of proposition containing minimized experience of the people, a concentrated expression of a collective idea regarding moral or categorical imperatives (A.A. Potebnya, E.A. Lyatsky, I.I. Ilyustrov, V. P. Adrianova-Peretz, I.P. Levin, O.B. Khristoforova, V.P. Zhukov). For example, F.I. Buslaev defines proverbs as "works of art of the native word expressing the life of the people, their common sense and moral interests." G.L. Permyakov points out that "proverbs express a certain regularity, which can be perceived as a permanent rule, a custom, a kind of recommendation for everyone and everyone." From the point of view of some folklorists, the proverb is one of the evidence of the existence of mythopoetic elements in modern languages (Zhigarina, Brunova). Prior to writing, the proverbs formulated key etiquette rules, which were one of the main sources of information about mythological regulations. Many modern scholars are inclined to believe that proverbs are valuable folklore material, they allow you to penetrate the depths of linguistic symbolism and are able to generate rules of human behavior in the new realities of the world (Blagov, Nikolaev). M.V. Bukovskaya emphasizes the need for compulsory study of proverbs in school as examples of social norms of behavior. The definitions of the proverb given by the representatives of the folkloristic approach make it possible to distinguish its main features such as nationality, imagery, brevity, and edification. A proverb is considered as the result of collective experience, a synthesis of collective thinking, a mythopoetic element, an archetype. Being an integral element of folklore.

Sources of proverbs are the most diverse. To become a proverb, the utterance must be perceived and acquired by ordinary people. In this case, the source of the utterance is often forgotten. Having become a proverb, it becomes part of public consciousness; the proverb doesn't matter who invented it. It can be infallibly assumed that any proverb was created by a certain person in certain circumstances, but for so many old proverbs the source of their origin is completely lost. Therefore, it would be more correct to say that the proverbs are of folk origin, that their primary source is in the collective mind of the people. In a multitude of utterances summarizing everyday experience, the meaning of the words seems to have grown into a proverbial form gradually, without any explicit announcement. In general, it is fair to speculate that most abstract proverbs began their life in this way. For example, "The end justifies the means", derived from the theological doctrine of the seventeenth century, or the golden thought "The wish is father to the thought", which was first expressed by Julius Caesar, or the saying "A

soft answer turns away wrath”, no doubt borrowed in its completed form from the Bible. But who can say that these proverbs did not become part of the oral tradition long before they took on their written form. The use of proverbs reached its peak during the time of Shakespeare, and it is more than likely that many of them attributed to Shakespeare existed before, albeit in a less memorable form. The same with the Bible. The wisdom of her proverbs is probably not original. In any case, both sources, both folk and literary, are merged together. Thanks to the spread of the printed word, the statements of smart people more often began to fall to ordinary people who, if they liked their thoughts, turned them into proverbs. A significant portion of traditionally English proverbs is of foreign origin. They often penetrated into the English language from Latin, Greek, European languages through scientists, doctors, servants of the law, as well as from the works of classical authors. Another rather large part of them was borrowed into English from the French language after the Norman conquest, thus combining the classic proverbial model with traditionally English. The classic proverb of original English origin is, for example, the old proverb: never rains but it pours. Proverbs are clearly divided into three main types. The first type includes proverbs expressing abstract statements containing well-known truths of the type: is blind. springs eternal. abhors a vacuum. is long and life is short. Proverbs of the second type include special observations of life and make some general conclusion: 't put all your eggs in one basket. Can take a horse to the water but you can't make him drink. The third type of proverbs includes sayings from folklore on the themes of worldly wisdom related to human health, animals, weather, and the seasons: apple a day keeps a doctor away. a cold and starve a fever. dog has his day. the wind is in the east, 'tis neither good for man nor beast. sky at night, shepherd's delight. sky in the morning, shepherd's warning. Universal computerization, which swept the world in the second half of the 20th century, was also reflected in the field of language, giving a number of interesting proverbs that became home phrases when working with computers. In, garbage out. (1964) it ain't broke, don't fix it. (1977) you see is what you get. (1971) Proverbs taken from the Bible are another type of borrowing, since the Bible is translated from Hebrew and its wise sayings reflect the consciousness of Hebrew society. In the old days, the Bible was read very widely, so many of its statements became part of public consciousness to such an extent that only a few now are aware of the biblical origin of certain proverbs. However, many English proverbs are taken entirely from scripture, for example: cannot serve God and mammon. Spirit is willing, but the flesh is weak. Even more proverbs originate in the scriptures, although some words are changed: the rod and spoil the child. cannon make bricks without straw. Many statements from literary works are used from time to time as proverbs, but do not become them, remaining halfway between the quote and the proverb. These include, for example, the following: wages of sin is death (Romans) .man but a blockhead ever wrote except for money (Samuel Johnson). Thus, proverbs have mobility and are in constant motion. To them are constantly added obsolete.

CONCLUSION

Their study is necessary for historians, ethnographers, lawyers, literary scholars, linguists, for language, expression V.I. Dahl, "the surest, and the only witness to the past life of the peoples." In the course of this work, I considered and analyzed the proverbs of the English language as part of the phraseological system, as well as described the difficulties of translating proverbs in particular, and described the main ways of translating figurative phraseology. It was found that phraseological units are divided into phraseological units, phraseological units, phraseological combinations and phraseological expressions. According to most scholars, proverbs belong to the category of the latter. There are many differences between phraseological

units and proverbs, but we have come to the conclusion that proverbs are phraseological units with a sentence structure. We also studied the path of the origin of the proverbs, found that there is no consensus on the definition of the terms "proverb." Each author interprets these definitions in his own way, but most linguists consider proverbs as stable phrases of an instructive nature, reflecting the peculiarities of the linguistic picture of the world of one or another people. It is proved that proverbs, like other phraseological units, are especially difficult when they are translated into Russian.

This is explained by the fact that many of them are vivid, emotionally saturated turns that belong to a certain speech style and often have a pronounced national character. When translating stable combinations of words, one should also take into account the peculiarities of the context in which they are used. Many English phraseological units are characterized by ambiguity and stylistic diversity, which complicates their translation into other languages. When translating proverbs, the translator has two main tasks: 1) strict observance of the norms of compatibility of words in the translated language; 2) the transfer of imagery of the phraseological unit. But to achieve these tasks is not always possible, because in the translation process we encounter many difficulties, such as the similarity of phraseological units with a free combination, the associative similarity of phraseological units and the stylistic indifference and ambiguity of phraseological units. Each of the above problems has a specific solution. So the main ways to overcome difficulties are: the phraseological equivalent method, the phraseological analogue method, the literal translation of phraseological units (tracing) and the descriptive translation of phraseological units. In the process of practical research, I analyzed many English proverbs with their translation into Russian. Through a detailed analysis and rethinking, I selected situations that are adequate to the meaning of a proverb. In the translation process, I used various methods: the phraseological equivalent method, the phraseological analogue method, the literal translation of phraseological units (tracing). The purpose of this essay was to show the multivariance of the translation of English proverbs into Russian: tracing very rarely conveys the emotional content and true meaning of a statement and that it is better to look for a phraseological analogue or equivalent. Summing up, we can conclude that the main difficulty in translating phraseological units and proverbs in particular is associated with stylistic indifference and ambiguity. Such phraseological units are most difficult to translate since they have several meanings depending on the sphere of use, and depending on the context they have opposite meanings. The translation of such figurative phraseology is carried out by the method of contextual replacement, namely with the help of a holistic transformation. Thus, in the course of this practical study, the hypothesis that when translating English proverbs into Russian, it is always necessary to think flexibly and look for optimal translation methods in order to convey to the listener the true meaning of the proverb and preserve the stylistic coloring and emotional content was confirmed and proved. The above examples of proverbs that arose during the 20th century and reflected various spheres of human life and activity indicate that the proverbs have retained their relevance and continue to be an integral part of modern English. They play the role of a kind of "sauce" or "seasoning", which allows you to make everyday speech more clear, concise, informative and expressive.

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THE ROLE OF PHYSICAL CULTURE IN THE SPIRITUAL AND MORAL EDUCATION OF YOUNG PEOPLE

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ABSTRACT

This article discusses the role of physical culture and sports in shaping youth's outlook, aesthetic taste, and moral values. The article analyzes the thinkers' perceptions of the impact of physical education on aesthetic education and moral maturity.

KEYWORDS: *Worldview, Aesthetic Taste, Moral Qualities, Physical Education And Sports, Athletics, Boxing, Running, Spear Throwing.*

INTRODUCTION

One of the main tasks of upbringing of the harmoniously developed generation in the Republic of Uzbekistan is the development of spiritual and physical potential of the person, formation of strong moral qualities in them, the formation of healthy lifestyles among students. The development of positive and creative personality in the younger generation is reflected in the folklore, works of the eastern thinkers and folk pedagogy as a powerful factor of national historical roots. Therefore, creation of the necessary conditions for adolescents to achieve physical and spiritual and aesthetic perfection in the country is in the center of constant attention of our government. A striking example of this is the activities of the Children's Sports Development Fund, three-tier sports games "UmidNihollari", "Barkamolavlod" Universiade.

The Law on Education emphasizes the development of physical characteristics and capacities of students and the formation of the basics of physical culture. The National Program for Personnel Training envisages that educational institutions should create all the necessary conditions for the health and physical development of students. The state educational standard requires not only the physical culture of students, but also the proper understanding and interpretation of sports aesthetics, as well as the physical, spiritual, and moral knowledge of the individual, which is the reason for the physical self-improvement of adolescents. plays an important role in developing an interest in aesthetics in education. The aforementioned documents also emphasize the need for self-improvement in adolescents and the development of their interest in sports and physical education. Physical education in the complex of aesthetic education is one of the most important factors in shaping the overall culture of a person, its spiritual meaning, and upbringing a

person. One of the requirements for the physical education of students is to combine emotionally with science. The aesthetic aspect of this upbringing is that it meets the specified requirement. This can be achieved through the creative approach to educational material rich in aesthetic content, with the use of effective methods, tools and techniques to maximize the student's interest in sports aesthetics. In this regard, Anna faces the challenge of optimizing and accelerating the aesthetic education of students not only in physical education classes but also in extracurricular activities. Pedagogical organization and orientation of aesthetic education of students in the process of physical education is an important social and pedagogical problem. The study of the theoretical aspect of the problem shows that in ancient times (Greece, Rome, Oriental countries) physical education was regarded as a matter of both health and educational system and educational value.

MAIN PART

It is well known from the history of pedagogy that in the V-VII centuries BC in the so-called "Athens" education system in ancient Athens educational institutions called "polestra" (wrestling school), such as running, jumping, wrestling, throwing discs and spears; The prestige and importance of swimming, such as grammar, politics, and ethics, suggest that the issue of physical maturity of the younger generation is an old problem. The problems of upbringing physically healthy generation are known to the world-renowned thinkers of our country and foreign countries such as Ibn Sina, al-Razi, al-Makhsi, Ibn Hammor, P.F. Lesgaft and others also paid special attention. At the same time, it should be noted that in other countries, certain aspects of the problem of aesthetic physical education through physical education in out-of-classroom settings have been explored. In particular, to some extent, the issues of involving students in physical education through physical education, a talk about coaching with a trainer (NE Shchurkova), extracurricular activities and aesthetic education with students of I-IV classes (VK Shurukhina) studied.

Examination of the problem in the business practice shows that at present the work on physical education of students is sharply revised. However, there is a lack of consistency. In some cases, motivational approach, physical culture, acceptable ways of engaging, even sporting aesthetics are explained by their lack of interest in this culture and the lack of knowledge, understanding and understanding about sports aesthetics. Aesthetic aspects of physical culture and its beauty aspects. Physical culture is part of the culture of society. At the same time, it is conditionally gaining material and moral value. A person who is physically fit and energetic is able to create material wealth and is able to nurture a conscious attitude to the sport. By summarizing both of them, we think that it is permissible that physical culture is the sum total of achievements in human health and the development of their physical abilities. Includes physical education, specialized scientific knowledge, sports development, and a system of success in sports. Includes public and individual hygiene, manatee and recreation hygiene for the health and fitness of the body, natural forces of nature - sun, water, air.

Thus, physical culture includes the services of natural forces for knowledge, science, education, sports, hygiene, order, physical health. Each subdivision of the specified structure of physical culture has its own aesthetic weight. After all, physical culture and aesthetics are inseparable concepts. It is also appropriate that the system of physical culture interacts effectively in aesthetic education. We can see the structure of the physical culture in the following figure. When we study the history of physical culture, the idea of aesthetics of physical culture allows us to observe the important aspect of sports - the development of sports, in a social orientation. Because physical

culture is one of social and historical experience of people, one of the forms of social life, a component of the general culture, one of the means of questioning the citizens of the country and preparing its supporters.

Labor has emerged in the process. The man has developed his physical and spiritual strength during the labor process. The need to prepare him for life, first and foremost, contributed to the emergence and further development of physical culture. During the first stages of the development of the society, it was an important and effective tool for good, physical and at the same time physical education. Wrestling, boxing, weight lifting, archery, swimming, equestrian sport, soccer, and sophomores have been carefully preserved for hundreds of years. We consider that x, each of them, is an example of beauty and perfection, the ability to act, the general aesthetics of a particular sport. Later, sports equipment - balloons, balls, kicks, and the like - appeared. Sports facilities, special buildings were built. They are equipped with the necessary equipment and supplies. Tournaments, competitions, competitions, competitions, sports holidays, Olympics have become traditional. Scenes, sports facilities, playgrounds, stadiums, and sports events scenarios are always in line with the national color of the country, and are always up to date, both aesthetic and aesthetic. Examples include sports competitions, alary and tournaments in K, Ancient Greece, K, Ancient Rome and the Shark. We see that today's sporting events, with their proper physical and aesthetic qualities, constitute the essence of public life. Aesthetics is an important criterion for awarding sports successes, and they are. But, first of all, the beauty of the physical organization of the body is the guarantee of sports success. An athlete is considered to be the most ideal of beauty in sports. The athlete is a different, a bit more human. According to him, the beauty of the athlete's body and its goodness, fairness, x mobility, responsiveness, weariness, horsepower, pleasure and self-esteem, as well as its good combination with sporting equipment, make it better than other people. The athlete is a perfect symmetry of mustaches and low muscles - the muscles of the upper, but not the normal, muscles that give the body good. X, the ability of every prospective athlete to exercise control over their body and their ability to exercise is the best indicator of the physical hormone pathway. This body is known as the equilibrium of the body in the language of culture. It is noteworthy that developing the whole body in a balanced way is a sport that is beautiful. We must not forget that the beauty of the athlete's body reflects the beauty of the body, reflecting the beauty of the human body. We see this beauty in sport - in the classic sculptures of Mackenzie's "Athlete" by Michelangelo "David" and "Dorifer" in Tashkent. The athlete portrayed in Mackenzie's stature is a lightweight, athletic athlete, broad-weight, muscular, but well-balanced. The body x is equal to the length of the pearls, x is not the longest xdm and not the smallest xdm. The shoulders are energetic and the chest is wide. Sport gives a light and elegant impression on a person.

CONCLUSION

The artistic portrayal of sport and the glorification of its aesthetics are also found in the cultural heritage of ancient civilizations. Ancient sculpture provides the first images of the history of sports, ancient sports competitions, and historical imagery through them in ceramics and mosaics. In the same sculptural works, there are powerful moments that represent the nature of a particular sport or movement, and the use of them as a demonstration material is of paramount importance. It can be said that it does. It is well known from historical sources that There were discussions about the proximity between sports and art during Plato and Aristotle. They viewed this intimacy as the connection between sports and art. These games, in their essence, thought that an elegant person is an artistic figure in public life. According to Schiller, artistic activity is

the highest form of home. Because he is basically free of the human condition and potentialis an expression. Of course, artistic activity requires a higher level of moral value at home and more in intellectual capacity. This is reflected in the activities and teachings of the great thinkers of the past. Because, in historical literature, sports aesthetics are similar to other aesthetics of art forms, we consider sports to be the art that creates the art. These same aspects can be used effectively as a means of educating young adolescents. He created world-renowned works of sport, and many of the artists were directly involved in it. Leonardo da Vinci was able to disarm the enemy, bending the bill, watching the iron rod. He did not know anyone who was equal in wrestling, running, jumping, swimming. For this reason, the CC is committed to creating great works of art that are recognized in the fine arts as a classic example of aesthetic excellence. This evidence is the source of xdm aesthetic education. There are many examples of this in history. Thomas Ekns, George Bellauz, Joseph Brown, Tom Sullivan and others. Brown, who is also a well-versed boxer, has created aesthetically pleasing works. They illustrate the theme of boxing more.

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ENGLISH FOR SCHOOLCHILDREN: FEATURES OF TEACHING ENGLISH AT DIFFERENT STAGES OF ADOLESCENCE

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ABSTRACT

This article deals with a challenging matter which is teaching the English language to adolescents. Teaching as a process of transmitting knowledge is very important but habitually, it may be very problematical on the particular age level. Adolescence is a difficult time in a child's life when a lot of psychological and physical transformations take place. Therefore, it is significant for teachers to become familiar with these changes to work effectively. There are plenty of useful and efficient methods that teachers can integrate into their lessons to increase students' understanding and improve overall comprehension.

KEYWORDS: *Adolescence, Difficult, Learners, From, Teaching, Important, Communication, Useful, Most, Process, Knowledge, Increase, Teenage, Useful.*

INTRODUCTION

The borders of states in the modern world are becoming more and more blurred - now it's not so difficult to go under the student exchange program abroad, go to study at a foreign university, and then even go to work in another country. But all this is possible only under one condition - the absence of a language barrier. The most common language of international communication is, of course, English. That is why the popularity of its courses is growing year by year, and not only adults, but teenagers and even preschoolers become their visitors. Why is it so important to learn English at school? According to the studies of teachers and linguists, supported by doctors as well, the sooner learning a foreign language begins, the more effective and efficient the process will be. The child's speaking and writing skills have not yet formed, the perception is more plastic and the memory is more tenacious and deeper than in adulthood - this "soil" is the most fertile for learning foreign words and grammar rules. We can say that learning English in childhood is as much a natural process for a child as learning a native language. Also, it has been proved that children starting to learn foreign from an early age are more developed in other areas than those who know only one language.

MAIN PART

At the age of 10 years, the child begins to learn the world, not only perceiving, but also analyzing it. Now learning English for a student is no longer a game, but a serious subject. It is at this time that the rules of grammar and compilation of texts can be especially well mastered. The speed of reading and fluency of speech also increases, especially if the foundations of the language are already laid in childhood. In high school, the immersion method, communicative techniques and the transition from a game approach to a more serious, analytical one are performing well. Adolescents aged 11-13 years are happy to engage in project activities, participate in various productions that are easy to implement even in groups of 8-12 people. Writing skills are developed using the grammar-translation method. Adolescence illustrates the teenage years between 13 and 19. As marked by Maier, in this time a lot of crucial changes occur in young people's life.[1.pp.161-173]

Many teachers and parents are faced with a sharp decline in student performance and interest in learning. Most often this happens due to loss of motivation in English lessons and not only. At senior school age, children, independently or in groups, are engaged in research and project activities, they already communicate freely with each other in English. In recent years, a technique has been gaining popularity that uses communication with peers by foreigners on the Internet. Another major characteristic worth to mention is socialization. Adolescents start to socialize with their peers rather than with the family. According to Bishop and Inderbitzen, peer groups serve several important functions throughout adolescence, providing a temporary reference point for a developing sense of identity.[2.pp. 246-260]

"Middle school-age (11-15 years) is a difficult transitional age from childhood to adulthood. A teenager is very susceptible to the assimilation of norms, values and behaviours that exist in the adult world. As a subject of educational activity, a teenager is characterized by a tendency to assert his position, a desire to stand out among his peers, which often contributes to the strengthening of cognitive motivation. A teenager can predict the form of continuing his education, focusing on the values of either teaching or work " "In teaching a foreign language, middle school age is related to the main stage, which, on the one hand, is a continuation of the initial stage, preserving its features, and on the other, is a new step in the development of communicative competence". "In teaching a foreign language, middle school age is related to the main stage, which, on the one hand, is a continuation of the initial stage, preserving its features, and on the other, is a new step in the development of communicative competence". Maier also postulates that emotional changes are a key factor in the characteristics of adolescents. Adolescence is a period when teenagers are going through so-called "emotional storm".[3.p.60] Parents and teachers may observe aggressive behaviours and some discipline problems. Adolescents become irritable and moody.

When learning a foreign language, students at this stage of study no longer show that amazing ease in mastering the language, as is observed in primary school age. The process of assimilation begins to acquire mainly an intellectual character. "The teenager's thinking after 11 years goes to a new stage - formal operations. A teenager knows how to use diagrams, analyze and synthesize material". "In adolescence and early adolescence, reading, monologue and writing are actively developing. From grades 5 to 9, reading develops in the direction from the ability to read correctly, fluently and expressively to the ability to recite by heart. Monological speech is transformed differently: from the ability to retell a small work or a passage of text to the ability to independently prepare an oral presentation, conduct reasoning, express thoughts and argue for

them. Writing is improved in the direction from the ability to write up to self-writing on a given or arbitrary topic. As noticed by Ur, teenagers have a reputation for being the most difficult learners[4.p.85] Although their potential is bigger than the young children, they seem to have lack of motivation, are less liable to teacher's encouragement and not easy to supervise. It takes a lot of time for the teacher to gain their trust and respect. Most of the adolescents do not want to familiarize with the tutor to not be seen by the peer-group as a teacher's favourite student. Adolescent learners are keen on participating in making decisions which are closely related to the lessons material and the learning program. Abstract thoughts help teenagers in developing a sense of social consciousness and justice, moreover, they make it easier for teens to decide if their choices are right by their morality. Following Piaget, adolescents can consider situations logically, taking into account their cause and effect concepts and use symbols through the means of broad imagination[5.p.96]

At the middle level, the student can think not only concretely, but also abstractly and can learn oral speech not only with the help of visual but also verbal situations, choose and combine language material and speech patterns according to a pre-learned method of action. The goal of teaching a foreign language in high school, according to the program, is to master students' ability to communicate directly with native speakers in the most common everyday situations and read simple authentic texts to extract information about the country of the language being studied, culture and life. Studies such as those undertaken by Leacock, Rist, and Rosenthal and Jacobson suggested that teacher expectations can strongly influence both the cognitive and the affective development of children.[6.p.73]. This implies that schoolchildren achieve a minimum sufficient level of communicative competence at which the upbringing, development and education of schoolchildren take place using the means of the language studied". Textbooks in a foreign language for the middle stage of education have a clearly expressed communicative and socio-cultural orientation. Their contents are texts from every day, educational, labour and socio-cultural spheres of communication. A major role at this stage of training is given to the independent work of students since the number of instructional hours in a foreign language (3 hours a week) is not enough for mastering oral speech. For this reason, more attention is paid to reading, and this type of speech activity provides for the achievement of a higher level of language proficiency in comparison with other activities. As Rutter et al. noted, "The only way to be sure that school practices influence children's behaviour and attainments are to alter those practices and then determine if this results in changes in the children's progress."[7.pp.1-29]. The result of the training is to achieve a basic level of language proficiency. In high school, this level characterizes a graduate of grade 9.

Thus, we studied the main features of teaching English to children of middle school age and concluded that the main goal of teaching a foreign language in the middle the stage is to master students' ability to communicate directly with native speakers in the most common everyday situations and read simple authentic texts to extract information about the country of the language being studied, culture and life, which implies that students reach a minimum sufficient level of communication Noah competence, which occur upbringing, development and education of schoolboys using the target language, the development of communicative competence. At the middle stage of teaching a foreign language, this is all achieved through the active development of reading skills, monologue and writing. Bloom, however, cited the results of research indicating that by using mastery learning techniques the achievement levels of the slowest pupils can be improved without impairing the progress of the more able students.[8.p.82]

Features of teaching English to schoolchildren: Now in almost all schools, learning a foreign language (most often - English) begins already from the first years of schooling. But it is worth considering that English for the fifth-grader and the tenth grader are completely different subjects in terms of methods and forms of knowledge submission. Each age has its characteristics and rate of assimilation of information, its methods of perception and memorization. High school children From the age of 10 years, the child begins to learn the world, not only perceiving, but also analyzing it. Now learning English for a student is no longer a game, but a serious subject. It is at this time that the rules of grammar and compilation of texts can be especially well mastered. The speed of reading and fluency of speech also increases, especially if the foundations of the language are already laid in childhood. In high school, the immersion method, communicative techniques and the transition from a game approach to a more serious, analytical one are performing well. Adolescents aged 11-13 years are happy to engage in project activities, participate in various productions that are easy to implement even in groups of 8-12 people. [9] Writing skills are developed using the grammar-translation method. High School Children Many teachers and parents are faced with a sharp decline in student performance and interest in learning. Most often this happens due to loss of motivation in English lessons and not only. Therefore, the teacher in a foreign language lesson must be able to captivate the child and show him that this work will bring results.[10] At senior school age, children, independently or in groups, are engaged in research and project activities, they already communicate freely with each other in English. In recent years, a technique has been gaining popularity that uses communication with peers by foreigners on the Internet.[11] Also, in the last school years, many teenagers are preparing for exams in the English language. Various special techniques are also used to prepare for them. Unfortunately, often the teacher at school focuses on the development of test tasks, and writing and speaking skills are not properly developed, although at the age of 15-16 a teenager can reach the level of Upper Intermediate, and with an in-depth study of the subject - Advanced. For this reason, parents think that the child should study foreign also.[12]

Is schooling enough? We have already mentioned one of the shortcomings of schooling in a foreign language in high school, but similar problems arise both in middle school and in elementary school. Pupils and their parents note that often in schools they teach not the practical use of the language, but only provide academic knowledge, in other words, children do not communicate with each other in English. And they do exercises and translate.[13] Theoretical knowledge is certainly useful, but without the practice of conversation, it makes almost no sense in real life. Also, due to a large number of students in the classroom, the teacher simply does not have time to physically pay attention to each child, and therefore everyone has some kind of knowledge gap. There are several ways to solve the problem: contacting tutors, participating in exchange programs, transferring a child to a class or school with an in-depth study of foreign language courses. All approaches have their pros and cons.[14] So, the tutor will be able to "pull up" the child on theoretical issues, but will not provide him with the necessary amount of language practice; in a special school, the load may be too high for a student who is not going to enter a specialized university, and exchange programs are not acceptable to everyone, although a teenager will certainly be interested in living in another country. Therefore, many parents are inclined in favour of language courses. They are short-term and long-term - here you can "pull up" a certain field of knowledge or practice speaking English, prepare for exams, including international or university entrance.[15]

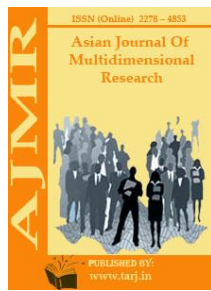
CONCLUSION

How to choose English language courses for a student: Now there are a huge number of different language schools and centres offering courses in English, and it is not easy to choose between them. However, we can give you some selection tips: First, find out if the centre has a license to provide educational services. Secondly, look at the reputation of the institution: read reviews, find out if the school has corporate clients who trust it with the training of their employees. Thirdly, take an interest in what exactly distinguishes a particular school from many others: do they use original methods, advanced world and own developments in the field of teaching foreign. Fourth, it is worth learning about the teaching staff - what are the qualifications of the staff, are there any native speakers among the teachers. Fifthly, look for English courses that are specifically for your child: those needed to prepare for the exam at the institute or aimed at improving speaking skills. Sixth, pay attention to the occupancy of the groups: optimal if no more than 15 people are engaged at the same time. It is also important to choose a place of study near the house since the need to travel to classes across the city will be a waste of time for both parents and a teenager.[16] So, in our article, we tried to briefly talk about the specifics of studying a foreign language by teenagers, to formulate a list of requirements for a language school for children and English courses for schoolchildren, and also to point out the advantages and disadvantages of various forms of teaching English. We hope that these tips will help you and your children in choosing the right study option and achieving results.

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ENGLISH TEACHING METHODS FOR STUDENTS

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ABSTRACT

The author of the study concludes that it is necessary to approach the English language in teaching students comprehensively, that is, with the phased application of the modern range of teaching methods. The conclusions made in the framework of the study allow us to determine their importance and are of scientific value. The article can be used for subsequent research, as well as in the practical activities of university teachers as a guide to action.

KEYWORDS: *Modern, Importance, Method, Approach, Goal, Practical, Activity.*

INTRODUCTION

A foreign language today is not just a part of the culture of a certain nation, but it is also the key to success, the future successful career of students. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in higher education. In most universities in the country, students master at least two foreign languages. The teacher needs to know the latest methods of teaching a foreign language, special teaching techniques and techniques to optimally choose one or another teaching method by the level of knowledge, needs and interests of students. The word interactive (translated from English Inter - "mutual", as - "act") means interaction. The interactive method is a way of interacting with students through conversation, dialogue [1]. The goal of teaching a foreign language in higher education at the present stage is to master students' communicative competencies, which will allow them to realize their knowledge, skills, and abilities to solve specific communicative problems in real-life situations. A foreign language acts as a means of communication with representatives of other nations so that in education the cultural or intercultural approach to teaching continues to develop in the framework of the concept of "dialogue of cultures", to form polymer literacy of students. At this stage in the development of methodological science, the main methods of teaching foreign languages are communicative and constructive.

MAIN PART

The work of the teacher implies not only the correct construction of the lesson but also the constant improvement of their skills and professionalism since the atmosphere of the course of the lesson in a foreign language and the motivation of students depends on the teacher. When a teacher enters a lesson, he sees only the tip of the “iceberg”: interaction, activities, materials, and does not always think about its underwater part: theory of teaching, the theory of learning. That is why, in due time, the following questions arise before a teacher: How to build an effective learning process? How to improve the necessary skills, knowledge and skills of students? How to motivate students to learn a foreign language? [2] Therefore, a modern teacher should not only equip a student with a set of knowledge but also help him become independent, creative and self-confident [3, p. 45].

The most acceptable for teaching English is the classification of methods according to the way the teacher and students interact in the classroom, justified by M.A. Adamco. The methods of this interaction may be different [4]:

1. The teacher sets out linguistic material - students listen (story, explanation).
2. Students and the teacher exchange opinions on issues that were studied in English classes, so they come to the necessary conclusions, generalizations, formulate definitions, rules.
3. The teacher organizes students' observation of the facts studied and the phenomena of the language, followed by a collective discussion of its results.
4. Students under the guidance of a teacher independently study the textbook.
5. Students through practical tasks and exercises acquire the necessary knowledge. Based on this, appropriate methods of teaching a foreign language in higher education are distinguished. The foundations of the modern methodology of teaching foreign languages are explored by M.A. Adamco. It reveals the goals, objectives, principles, content, forms and methods of teaching students in the course of their upcoming foreign language activities. Teaching English is a complex, multifaceted process that requires regular and creative work. It is considered by specialists as one of the main directions of introducing a foreign language into the public environment, aimed at increasing the level of proficiency, which is carried out taking into account the state of its proficiency and development [5.p.137].G.A. Nikitina is exploring the use of information technologies that contribute to real targeted activity and high motivation of students. Among the requirements for a modern teacher of foreign languages.[6.p.169] N. Mayer considers the use of interactive technologies, technical and media tools [7.p.169]. A.A. Kurbanov illuminates interactive teaching methods and systems. In his opinion, technologies that are implemented through active interaction during a lesson can be considered interactive. They help to gain new knowledge and organize group activities, starting from the interaction of two or three persons with each other and to the wide cooperation of many [8.p.681].The modern communicative technique offers a widespread implementation of active non-standard methods and forms of work in the educational process for better conscious assimilation of the material. In practice, the following forms of work have proved quite effective: individual, steam, group and teamwork.The most effective such forms of pair and group work: - inside /outside circles; - brainstorm; - jigsaw reading; - think-pair-share; - pair-interviews and others.

One of the methods that provide learning English is the project method as a way to develop creativity, cognitive activity, independence. Projects can be divided into mono projects,

collective, oral-speech, specific, written and Internet projects. Work on the project is a multi-level approach to learning English, including reading, listening, speaking and grammar. The project method contributes to the development of active independent thinking of students and focuses them on joint research work. An important means of innovative learning is also the use of a multimedia complex as part of an interactive whiteboard, personal computer and multimedia projector. Such a complex combines all the advantages of modern computer technology and takes the learning process to a whole new level. Thanks to the visibility and interactivity, the multimedia complex allows you to attract the entire audience to active work [9.p.254]. Using multimedia complex in English classes allows you to actively attract students to the educational process, increases learning motivation, stimulates creative activity and promotes personality development, expands the possibilities for presenting educational information, it is the most effective and time-saving, helps students prepare for passing tests and exams.

The following relevant discussion forms make students analyze their thoughts before voicing them because a necessary element is not only speech but also an explanation of the course of their thoughts.

1. "Roundtable" (Collective game to solve a common problem).
2. Scientific debate (Educational debate-dialogue in which students - representatives of different areas, defend their opinion, the opposite of others).
3. Competition in small groups (A motivational game that encourages students to be active).
4. "Brainstorm" (A game that develops critical thinking).

Brainstorm. In 1938, Alex F. Osborn, an advertising executive, invented the process of "organized ideation" in a company he headed. The early participants referred to their attempts as "brainstorm sessions," in the sense that they were using the brain to storm a problem. The term brainstorming has now become the accepted way of referring to group attempts to solve specific problems or develop new ideas by amassing spontaneous, unrestrained contributions by members. [10.p.35] This is a method of organizing joint group and creative work in an audience to increase the mental activity of participants and find fruitful ideas, constructive solutions, and solutions to complex problems or non-standard situations. It is advisable to apply it at the very beginning of the solution to the problem or if this process is at an impasse. The purpose of this game is to ensure the generation of ideas for an extraordinary solution to a specific problem. Let us revise the list of necessary elements of the "Brainstorming" [11.p.681]. This technique is also aimed at discussing and solving a problem. However, according to this method of teaching the English language, the audience is divided into two groups - "generators of ideas", which offer ideas, and "experts", who, after the end of the assault, evaluate the position of each "generator".

Round table: The teacher formulates the problem and offers the students a task: to evaluate the significance of the problem, demonstrate all the pros and cons, determine the possible result, etc. Pupils should speak out on the issue presented, argue their position and eventually come to a common solution.

Business game: The teacher prepares a game on the topic studied and explains the rules to students. As a rule, the proposed tasks mimic tasks and situations of real communication, for example, searching and finding a job, concluding a contract, travelling, etc.

We see that the process of teaching communication in a foreign language is two-way. Not only students but also the teacher gains a lot in it. When he organizes communication in a foreign language and manages it in a group, he also improves his communication skills. During interaction with students, his picture of himself is clarified, the level of self-awareness grows, and self-esteem becomes more adequate. Whatever method of studying English you choose, remember that motivation is of great importance in learning a foreign language, and the regularity and systematic nature of your studies is a key to successful learning.[12]

Thus, the methodological value of the considered forms of classes with students with a high level of training is due to the following.

- 1) Students have a high level of communicative motivation.
- 2) Students have the opportunity not only to acquire new knowledge and develop skills but also to actively use existing baggage, which shows the practical use of language skills for modern people.
- 3) Such classes contribute to the development of not only linguistic skills but also the expansion of the general horizons, as well as general communication skills (to prove your point of view, correctly express your thoughts, disagree with the opinion of the interlocutor, support someone's opinion, etc.)
- 4) Such forms of classes allow you to study English as intensively as possible and cover more material since topics within the framework of one discussion can be intertwined. Nevertheless, it is the high level of communicative motivation that seems to be the main advantage of such activities. It provides students with activity, which in turn is key in the development of speech skills at any level of teaching the English language.

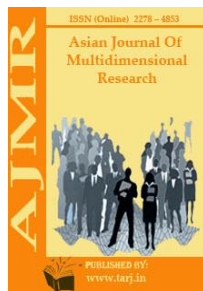
CONCLUSION

So, summing up, we can say that all the methods have several distinctive features. As the experience of mankind shows, most of them are developed based on the integration of traditional and modern teaching methods. A multilevel approach makes it possible to develop a separate human personality, affects its worldview, value system, self-identification, and the ability to think. Without exception, all methods are aimed at developing four language skills: reading, writing, speaking and listening. At the same time, great emphasis is placed on the use of audio, video and interactive resources. Due to the variety of teaching methods, each student and teacher can choose their methodology, which can help them achieve their intended goals.

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FEATURES OF PEDAGOGICAL ACTIVITY IN HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article discusses the features of educational activities in higher technical educational institutions. The article analyzes the organization of pedagogical activity based on the specialties of technical education.

KEYWORDS: *Pedagogy, Method, Methodology, Education, Science, Knowledge*

INTRODUCTION

The idea of technological development (more precisely, mechanization of the pedagogical case) belongs to AS Makarenko. In the foreign ped. science is the concept of ped. technology appears in the 50-60's. In the national scientific and pedagogical literature this term appears in the 70s. To the first publications on ped. technologies include works by V.P. Bespalko.

The expression «soc. Technology» appeared in the 70-80-ies in connection with the need to develop social problems in society. Socio-educational technology - a set of techniques and methods used by social. services, soc. teachers to ensure the effectiveness of the process of socialization of the younger generation, and, secondly, the method of implementing social, ped. activities specific to soc. pedagogue on the basis of its rational division into procedures and operations in order to select the best means and methods for their implementation.

Let's consider the basic concepts necessary for a correct understanding of the process of the technological social. ped. activities.

Method - (from methodos - the path of research, theory, teaching) the way to achieve any goal, the totality of techniques and operations of cognition of reality (for example, methods of education, methods of teaching, methods of pedagogical rehabilitation, correction, etc.).

Method in social. pedagogy is a way of solving a specific problem of a person, a group. Feature of social. pedagogy is aimed at turning a person into solving their own problem.

Method - a set of methods that provide a solution to a specific problem (for example, the methodology of teaching letters, the technique of forming a habit). The methodology consists of the following elements:

- The formulated problem;
- set of methods;
- The order of their application.

Means are what lead to the achievement of the chosen goal. Means are the tool of the method. Through them, the method is implemented.

Reception - the specification of the method, its «binding» to the real ped. of the situation. In soc. pedagogy is a way of using any means in the process of social. - ped. activities

Technique - (art, skill, skill) - a cumulative characteristic of skills and techniques used in any activity.

Socio-pedagogical technology is an optimally selected set of social and pedagogical means: methods, methods, means and algorithm (strict sequence) of their application - to solve a clearly formulated social and pedagogical problem with a guaranteed high result, for which there is a measurement tool (quantitative and qualitative criteria of effectiveness and special methods).

Unlike the technique, the technology does not allow distortions and changes and can be carried almost completely. Its use is significantly less influenced by subjective factors, for example, the personal qualities of a specialist). The introduction of significant changes in technology will lead to a failure to obtain a guaranteed result.

Technological social. ped. the activity has a certain specificity:

1. Conceptuality - i.e. reliance on a certain concept;
2. systematic - i.e. possession of all the characteristics of the system: the logic of the process, the interrelation of all its parts, integrity;
3. Profitability - i.e. its application makes it possible to optimize the work of the social. teacher by creating a reserve of working time;
4. Relative (partial) algorithmization. The main object of activity is a person, therefore the process of activity can not be completely broken down into a series of operations and algorithms (because the person's response is unpredictable);
5. Correctibility of activities - i.e. the possibility of constant feedback;
6. Reproducibility (it can be implemented by social educators working in various institutions and organizations).

Classification of social. ped. of technologies

CONCLUSION

The most significant reasons for the classification of social. ped. technologies include:

- Type of social. Ped. Technologies (they can be general, private and special);
- Appointment (this can be pedal correction, ped rehabilitation, re-education, vocational guidance work);

- Subject of application - social. the teacher (the level of his professionalism, individual qualities, etc.);
- The object of destination (student, family, etc.);
- Place of application (educational institution, specialized center, place of residence, etc.);
- Implementation variant (methods used in technology, method of achieving the goal, for example, training).

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**AESTHETIC FUNCTIONING AND ARTISTIC IMPLICATIONS OF THE UZBEK
NATIONAL HOLIDAYS****Shadimetova Gulchehra Mamurovna***

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ABSTRACT

This article aims at analyzing the holidays in Uzbekistan as a means of bringing people to the next generation as achievements in public life, friendships of citizens, spiritual values, aesthetic culture of the nation as an ideological and artistic event. The article argues that documentary journalism and artistic image in Uzbek-style solemnity allow one to express the feelings of nationality, expressiveness, ideological depth, grandeur and aesthetic appeal.

KEYWORDS: *Holidays, National Holidays, Aesthetics, Traditions, Spectacles, Traditions, Values.*

INTRODUCTION

Studies of the evolution of national ceremonies have revealed that holidays are events that ensure the repetition of traditions, customs, rituals, and the popular view of social and ideological events that embodies the ideology of the time, the art and aesthetic value of the nation, the heart and mind of the nation. is a form of election. Concepts like "ritual", "custom", "tradition" are aesthetic values that are essentially related to the holiday term and play an important role in making the celebrations a social event. In particular, the tradition is a means of transmitting (passing) to the next generation the spiritual values of the nation. Traditions, customs, rituals, rituals, skills and skills become clear only when contemplating the lifestyle of the nation "[1].

MAIN PART

Notions of "tradition", "ritual", "celebration" are, in turn, not expressions of "standard" aesthetic values. They are a process whose content is continuously changed, improved and enriched as a result of the influence of people's lifestyles and aesthetics. It is well known that any social phenomenon reflects people's lives, lives with it, changes, improves or disappears. The phenomenon of its own time, however, replaces it with another, new meaning. "Ceremonies," "Traditions," and "Rituals" undergo similar dialectical changes. And the holidays are enhanced while preserving the national identity of the people. The concept of "watch" is an integral part of the "celebration" and is an art form used to bring the subject and particular ideas into the minds

and hearts of people. We believe that in today's globalization, individuality and pragmatism, people who are busy with their plans lack the lively dialogue in the various forms and content of the show. Therefore, the language of communication of the future can be holidays. After all, family celebrations, family gatherings, various events at businesses, public holidays and festivals are a great way for people to communicate with each other. The holidays are always a symbol of beauty and grandeur, based on national and universal principles and aesthetic enjoyment and life-giving. Therefore, the sociologist I. Khrenov calls celebrations a "language of communication of the future" [2] and Sokolov argues that the social, political and cultural significance of the holiday is "valuable in reviving national traditions and promoting the achievements of human culture." [3]

We fully agree with these points. Because the conscious, purposeful activity of the participants of the holiday, the ideological and artistic spectacle of the festivities will positively impact on the people around them and instill in them a sense of beauty and grandeur, inspire confidence in the future and encourage them to enjoy life. Traditions, rituals, and spectacles are used as part of the holiday, depending on the needs, content, ideas and form of the holiday. Most importantly, the coverage of the holiday is based on the theory of "holiday mood". The "mood of the holidays" embraces human emotions. One of them is the aesthetic feelings inherent in humanity - pleasure, which has been studied as a natural biological phenomenon. The taste is primarily focused on meeting aesthetic needs. One of the main functions of the national holidays is the keto-sensualism, which mainly relates to the creative world by giving people aesthetic pleasure. Ancient Greeks based on the distinctiveness of pleasure from the distinctiveness of pleasure. That is, pleasure provides spiritual food for pleasure. The hedonic function has its source of existence. The first is that the artist has free access to complex and varied life materials. The creativity of the artist gives the viewer the joy of admiration through the miracle of creative discovery of the world. The second source of pleasure is the binding of all the events covered by the creator. That is, in other words, to determine the aesthetic value of events. Third, the source of the holiday aesthetic pleasure is the combination of form and content. That is, it is a performance of an artistic whole, based on the nature of each holiday. This pleasure enables the audience to understand the artistic truth based on the laws of beauty [4].

From the foregoing, we can say that one of the main functions of national holidays is the opportunity to enjoy some fun and theatrical performances and events. Also, the participant in the celebration will perceive a certain aesthetic through the pleasure. After all, the ideological and artistic integrity of national holidays is important not only for the enjoyment, but also for the transmission of those who have come to the next generation. Our national holidays are mostly seasonal, with their ideological and spiritual roots evolving based on the daily labor, material and spiritual way of life, culture, the arts and the climatic conditions in which they live. In this regard, the holidays preserve the high values of the people, reflecting the artistic and aesthetic outlook of the nation, and serve as a socio-aesthetic successor as a means of leaving them to future generations. In this regard, in the anthropology and sociology of Western philosophy, many scientific, well-grounded, unbiased studies on the role of customs, traditions, and holidays in the life of the human race are conducted in the national life. emphasizes the positive creative power of saving [5]. They have also positively asserted that "the people are the creative and disobedient spirit that preserves the originality of the nation, its existence, and its successor to the future" (E. Durkegheim). The social function of national holidays is: the activeness of the individual in daily life; to open their creative potential; to showcase their talents through arts; -

the use of intellectual potential for the development of society; to teach the community to put their own interests ahead of their own. Another distinctive feature of national holidays is the compensatory function [7], which is the creation of a new design for the celebration of festivals in the age of technogenic civilization with the advent of new technologies. That is, this function has three main aspects:

- 1) Misleading - ketonic games and entertainment;
- 2) Comfort;
- 3) The original compensator is to contribute to the spiritual harmony of the person.

The life of a modern man is full of different situations, tensions, excessive psychological burdens, unfulfilled dreams. It is these festive festivities that bring participants into the world of dreams, and the harmony in it affects the inner harmony of the person. As a result of the interaction with the environment and people, the participant of the holiday will be able to illuminate his colorless daily life. If we look at the antique period, the "tragedy" of theatrical art purified a person spiritually and spiritually (a function of change) and comforted the people through medieval performances (compensatory function). So, solemn celebrations give people the opportunity to reflect on a cheerful mood by sharing a festive mood.

A study of the history of national holidays has revealed that the struggle for a prosperous life in one's life and the successes of hard work and victories have naturally caused joy. As a result, the celebration of ceremonies and ceremonies - the combination of themes, ideas and art forms - contributed to the improvement of the aesthetic principles of public holidays. Taking into account the importance of aesthetic education during the independence period, the state organized its celebrations through the press, radio and television and controlled theatrical and high artistic aesthetic level. As a result, the solemn national holidays began to perform their artistic and philosophical functions. Based on the foregoing, today we will look at one of them in exploring the aesthetic principles of national holidays that contribute to spiritual and ideological renewal and rise. "Navruz" - a celebration of the independence and renewal of the nation, which unites the community and reflects the national spirit: the spiritual values of our multinational people; the diversity of ethnography and applied arts; cultural and artistic value; and to respect the language, religious beliefs, traditions and customs of all citizens living in our country. This call has become a nation-wide celebration that fosters the sense of solidarity and brotherhood of citizens, and promotes the idea that "this dear motherland is ours".

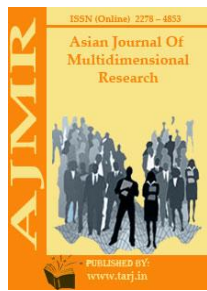
Navruz celebrations (March 21) have its historical roots and philosophical significance. Those who are tired of the cold winter days are preparing for the beautiful spring holiday, Navruz. Older grandmothers prepare wheat for summing up the Navruz holiday and produce wheat. After all, sumalak is the spring holiday of Navruz, the embodiment of the blessing, the fertility, the unity, the health and the good. Preparing for the Sumalak will bring a special blessing to every home. Our grandmothers try to bake wheat flour before Navruz. The main dish of the holiday is the joy of Sumalak in the houses, the "SumalakSayli" in the neighborhood, which in turn connects to the "Navruz" holiday. According to our scientists, "When Sumalak was cooked, our mothers, daughters, women, brides gathered to cheer and entertain. The house preparing for Sumalak is in the process of cooking it: children play different games; poems say; and the older ones play musical instruments. This tradition has not lost its value. On the contrary, it has been renewed, enriched, and transformed into a national identity.

CONCLUSION

The beauty and grandeur of celebrating the revitalized Navruz holiday in the open space, in the form of a theatrical artistic and aesthetic performances and festivities:- the perfection of traditions, customs, rituals, traditions in spirituality, cultural and aesthetic value for the next generation;- fostering a spirit of devotion to national ideas;- To show the solidarity and solidarity of representatives of more than 130 nationalities and ethnic groups, over ten religious denominations in our country;- glorifying the idea of interethnic harmony as a universal value, valued by activities and initiatives that reflect the state of development, the expression of peace and stability. From the foregoing, the following conclusions can be drawn. National and international holidays formed during independence: our existence as a state; tolerance of our people; their dreams; creativity; aesthetic taste; versatile artistic and applied arts; is a vivid proof and demonstration of the great power, national spirit. The holidays of Uzbekistan, which rose to a new level in the years of independence, have their own aesthetic principles. The joy that comes from our national holidays: the future of every great person born in this country; the pride of ancient cities; Freedom of the homeland and freedom to live is a precious blessing; Living as free citizens is a great blessing; its value and value are incomparable to the hearts and minds of every compatriot; to ideas and references; language and language; encourages them to live with the notion that it is necessary to integrate into their practical activities.

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SEGMENTATION OF MODERN ART MARKET IN ART MARKETING

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ABSTRACT

This article discusses the segmentation of the modern art market in art marketing. The classic modern market is considered global, it is represented by living artists who have contributed to the historical development of art, and whose work as a commodity is traded in the secondary market. This market consists of artists who in recent decades have begun to attract the attention of the specialized press, thanks to their exhibitions, have won the attention of prestigious curators and have been invited to such international events as the Venetian Biennale, Manifesto, Documenta in Kassel, or won prizes like Turner Prize and Hugo Boss prize.

KEYWORDS: *Art, Market, Management, Marketing, Breathing, Market Types.*

INTRODUCTION

The art market can be viewed with various segmentations: horizontal and vertical segmentation. Horizontal segmentation is based on distribution and involves the division of the market into primary and secondary. The primary art market is the place where works are offered to the market for the first time; workshops, galleries and contemporary art fairs can make it up.

The secondary market is the market where transactions of previously existing works take place. Vertical segmentation of the art market is carried out according to the following criteria: the quality of the products offered, the geographical boundaries of the markets, the price range and four types of markets can be defined. The classic modern market is considered global, it is

represented by living artists who have contributed to the historical development of art, and whose work as a commodity is traded in the secondary market.

MAIN PART

This market includes a wide range of artists belonging to various movements and schools operating since the late 1970s, who have a strong influence on international markets and are now considered superstars (eg Michelangelo Pistoletto, Robert Rauschenberg, Bruce Nauman, John Baldessari, Gerhard Richter, Gilbert and George, Sigmar Polke). This market has high barriers to access, is controlled by a dozen large businessmen, and is characterized by a small number of large and influential galleries, often organized as commercial companies, having strong connections with other galleries or, at best, with branches in other large cities. (eg Larry Gagosian in New York, London, Los Angeles, Paris, Athens, Hong Kong and Rome, Marian Goodman in New York and Paris; Sprüth Magers in London and Berlin; Hauser and Wirth in London, New York and Zurich). These galleries usually operate in both markets, both primary and secondary, and offer their work to wealthy clients (large collectors, banks, companies) and institutions (museums and foundations).

Investing in this market is designed for those who are satisfied with income ranging from 100,000 € to 300,000 €, and also prefer a low-risk risk. Vanguard Market. The avant-garde market is formed by artists with high ratings, internationally managed by the most influential and first-class galleries, which are represented at the main international contemporary art fairs (Art Basel, Frieze Art Fair, ARCO, FIAC). These artists are invited to the exhibition in significant biennials, their works are dated no more than 20 years and they operate in the secondary market (eg Grayson Perry, Chris Ofili, Ghada Amer, Ellen Gallagher, Tacita Dean, Jim Lambie, Patricia Piccini, Angus Fairhurst, Assume Vivid Astro Focus, etc.). This market consists of artists who in recent decades have begun to attract the attention of the specialized press, thanks to their exhibitions, have won the attention of prestigious curators and have been invited to such international events as the Venetian Biennale, Manifesto, Documenta in Kassel, or won prizes like Turner Prize and Hugo Boss prize. This market, although it is considered one of the niches, has a strong commercial impact and fierce public collecting; it can bring large profits, as well as losses.

Anyone who wants to invest in this sector should bear in mind a large degree of risk. The attention of art dealers is focused on the most significant art centers such as New York, London, Beijing and Hong Kong. This is an oligopolistic market controlled by several participants, able to identify new trends and keep prices high. You can identify some of the active participants in this New York market: Pace Gallery, Larry Gagosian, Barbara Gladstone, Marian Goodman, Mary Boone, Sperone Westwater. In London: Lisson Gallery, White Cube, Gagosian, Victoria Miro Gallery, Sadie Coles HQ. The alternative market is a national market where traditional and moderately modernized artists operate, who are represented at major modern art fairs and are invited to exhibitions by various publics. This market consists on the one hand of artists recognized as key persons in the prevailing trends (eg artists of the Corrente movement (fashion movement) such as Renato Guttuso, Ernesto Treccani, Bruno Cassinari, or of the Italian Pop Art such as Mario Schifano, Franco Angeli, Lucio Del Pezzo); on the other hand, from young talents who express national cultural identity (e.g. Dany Vescovi, Federico Guida, Maurizio Galimberti, Matteo Basile, Davide Nido, Roberto Coda Zabetta, Jonathan Guaitamacchi, Paola Pezzi, etc.). This is a market segment that offers good opportunities and supplies innovative collectors with products that are relatively inexpensive and in good quality. Even here it's convenient to rely on

a limited number of dealers specializing in new areas of art that have been operating on the market for several years and are establishing relationships with young artists.

CONCLUSION

One way to identify the main group of successful artists is to identify related art dealers, the relationship of critics and exhibitions that invite them. Investing is estimated from 5,000 to 15,000 € depending on the author, year and size of work. Junk market is a market segment dealing with the sale of paintings for interior decoration, where commercial efforts prevail over cultural ones. All paintings are made for decorative needs and are addressed to interior designers. They are non-branded products sold in malls, supermarkets, shops, etc. The idea of segmentation of the modern art market allows art dealers to better position their products on the market.

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THE PEOPLE EXPELLED FROM THEIR COUNTRY - MESKHETIAN TURKS

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ABSTRACT

This article provides information on the status and future of the Meskhetian Turks, Kurds, and Hamshils, who were displaced by Soviet policy after World War II. The article is based on evidence of the beginning, conduct and outcome of the deportation process.

KEYWORDS: *World War II, Meskhetian Turks, Kurds, Hamshils, deportations, nomadic tribes, NKVD-NKGB, Stalin, Beria, demographic catastrophe.*

INTRODUCTION

After World War II, the Soviet Union wanted to occupy Turkey's Kars and Ardagan provinces in foreign policy and build a military base in the Dardanelles. In preparation for the war with Turkey in the region, the Soviet government began forcibly relocating ethnic Turks living on the Turkish border. The Soviet government exiled all of these Muslim-majority peoples from areas bordering Georgia to special settlements in Kazakhstan and Central Asia because they belonged to ethnic groups historically associated with Turkey.

The Meskhetian Turks in Georgia inherited from the Ottoman Empire's rule over the Caucasus and are descendants of Georgians who converted to Islam and the Turkic language in the 17th and 18th centuries. Although the origins of the Meskhetian Turks depend on the Georgians, they are almost culturally indistinguishable from the majority of the Turkish population, as they had almost the same language, religion, and customs as the Turks.

MAIN PART

The Soviet Union considered the situation unreliable and a threat to border security due to the existence of ethnic conflicts between Georgia and Turkey. Lavrentiy Beria openly accused the peoples of the Meskhetian Turks, Kurds, and Hamshils living on Georgia's border with Turkey of forming a system of intelligence for himself, and of organizing espionage and bandit groups against the USSR on behalf of Turkish military intelligence [2] and on May 20, 1945, the USSR

ordered Turkey to cede Kars and Ardagan provinces in its favor to the Soviet Union and allow it to establish a naval base in the Dardanelles [3].

Beria supported the removal of the dubious nation from the strategic territories of the USSR as a security measure. On July 24, 1944, when Beria was the head of the NKVD (Ministry of internal affairs), he advised Stalin to deport the Kurds and Hamshils, along with the Meskhetian Turks living in the border regions of Georgia [4]. This recommendation made the deportation of dubious frontier peoples a priority policy of the Soviets. In addition to these peoples, the Soviet Union deported Germans, Kalmyks, Chechens, Crimean Tatars, and others from the Volga region.

In response to Beria's recommendations, Stalin issued Resolution 6279, "On the Resettlement of Turks Living in the Akhalsk, Aspinsk, Akhalkalaki, and Bogdanov Districts on the Border of the Georgian SSR." [5]. The decision ordered the NKVD to deport about 86,000 Turks living in the area, as well as Kurds, Hamshels, and others, to Kazakhstan, Uzbekistan, and Kyrgyzstan [6]. It also secured the resettlement of 7,000 Georgian families on the land of deported Muslims to further strengthen the Soviet border against Turkey. This decision served as the legal basis for the permanent exile of Kurds, Hamshills and Meskhetian Turks.

Under Stalin's orders, Beria began preparations for the deportation of Turks, Kurds, and Hamshils. On September 20, 1944, Beria issued the NKVD's Order No. 001176 "On the evacuation of Kurds and Hamshins together with the Turks from the border areas of the Georgian SSR." [7]. The NKVD and NKGB (Ministry of State Security) officers were responsible for the implementation of this decision. All officers were given specific tasks. Beria handed over general control of the operation to Kobulov, the deputy commissioner of the NKVD of the USSR, Rapava, the People's Commissar for State Security of the Georgian SSR, and Karandze, the People's Commissar for Internal Affairs of the Georgian SSR. The total number of NKVD internal troops is estimated at 20,000, with 4,000 NKVD-NKGB (Ministry of State Security) operatives and 900 trucks. L. Beria began the relocation on November 15, 1944 and planned to finish it on November 25, 1944. The NKVD carried out these tasks quickly and efficiently [8].

On the morning of November 15, 1944, the NKVD carried out the deportation of Meskhetian Turks, Kurds, and Hamshils in a military manner, and on the morning of November 15, 1944, NKVD soldiers surrounded the displaced villages and began transporting them to railway stations. On the first day of the operation, Rapava informed Beria that by 6:00 pm on that day, they had taken 26,591 people on trains to Kazakhstan and Central Asia, and as of November 17, 1944, the NKVD had deported, that 81,324 Turks, Kurds and Hamshils were placed on the trains. In October 1948, the total number of deportees from Georgia under Beria's instructions reached 94,955.21 [9].

The NKVD deported all Meskhetian Turks, Kurds and Hamshils, regardless of gender, age or political affiliation. They didn't spare the elderly people, children, Red Army soldiers, and even Communist Party officials. Most of the Muslims expelled from Georgia were women and children. Of the total 92,307 deportees (December 1944), 18,923 were men, 27,388 were women, and 45,985 were children under 16 years of age [10]. Many of the men deported to Kazakhstan and Central Asia fought in the Soviet army against the Nazis during World War II. In March 1949, these exiles included 4,075 Red Army veterans, including 57 officers and 459 sergeants. Also, 534 Communist Party officials were deported from Georgia [11]. The NKVD

relocated these soldiers and communists and their families to Kazakhstan and Central Asia, despite serving in the Soviet Union.

The NKVD sent Meskhetian Turks, Kurds and Hamshils to Central Asia in unheated and open-top trucks. Chakho Chitadze, a Meskhetian Turk who was among the displaced people at that time, recalled that the “trip” lasted two months, during which the displaced people did not receive hot food, and 457 people died of starvation and illness, did not reach the address [12]. Thus, the NKVD placed 92,307 Turks, Kurds, and Hamshils deported by December 1944, 53,163 in Uzbekistan, 28,598 in Kazakhstan, and 10,546 in Kyrgyzstan [13]. When they arrived at their new destinations, these peoples were left without food and shelter.

Of the 92,307 Muslims deported from Georgia in December 1944, the NKVD initially attached 84,596 to collective farms, 6,316 to state farms, and 1,335 to industrial enterprises [14]. The peoples exiled from Georgia worked hard to develop agriculture in post-war Central Asia and Kazakhstan. Most of the deportees were held in prisons of NKVD and Ministry of internal affairs. The rest of the displaced peoples were forced to live under constant surveillance and strict discipline. In addition, the Soviet government deprived them of the right to use textbooks in their mother tongue in schools.

The Meskhetian Turks, who were deported to special settlements, were forced to live in difficult conditions due to lack of food and shelter, ie in unheated, uninhabitable buildings. Most of them suffered from malnutrition, depression and illness. The typhoid epidemic claimed many lives. Between the early 1945s and the late 1950s, the NKVD and Ministry of internal affairs recorded 19,047 deaths among Turks, Kurds, and Hamshis in special settlements [15]

For one in five Meskhetian Turks, deportation was death. After Stalin's death, these nations did not increase in population before migration, and their subsequent spread to Kazakhstan, Central Asia, and Siberia was a demographic catastrophe. The Soviet government has always concealed the fact that the severity of conditions in special settlements has led to an increase in deaths.

CONCLUSION

After the death of Joseph Stalin deported Meskhetian Turks were sent to specially organized camps. On this day, July 5, 1954, when the first step was taken, the Council of Ministers released all children under the age of 16, including those from compulsory residence [16]. The Presidium of the Supreme Soviet then proceeded to liberate the rest of these peoples, but the Soviet government did not allow the liberated Turks, Kurds, and Hamshils to return to Georgia, nor to pay compensation for property confiscated during deportation.

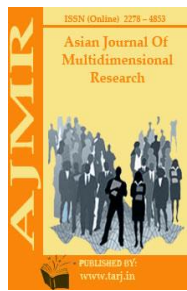
Meskhetian Turks, like Crimean Tatars, actively appealed to the Soviet government to allow them to return to Georgia. Unlike the Crimean Tatars, even the collapse of the Soviet Union did not allow the Meskhetian Turks to return to Georgia. Many Meskhetians left Central Asia and settled in other parts of the Soviet Union, including Azerbaijan. In 1989, a dispute between Meskhetian Turks and Uzbek youth in the Fergana Valley accelerated the process of Meskhetian Turks leaving Uzbekistan. In Tbilisi, the newly independent Georgian government has agreed to allow Meskhetian Turks to return to Georgia only if they renounce their nationality in favor of Georgia [17]. The majority of Meskhetian Turks rejected these conditions.

Today, the Meskhetian Turks remain a people in the diaspora. During the Second World War, the policy of the Soviet leadership towards these national ethnic groups became more pronounced. After the war, the Soviet regime used ethnic cleansing in addition to its foreign

policy. Stalin's government relocated these insecure peoples to special areas, especially those close to its borders. Stalin's expansionist policy toward Turkey included the mass deportation of Meskhetian Turks, Soviet Kurds, and Hamshils from Georgia to Kazakhstan and Central Asia. Muslims deported from Georgia suffered greatly during the first years of exile. As Soviet citizens, they lost their ancestors and their homeland, and many people lost their prosperous lives.

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COMMON FEATURES BETWEEN THE GENRES OF ENGLISH AND UZBEK FOLKLORE

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ABSTRACT

From the earliest times of history, human has not only fought for his survival, but also the longevity of his tribe. Consequently, the content of lullaby, fairy tales and riddles is primarily aimed at shaping a conscious, strong and agile human upbringing. People's perceptions of the world around them and the accumulated knowledge about it, wise sayings and conclusions based on life experience, are conveyed to children in the form of specific advice, in clear means. That is why there is a lot in common in the folklore of different peoples, even in countries very far from each other.

KEYWORDS: *History, Life Experience, Folklore, Philosophy, Sculpture, "Robinson" Cruzo, "Gulliver", "Gargantua"*

INTRODUCTION

In the most ancient literary monuments of many nations, such as myths, legends, and fairy tales, there are similarities: this aspect is reflected in the hymns of heroism, intelligence, nobility, goodness, and beauty, which are the highest notions of man and his great, honourable mission on Earth. Scientists rightly claim that myths have served as a unique source in the development of scientific ideas, in the emergence of philosophy, literature, fine arts, sculpture, architecture, music, theatre. It is possible to observe that in the most ancient fairy tales various folk customs, traditions, tribal customs are described or connected with the plot (reality) of primitive myths.

Over time, with the development of human society, fairy tales and myths were "mastered" by children (or as adults once presented to children the best things they created for themselves), and later, along with the brightest examples of world literature, "Robinson" Cruzo, "Gulliver", "Gargantua".

MAIN PART

Folklore studies the genres of folklore in three literary types. The concept of type has a wide meaning. It covers a variety of genres. Types differ like their depiction of reality. The epic objectively reflects the reality in the form of a plot-story, lyricism subjectively describes a

person's impressions of reality, his inner experiences; and drama reflects the scenes of life through the speech and action of the characters. According to Professor B. Sarimsakov, the three types in literature can be applied to folklore, but folk proverbs, puzzles, various sayings, applause and curses, which apply only to folklore and do not fit into these three literary genres, should be studied separately.[1] In this regard, the scientist divides the genres of Uzbek folklore into the following types:

1. Epic: legend, narration, legend, fairy tale, epic, folk, historical song, anecdote;
2. Lyrics: love songs, ceremonial songs, labor songs, lapars;
3. Drama: oral drama, comedy, puppetry, askiya;
4. Special type: simple sitting applause, curses, insults, proverbs, sayings, riddles and other phrases.

Tradition is a product of folk art. It has its socio-historical sources. It is known that the first examples of folklore were created in primitive society, which reflected the relatively established traditions and peculiarities of the people of that time. This ensured certain stability of the form, plot, images and motives of folklore works. The people have an artistic taste formed over the centuries - an aesthetic taste, and folklore has always lived by these international aesthetic principles. This is an objective pattern for folklore.

The oral creation and oral performance of works of folklore gave rise to their unchanging stable forms - traditions. For example, although there is a certain difference in genre between heroic tales and epics, the artistic style has a traditional form. In both genres of folklore, the composition consists of a traditional beginning, plot statement and completion, and the images are expressed in a contrasting way.

The heroes of traditional epics are often distinguished by their supernatural birth and infinite power. Divine patrons (Hazrat Hizr, Qirq Chilton, Hazrat Ali, Bobo Qambar, etc.) provide spiritual support to such ideal heroes, who represent the aspirations of the people, in the administration of justice and truth. The composition of genres of Uzbek folklore is rich and diverse and differs from the genres of the folklore of other nations. It also has a genre of folklore that is common in the folklore of all peoples - fairy tales, proverbs and riddles, but the genre of epics, which differs from the Russian bylina, Scandinavian saga. Lof and askiya are the main genres of Uzbek folklore. Similar genres in several nations also differ in character traits. This feature is explained by the uniqueness of folklore, which is an expression of the history, customs, way of life, dreams, religious beliefs, the worldview of each nation.

The set of all genres in Uzbek folklore is the only historically formed artistic system, which is based on the complex and unique connections and interactions of different types of works. The formation and existence of a system of genres are one of the most important patterns of folklore development.

When we study the system of genres of English and Uzbek folklore, we have analyzed that, this system is based, first of all, on the generality of their ideological and artistic principles; secondly, their historically developed relations; thirdly, the emergence of genres in relation to their common historical destiny. In our analysis, we identified the following commonalities:

1. The generality of ideological and artistic principles in the genres of English and Uzbek folklore. Each genre, despite its distinctive features, also has commonalities, which make them subject to a single system. These include:

a) All genres of English and Uzbek folklore are ideologically common, and all of them express the life, psyche, dreams, joys and sorrows of the people; The folklore of both nations aims to depict the spirit of the people.

b) The interaction between folklore genres is also reflected in their similarity in the reflection of reality. Each genre, by its very nature, represents a particular aspect of life. For example, genres in a particular group reflect the history of a nation: epics, historical songs, legends, and myths. While lyrical songs reflect personal human experiences, proverbs and sayings express the lessons learned from the people's moral views and life experiences. These features can also be seen in the examples of oral art of both nations.

v) The ideological commonality of folklore genres, as well as the commonality of their role in the expression of reality, created in them the similarity and commonality of the theme, plot and heroes.

g) Folk aesthetic principles are also common to folklore genres: simplicity, brevity, conciseness, plot, poeticization of nature, ensuring the accuracy (positive and negative) of the moral value of the protagonists;

d) Genres of folklore are intertwined with the generality of the system of artistic means: the symbols, figurativeness, peculiarities in the description also form a certain system.

2. Commonalities between genres. The interrelation of genres is a very complex process, which takes the form of interaction, coherence and mutual enrichment:

a) Genetic relationship of genres. The main feature of genetic communication is the role of the source in the emergence of each genre in folklore. For example, in Uzbek folklore, folk tales were the source of some examples of the epic genre, and in turn, the genre of historical songs emerged based on epics. According to the considerations in folklore, the proverb emerged as the final conclusion of the narrative; The same can be said about English epics, but the historical song is often replaced by a historical process in English folklore.

b) The occurrence of a work of one genre in the work of another genre. This feature of folklore can be seen in the fact that the genre of proverbs can be found in epics, fairy tales or songs. And in some fairy tales there are riddles as a condition for testing the intellect of the protagonist;

v) The occurrence of a work in several genres. The long-term existence of genres allows them to merge or to move from one work to another.

3. The principle of similarity of genres of English and Uzbek folklore in historical destiny. Genres of Uzbek folklore did not appear suddenly and simultaneously. The most ancient genres of folklore - myth, legend, narration, songs based on word magic, as well as seasonal ceremonial songs, followed by fairy tales, epics, proverbs and riddles, followed by anecdotes, folk dramas, askiya, genres such as historical song. Historically, the system of genres of Uzbek folklore, formed in this way, has developed, improved and even underwent extinction. Genres of English folklore also developed, first of all, from myths to epics, from epics to fairy tales, from fairy tales and epics to historical and romantic songs.

Based on our opinion, we can say that folklore works as a creative product of the people have made a unique contribution to the development of world literature. In the history of nations and peoples, the issues of oral art occupy a leading place. The commonalities between the genres of folklore, the interdependence of principles, the complementarity of genres testify to the self-enrichment of folklore.

The similarities and commonalities between English and Uzbek folklore show that in the history of mankind the culture of all nations began to develop equally, and is a clear example of the complementarity and expansion of the folklore of the peoples of the world in world civilization. The similarity between the theme, idea and structure of genres is a clear confirmation of this idea. The first to record, examine and publish some samples of Uzbek folklore were European tourists, ambassadors and scientists who lived in the second half of the XIX century and the beginning of the XX century. In the diaries and works of such scientists as A.A. Kushakevich, N. Lyapunova, A. Vasilev, A.N. Samoylovich there are important notes on the life, customs and oral traditions of the Uzbek people. Impressions of folk songs, clowns, comedy, folk festivals, as well as details of some oral dramas and some fairy tales are given [2]. In the collection and publication of Uzbek folk tales, riddles, proverbs and sayings, as well as examples of oral theatre, N.P. Ostroumov's work is significant. Although he originally pursued missionary goals, his work in this field was an important contribution to the objective study of Uzbek folklore. From the same period, some examples of Uzbek folklore became known around the world. The Hungarian scientist and traveler H. Vamberi played an important role in this. He published more than a hundred folk proverbs and excerpts from the epic "Yusuf and Ahmad" in a German translation with an Uzbek text in his textbook "Chigatay language textbook", published in Leipzig in 1867. In 1911 he published the full Khorezm version of the epic "Yusuf and Ahmad".

In the XIX century, at the initiative of some folklore and book lovers, as well as bakhshis, some manuscripts of folk epics began to appear. Such publications were created as a result of translation or reworking of folk epics and fairy tales. Such works include "Hikoyati Gorogli sultan", "Yusufbek and Ahmadbek", "Tulumbiy", "Chor dervish", "Rustami doston", "Tahir and Zuhra", "Oshiq Gharib va Shohsanam", "Sanobar", "Bozoglon", "Bahrom and Gulandom", "Hurliqo and Hamro", "Aldarkosa".

The collection and study of folklore has been revived mainly since the 1920s. On behalf of the Uzbek Board of Education, Ghazi Olim Yunusov, who conducted observations on folk art in Tashkent, Syrdarya and Samarkand regions, collected many fairy tales, songs, riddles and proverbs spread in 1922. For the first time in the history of epic studies, he wrote a part of the epic "Alpomish from Fozil Yuldosh oglu and Hamroqul Bakhshi". The scientist summarized the results of his observations and wrote an article in which he first thought about the great examples of the Uzbek epic: "Alpomish", "Gorogly", "Yusuf and Ahmad". It is noteworthy that the researcher is studying the comparatively epic Alpomish with such well-known epics as the Odyssey, the Iliad, which played an important role in world literature.

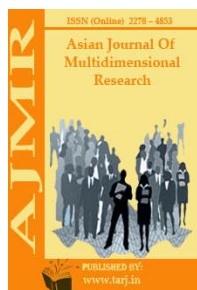
CONCLUSION

The oral tradition of the English people developed at the expense of the literature of the tribes subjugated to the nation. That is why in the examples of English folklore there are many similarities in the examples of folklore of different peoples of the world. Enriched by the cultural heritage of Hindus and nomadic tribes, this literature still attracts the attention of the peoples of

the world with its richness of romance, realistic plot, simple and clear construction, and simple language

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**BENEFICIAL PROPERTIES OF GARLIC AND ITS MAIN PESTS****Anarboev Azim Rayimkulovich*; Maripova Rukiyahon Zokirjon kizi****

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**Andijan Branch of Tashkent State Agrarian University,
UZBEKISTAN**ABSTRACT**

We know that in our country, in terms of area, garlic is second only to onions. Its share among vegetable crops is 23–24%, 18–19% of gross product and the average yield is 35–40 tons per hectare. Annually, garlic and onions are grown on 48,000-50,000 hectares, of which 30-35% are early ripening varieties.

KEYWORDS: *Allium Sativum L, Garlic, Planting Garlic, Land Preparation, Nitrogen, Land.*

INTRODUCTION

The Latin name for garlic is *Allium sativum L.*, which means it burns bitterly. This culture is also called a miracle of nature. It is also very beneficial for human health. Garlic plays an important role in the human immune system. From ancient times the garlic has been used medicinally in the treatment of various viral and infectious diseases. This plant is rich in carbohydrates (10.5-21.1%), protein (36.7%), vitamins and minerals. Essential oils reach 150mg%, of the vitamins it reaches 70mg% in onions and up to 150mg% in green leaves. It is also important that garlic contains salts of potassium, manganese, magnesium, molybdenum, sodium, calcium, phosphorus, sulfur, iodine and arsenic. Garlic is distinguished not only in Uzbekistan, but also in other countries by its medicinal properties. For example, while in England they say that garlic is the best doctor, in Indian and Chinese medical books, garlic is considered a medicinal plant used to treat all diseases. Garlic is distinguished not only by its medicinal properties, but also grown for export.

MAIN PART

Garlic is planted 2 times a year in spring and more often in autumn. One of the remarkable properties of garlic is that it is more resistant to cold than other vegetables. That is, it does not perish in a frost of 7–8 degrees. Growth continues well when the air temperature is 10–15 degrees. Autumn sowing can be sown from mid-July to mid-October. The best time for sowing is August and September.

For the cultivation of garlic and onions are selected light gray soils with a light mechanical composition, sand, weeds. High yields of onions are areas with light gray soils, as well as muddy sediments on the banks of rivers, rich in minerals and good water supply. Areas free of weeds, potatoes, cabbage, tomatoes, eggplant, peppers and grains are suitable for these crops. The selected area will be qualitatively cleared of past crop residues and weeds, the soil will be loosened to a depth of 28–30 cm, large lumps will be crushed, well leveled and irrigated lands will be removed

Garlic seeds are selected from medium-sized quality and large pods, free from disease and pests.

It is advisable to plant garlic cloves in 3–4 rows of tape method $((50 + 10 + 10) / 2) \times 6-8$ cm. The seeds are buried in the ground to a depth of 1.5–2 cm. Seeds and irrigation water are provided to ensure full and quality harvesting of onions and garlic planted in the fall. Irrigation is carried out every 3-4 days until the plants are fully mowed.

Planting garlic. Land preparation. Initially, the area is cleared of past crop residues and weeds. 150–200 kg (1.5–2 t) of rotten manure is applied per 1 hectare. The soil is loosened to a depth of 20–25 cm, and after the large lumps are crushed, it is well leveled and digged beds for irrigation.

Seed selection. Planted bulbs should be highly sproutable, disease-free, unbroken, heavy. Garlic is a frost-resistant plant. It germinates at a temperature of 3-5 degrees. Withstands frosts of 7–8 degrees.

Areas planted with garlic are filled with 20-30 tons of rotten manure per hectare, 1-2 quintals of ammonium nitrate and 2-3 quintals of ammophos. Garlic is planted in the fall in early September or early October at a depth of 5–8 cm in the form of 2–3 rows of tape. The sowing rate is recommended to be 1000-1500 kg per hectare. Garlic can often be planted in the form of two five rows of ribbons. The distance between the rows is 15-18 cm, the distance between the plants in the rows is 6-8 cm, the distance between the ribbons is 35-40 cm. Then 200-300 cloves of garlic will be enough for 10 sq.m area. The planting time of garlic varies from place to place. But it is planted at least 40–50 days before the onset of winter cold. During this time, the planted seedlings form a root system that penetrates the soil to a depth of 10–12 cm, and the plant is ready for winter. This period corresponds to September-October. Prepared ditches are marked so that the distance between the rows was 20-25 cm. When dividing garlic into pieces on the day of planting or the day before planting, care should be taken not to leave fragments of the root part of the mother garlic in them, as these pieces prevent the transfer of moisture and delay rooting. The lower part of the cuttings is planted in 40-50 pieces per 1 sq. m at intervals of 5-8 cm, facing the ground. It is desirable that the planting depth was 3–4 cm from the tip of the piece to the soil surface. If the top part of the soil is covered with 1.5–2 cm of humus or peat, the yield of garlic will increase significantly.

Care. Depending on the type of soil, 10–15 kg of pure nitrogen, 10–12 kg of phosphorus and 5 kg of potassium fertilizers are applied to 10 acres of land planted with garlic. It is not advisable to add fresh manure to the land where garlic is planted, as this will delay the ripening of the crop and it will not be well preserved. Depending on the size of the garlic cloves, 100-150 kg of garlic is planted on 10 acres of land. Garlic stalks are larger and yields are also higher as the planting rate increases. When planted in 2-3 rows, the distance between the ribbons is 50-60 cm, the distance between the rows on the ribbons is 10-15 cm, the distance between the plants in the row is 6-8 cm and the depth is 3-4 cm.

Garlic is watered 1–2 times in autumn, until frost, in spring and summer, watering the plants 5–6 times, loosening the row spacing, weeding, mowing, breaking the buds, feeding with mineral fertilizers and mulching with humus significantly increase yields.

For planting onions and garlic in the fall should be selected primarily on planting material, ie varietal biology. Depending on the purpose of cultivation, the desired yield is achieved if the planting dates, scheme, methods and maintenance measures are carried out in a timely and quality manner.

Garlic is affected by several pests during the growing season.

The growth of plants affected by **garlic thrips** slows down, the surface of the leaves and stems turn white and wrinkle. Strongly damaged areas dry out, making it difficult for the plant to breathe, and it dies prematurely. Thrips are small sucking insects, 0.8–0.9 mm in size, light brown or yellow in color, and the adult has two pairs of feathery wings. The larvae are wingless yellow and run fast. After 5-6 days, wings also begin to appear in them, and then they also begin to lay eggs after 3-4 days. The eggs are small, watery in color, and after 5–7 days, depending on the conditions, they also produce light yellow larvae. Thrips reproduce 10-12 times a season, and the older ones are stored in plant debris, garlic in greenhouses. In early spring, they begin to multiply in weeds and greenhouses around the field. To combat it, crop rotation is introduced, the field is thoroughly cleaned of plant debris, agro-technical measures are carried out in a timely manner. The affected areas are sprayed with chemicals by mixing Tolstar 0.5 l / ha, Nurell-D, danitol, Carbophos with 600 liters of water.



Figure 1. Onions and garlic infested with thrips

Onion flies are dark gray in color and 6-7 mm in size. It infects garlic roots and onion heads. The larva is pale white, up to 10 mm long, headless, has 2 shears on the front and 16 tumor teeth on the end of the body. They cut and eat plants through these teeth. The onion fly lays its eggs in balls between the axils of the garlic leaf and from these eggs the larvae emerge after 3-5 days, the larvae feed for 1-2 weeks and then turn into a fungus at a depth of 3-5 cm in the soil. After 2–3 weeks, the flies fly away. Onion flies give offspring 3–5 times a season.

Fight against. Agrotechnical measures such as crop rotation, removal of plant debris, autumn deep plowing are recommended. To protect the onion from this pest, it is treated with Aktara preparation (0.3-0.4l / ha) when the plants produce 2 leaves. Karate Zeon, Detsis, or Bi-58 drugs are also recommended in subsequent treatments.



Figure 2. The image of an onion fly

CONCLUSION

Garlic can also be used as a means of biological protection of other types of plants. For example, if a potato needs to be protected from disease during the winter-spring season, it is sprinkled with crushed garlic on top of the potato during storage. You will need 100 g of minced garlic for every 100 kg of potatoes. In grain warehouses, 200 grams of finely chopped garlic per 1 ton of grain is enough to protect it from pests. You can also add garlic to rice and flour, meat, fish for better preservation. This can also be done on fresh tomatoes, cucumbers and carrots. In short, garlic is a very important and useful type of crop, both in medicine and in our homes, as well as in agriculture.

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TECHNOLOGY OF TEACHING LISTENING COMPREHENSION IN RUSSIAN LANGUAGE

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ABSTRACT

Teaching Russian requires a lot of practice. While listening the thought of what the interlocutor is saying, at times is arduous to repeat. Thus, in the process of learning a language, forming and improving listening skills, a number of problems arise: common to the process of listening, and personal, associated with an attempt to understand foreign speech. This article will elucidate overwhelming majority of employing methods to teach listening comprehension in Russian language.

KEYWORDS: *Listening, Communicative Approach, Speech, Individual Characteristics, Foreign Language, Rhyming Words, Text, Audio Text, Listening Skill, Verbal Action.*

INTRODUCTION

Listening includes the oral perception of textual material of various types and genres: from descriptions of events, stories, radio and television news, lectures, conversations to pragmatic texts (instructions). In the Foreign Language Program, in addition to those mentioned, such types of texts as interviews, announcements, advertising are also recorded.

The communicative approach prevails in the methodology of teaching foreign languages, which reflects to the greatest degree both the main goals of teaching and the psychological and pedagogical ideas of the present, which underlie the methodological provisions as the Russian linguist notes.

The analysis of the phenomena that impede the perception of speech by ear, allows one to correctly select and graduate the material used to teach listening comprehension, and serves as the basis for developing a system of exercises aimed at teaching students how to overcome the difficulties considered. To achieve the desired results in teaching listening, you should apply both special and non-special speech exercises, as well as, of course, linguistic ones.

The main means of teaching listening as a goal is audio text and the skillful organization of working with it is designed to solve a number of the most important tasks of teaching listening

comprehension of foreign language. Here are the difficulties that can be faced learning a listening skill and ways to combat it.

There are a number of objective difficulties that impede the understanding of speech the first time:

- difficulties due to listening conditions (external noise, interference, poor acoustics);
- difficulties caused by the individual characteristics of the speech source (especially diction, timbre, pause, articulation disturbance (burr, lisping, stuttering, age-related features, various accents and dialects);
- difficulties caused by the linguistic features of the perceived material (the use of a large number of unfamiliar vocabulary, idiomatic expressions, colloquial formulas, special terms, abbreviations).

Ways to overcome the difficulties of the first group:

- when presenting the text, use facial expressions, gestures, lip movements, eye contact, as well as maintaining the average pace of natural foreign language speech, but provided that to facilitate understanding at the initial stage there will be pauses between phrases, proper use of audio tapes in the lesson.

Ways to overcome the difficulties of the second group:

- it is very important that the trainees have the opportunity to listen to both male and female voices in a foreign language, to listen to people of different ages.

Ways to overcome the difficulties of the third group:

- knowledge of speech models serving specific communication situations, the most frequent phraseological units and clichés can greatly facilitate the understanding of speech by ear;
- the number of unfamiliar words can be 3% of all words in the text;
- unfamiliar words should not be keywords;
- the formation of the ability to guess the meaning of new words, as well as the ability to understand the meaning of the phrase and the text as a whole, despite the presence of unfamiliar elements in it.

All the considered difficulties of listening can be overcome with the help of the correct selection of texts and methodologically appropriate organization of students' activities on their basis.

LITERATURE REVIEW

When working on listening, such techniques can be used as: teaching the perception of individual sounds, syllables, words, phrases; learning to perceive individual sentences; learning to perceive small texts (4-5 phrases); learning to read texts in parts; text comprehension training; training in the perception of texts on the basis of various supports (filmstrip, video film, film fragment).

Listening exercises can be of two types according to I.L.Bim:

- a) Non-specialized;
- b) Special.

Special exercises, in turn, can be:

- a) Conditionally speech;
- b) Speech and
- c) Controlling.

Some methodologists distinguish 4 types of exercises for learning to listen: preparatory and speech.

1) Exercises for the perception and recognition of sounds, sound combinations, intonation drawing of a phrase, grammatical forms of the word:

- a) Listen to the words and raise your hand if you hear a sound in the word;
- b) Listen to a few sentences and raise your hand when you hear an interrogative sentence;
- c) Listen to the words and select those that correspond to the picture;
- d) Listen to the verbs and name the ones used in Past Simple.

2) Exercises in the repetition of words, phrases, phrases, texts. R.K.Minyar - Beloruchev calls this type of exercise basic, as it helps to develop such important listening mechanisms as speech hearing, memory, articulation, probabilistic forecasting.

A special place is occupied by the exercise in repeating the expanding snowball syntagmas, for example: a cat - a black cat - a big black cat - a big black cat in the room - there is a big black cat in the room.

3) Exercises for the development of a probabilistic forecasting mechanism:

- a) Listen to the words to the audio text and name its subject;
- b) Listen to the headline and say what will be discussed in the audio text; c) complete sentences based on the meanings of connectors (unions, union words).

4) The exercises in teaching comparison (identification) orientate students to compare familiar lexical units, phrases corresponding to or inappropriate speech passages, to identify words, phrases that were not present at the first presentation.

- a) Listen to 2 sentences and tell how they differ from each other, what clarifying information appeared in the second sentence;
- b) Listen to the sentences and mark those that do not correspond to the content of the text you have listened to.

ANALYSIS

In the process of learning at school, listening comprehension consists in listening and understanding speech: in a lesson, messages of classmates, teachers. Outside of school, listening and understanding of native speakers, listening to lectures in a foreign language is not excluded.

Listening is closely related to other types of speech activity (speaking, reading). It can enter into dialogue dialog as its receptive component, while the listener and the speaker can periodically change roles.

Teacher actions when learning listening:

1. Definition of a specific task of teaching listening (the most important thing for a teacher is to find out whether listening in this particular case is the goal of learning or a means of teaching another type of speech activity, that is, communicative or educational listening).
2. Selection and compilation of a text for listening, taking into account the requirements of the program, specific learning conditions (the most important condition is the level of language proficiency of students) and the interests of students. Sometimes it is necessary to partially adapt the text from the Book for the teacher or manuals to help the teacher. The text can be small, consisting of several sentences, and be intended for the development of certain mechanisms of listening (auditory memory, anticipation, conjecture, reflection, etc.).
3. Analysis of possible difficulties (linguistic / linguistic, substantive) of this text.
4. Determination of the conditions for the presentation of the text (using audio recording or directly the voice of the teacher or an unfamiliar voice, with or without deployed supports).
5. The definition of preparatory work at the pretext stage, taking into account the identified difficulties.
6. The wording of the installation before listening and determining the number of listening or presenting the text (one or two times), which depends on the goal set by the teacher: listening is the goal or learning tool. At the senior stage of training, the installation should aim students to understand the content, not the facts from the text), therefore, based on the foregoing, it is necessary to pay attention to the formulation of the installation, since the success of students' understanding of the text largely depends on it.
7. Definition of ways to control understanding of the text: the use of linguistic or non-linguistic methods of control.

The requirements for mastering listening in different classes are distinguished by the volume of texts intended for listening (sound duration) and by the degree of complexity of the language material (the presence of an allowable number of unfamiliar words). In the listening process, two goals are achieved: to teach students to understand the general meaning of the text and to teach to implement a (full) detailed understanding of the content of the text. Pupils master a certain amount of vocabulary receptively, which is mandatory in the learning process. According to the linguist, the main means of teaching a foreign language is the language environment, and all other means are auxiliary, their purpose is to create a pronounced illusion of introducing students to the natural language environment. A lesson in a foreign language using audiovisual and adaptive means creates a prototype of a foreign language environment, brings the learning process closer to the conditions of real communication in this language. In the learning process, according to Russian linguists and, the installation of a slander can be associated with an understanding of basic and personally significant information, obtaining data of value for practical activities and for communication in a peer team.

For the formation of listening skills, teachers should use certain communication exercises that can be used to acquire students the skills of other types of speech activity: speaking and writing. Performing these exercises can be used for monitoring and control.

Tasks for checking the understanding of the text can be of three levels:

- Tasks for understanding the contents of the listened;
- Tasks for creative processing of perceived information;

- Assignments for the use of the information received in communication and other activities.

Without competent and timely control, the process of learning to listen is not complete. In learning to listen, two stages can be distinguished:

- 1) The stage of formation of the basics of the ability to listen;
- 2) The stage of improvement of listening skills.

There are 2 programs for mastering listening:

- 1) The general program (listening and speaking function simultaneously);
- 2) A special program (listening is considered as an independent type of communicative activity to extract information from sounding speech).

Learning to listen to texts can be built on a specific pattern. Such work involves:

- 1) Introductory conversation of the teacher, setting goals in the process of work;
- 2) The removal of linguistic difficulties in the text;
- 3) The formulation of the preliminary task;
- 4) Initial listening to the text;
- 5) Control of the preliminary task;
- 6) The formulation of a new communicative task;
- 7) Secondary listening to the text;
- 8) Monitoring the implementation of a communicative task;
- 9) Speaking exercises based on the listened text;
- 10) Summarizing the work on the text.

DISCUSSION

When working on listening, such techniques can be used as: teaching the perception of individual sounds, syllables, words, phrases; learning to perceive individual sentences; learning to perceive small texts (4-5 phrases); learning to read texts in parts; text comprehension training; training in the perception of texts on the basis of various supports (filmstrip, video film, film fragment).

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Special exercises, in turn, can be:

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- c) Controlling.

Speech exercises control the speech activity; imply the semantic perception of a speech product in conditions approaching natural communication and the implementation of the communicative

function of audio activity, aimed at improving the process of semantic perception and at achieving a certain level of understanding.

Preparatory exercises are often called exercises in the actual listening, which are performed at the level of the completed speech whole, that is, expanded text:

- a) Listen and understand who and what is meant;
- b) Headline;
- c) Break the plot text into semantic pieces;
- d) Write down the main content in the form of keywords;
- e) Transmit the content in the native language.

The choice of a particular speech exercise depends on the type of listening (global, selective, detailed). Speech exercises with audio text are performed interrogations, in the process of listening and after listening. Stages of working with text: pre-text, text and post-text.

The tasks of the pre-text stage:

- 1) Creation of motivation;
- 2) Removing difficulties (we give unfamiliar words: names, geographical names, dates);
- 3) "Turning on" the mechanism of expectation and probabilistic forecasting (we give keywords, visual impulses in the form of clarity, we discuss the topic of text in our native or foreign languages, reading and discussing text that is similar in theme to audio text);
- 4) Updating existing knowledge and experience;
- 5) Instruction.

Text Stage Exercises:

- 1) Students answer questions, correlate illustrations, points of the plan with the content; outline dates, names, geographical names;
- 2) Recognize types of texts, actors in the context, arrange text fragments or replicas of the dialogue in the desired order;

Exercises of the post-text stage involve students in active creative activity, serve to control the understanding and success of the communication act. These are exercises of a textual nature (right-wrong, yes-no), answers to questions, drawing up a plan, retelling, completing a text, conversation, discussion, evaluating the characters, their actions and the text itself, etc.

CONCLUSION

Audit control can be carried out in verbal and non-verbal, traditional and non-traditional ways. Traditional forms of listening control - answers to questions on the text content, a complete or short retelling of the heard text in the native or foreign languages, determination of the main thoughts of the text, drawing up a plan of the text, proof of theses, conversation, discussion, evaluation of the characters, their actions and the text itself.

Unconventional forms of listening control - digital coding, the use of signal cards, test tasks. Thus, in this paper, we considered the main theoretical issues related to learning to listen. Having studied all the possible materials, we can draw the following conclusions: Currently, the

methodology of teaching listening includes teaching this type of speech activity as a learning goal, and as a means of mastering other types of speech activity. Listening is closely connected with other types of speech activity, therefore, on the basis of its expanded application, it is possible to make teaching a foreign language much more effective. (True - False, Yes - No).

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