

ISSN (Online) : 2278 - 4853

Asian Journal of Multidimensional Research



AJMR



Published by :
www.tarj.in

Editor-in-Chief : Dr. Esha Jain

Impact Factor : SJIF 2022= 8.179
Frequency : Monthly
Country : India
Language : English
Start Year : 2012

Published by : www.tarj.in

Indexed/ Listed at : Ulrich's Periodicals
Directory, ProQuest, U.S.A.

E-mail id: tarjjournals@gmail.com

VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

SR. NO.	PARTICULAR	PAGE NO.	DOI NUMBER
1.	ISLAMIC CULTURE IN THE DIGITAL DIMENSION Salamov Jakhongir Tashtemirovich	1-5	10.5958/2278-4853.2022.00353.6
2.	HAFIZ ABU NUAYM AL-ISFAHANI AND HIS SCIENTIFIC HERITAGE Mahmud Normurodov	6-9	10.5958/2278-4853.2022.00354.8
3.	STUDY OF THE SEMANTIC AND SYNTACTICAL ANALYSES OF PREPOSITIONAL CONSTRUCTIONS Ergasheva Gulnoz Alimovna	10-15	10.5958/2278-4853.2022.00356.1
4.	STUDY OF PHYTONYMS IN THE LINGUISTIC PICTURE OF THE WORLD Nekboyeva Rano Zokirovna	16-20	10.5958/2278-4853.2022.00355.X
5.	METHODS OF STUDYING THE EDUCATIONAL ACTIVITY OF MENTALLY WEAK STUDENTS OF Q HOME CLASS ON THE BASE OF INNOVATIVE TECHNOLOGIES Nabiyev Ravshanjan Shavkatjon o'gli	21-25	https://doi.org/10.5281/zenodo.7483169
6.	MECHANISMS TO INCREASE THE EFFICIENCY OF SCIENTIFIC EDUCATION IN THE SYSTEM OF SPECIAL EDUCATION THE MECHANISM OF INCREASING THE EFFICIENCY OF CLASSES SCIENTIFIC EDUCATION IN THE SYSTEM SPECIAL IMAGES Islamjon Khatamjon, Haydarov Islamjon Khatamjon ugli	26-29	https://doi.org/10.5281/zenodo.7483177
7.	THE ROLE OF LOGORHYTHMIC IN WORKING WITH CHILDREN WITH HEARING IMPAIRMENTS Raximova Muniraxon Ilxomovna	30-34	https://doi.org/10.5281/zenodo.7483191
8.	PROMOTING A HEALTHY LIFESTYLE AMONG STUDENTS IS AN IMPORTANT FACTOR Ravshanova Inoyatkhon	35-38	https://doi.org/10.5281/zenodo.7483201
9.	FORMATIVE CONTENT AND SOCIAL SIGNIFICANCE OF FICTION Kurbanov Askar Bahadir ogli	39-43	https://doi.org/10.5281/zenodo.7483206
10.	THE ROLE OF THE WORK "TARIXI FARG'ONA" (HISTORY OF FERGANA) WRITTEN BY ISHAQ KHAN IBRAT IN RESEARCHING THE ETHNIC SITUATION OF THE PEOPLE OF FERGANA VALLEY Olimov Nodirbek Anvarjon O'gli	44-47	https://doi.org/10.5281/zenodo.7483218
11.	METHODOLOGY FOR FORMING CRITICAL THINKING SKILLS IN PRIMARY CLASS STUDENTS Mamasaidova Mukhabbat Abdusalam kizi	48-55	https://doi.org/10.5281/zenodo.7483222

12.	<p>ANALYSIS OF THE MEDICINAL PROPERTIES AND SOIL COMPOSITION OF CASSIA ACUTIFOLIA DEL</p> <p>Sharipbaeva Yulduz Muzafarovna, Sadriyeva Zevarxon Nasim kizi</p>	56-59	https://doi.org/10.5281/zenodo.7483226
13.	<p>THE ROLE OF AESTHETIC EDUCATION IN THE PREPARATION OF FUTURE FINE ART TEACHERS FOR PROFESSIONAL ACTIVITY</p> <p>Tojiboev Jakhongir Umidjon ugli</p>	60-64	https://doi.org/10.5281/zenodo.7483230
14.	<p>APPLICATION OF GENETIC TESTING METHODS IN SPORT</p> <p>Yakubov Mirakbar, Dilbar Dalimova</p>	65-69	https://doi.org/10.5281/zenodo.7483232
15.	<p>APPROACHES TO STUDYING THE SCIENTIFIC HERITAGE OF ALIKHANTORA SOGUNI</p> <p>Zarifjon Arslonov Zokinjonugli</p>	70-73	10.5958/2278-4853.2022.00357.3
16.	<p>THE TECHNOLOGY OF “PROJECT” EDUCATION AND THE EFFECTIVENESS OF ITS APPLICATION IN PREPARING STUDENTS FOR PROJECT ACTIVITIES</p> <p>Sayimbetova Nasiba Zinatdinovna</p>	74-81	10.5958/2278-4853.2022.00358.5
17.	<p>LINGUOCULTURAL FEATURES OF WEDDING CEREMONIES IN ENGLISH AND UZBEK LITERARY WORKS</p> <p>Sayitkulova Zilola Xusniddinovna</p>	82-85	10.5958/2278-4853.2022.00359.7
18.	<p>IMPORTANCE OF FIRST LANGUAGE (L1) TEACHING METHODOLOGY (UZBEK LANGUAGE)</p> <p>Gulchiroy Sadullakizi Muhiddinova</p>	86-90	10.5958/2278-4853.2022.00361.5
19.	<p>THE TEXT AS A SPEECH-CREATIVE PROCESS</p> <p>Madina Norbekova</p>	91-95	10.5958/2278-4853.2022.00360.3
20.	<p>A STUDY ON DALIT IDENTITY, SOCIAL AND ECONOMIC MOBILITY AND CHALLENGES IN INDIA</p> <p>Ankush Kumar, Ankit Kumar Bharti</p>	96-105	10.5958/2278-4853.2022.00379.2
21.	<p>PEDAGOGICAL CONDITIONS FOR THE INTELLECTUAL DEVELOPMENT OF PRESCHOOL CHILDREN</p> <p>Aleulova Rayxan Sharinayevna, Aytmuratova Komila Aytamuratovna</p>	106-109	10.5958/2278-4853.2022.00362.7
22.	<p>HISTORICAL FACTORS OF FORMATION AND DEVELOPMENT OF INTERCULTURAL COMMUNICATION AS A SCIENCE</p> <p>Kinjaeva Gulbokhor Sattarkulovna</p>	110-113	10.5958/2278-4853.2022.00363.9
23.	<p>STAGES OF DEVELOPMENT OF THE NATIONAL STRUGGLE</p> <p>Mambetkasimova Kirmizi Baltabaevna</p>	114-117	10.5958/2278-4853.2022.00364.0

24.	<p>CREATION OF A NATIONAL NID EPIDEMIOLOGY MANAGEMENT MODEL IN THE REPUBLIC OF UZBEKISTAN, MECHANISMS OF EFFECTIVE PREVENTION</p> <p>Sh.B. Irgashev, N.N. Fayzieva, D.I. Ermetova, U.I. Mamadaliyeva</p>	118-124	10.5958/2278-4853.2022.00365.2
25.	<p>IMPROVING THE MECHANISMS OF USING INTERNATIONAL ASSESSMENT PROGRAMS (BASED ON THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM)</p> <p>Tukhtasinova Munira Ibragimovna, Sadirova Dilnoza Murodovna</p>	125-131	10.5958/2278-4853.2022.00365.2
26.	<p>DEVELOPMENT OF STUDENTS' LITERARY-SPEAKING COMPETENCES IN LITERATURE LESSONS</p> <p>Meilikulova Manzura Abdullaevna</p>	132-136	10.5958/2278-4853.2022.00366.4
27.	<p>EVELOPMENT AND PROSPECTIVE ISSUES OF THE PRE-SCHOOL EDUCATION SYSTEM IN NEW UZBEKISTAN</p> <p>Bayjanov Tirkeshbay Jumadurdievich</p>	137-140	10.5958/2278-4853.2022.00367.6
28.	<p>TEACHING OF SCIENCES IN HIGHER EDUCATION ON THE BASIS OF INNOVATIVE TECHNOLOGIES</p> <p>Teshaboeva Feruza Rakhimovna</p>	141-147	10.5958/2278-4853.2022.00368.8
29.	<p>THEORETICAL ASPECTS OF THE DEVELOPMENT OF ACADEMIC MOBILITY OF FUTURE SPEECH THERAPISTS IN DUAL EDUCATION</p> <p>Makhmudova Madinaxhan Sobirkhanovna, Goyipova Nodira</p>	148-154	10.5958/2278-4853.2022.00369.X
30.	<p>A NEW APPROACH TO THE EDUCATION OF CHILDREN WITH DISABILITIES IN PHYSICAL OR MENTAL DEVELOPMENT</p> <p>Dilbarkhan Yuldosheva Turgunovna, Musayeva Farangiz</p>	155-162	10.5958/2278-4853.2022.00370.6
31.	<p>THE SKILL USING SCIENTIFIC MASTERSHIPS OF A.OBIDJON</p> <p>Mamatalimov Z.M</p>	163-167	10.5958/2278-4853.2022.00371.8
32.	<p>THE DEVELOPMENT STAGES OF THE SCIENCE OF SABABI NUZUL</p> <p>Abdulaziz Yakhshilikov</p>	168-171	10.5958/2278-4853.2022.00372.X
33.	<p>MAIN CHARACTERISTICS OF ORAL ANTICOAGULANT THERAPY IN PATIENTS WITH ISCHEMIC HEART DISEASE</p> <p>Amerova Dilafruz Abdukhalimovna, Ruziboeva Oyjamol Narzullaevna, Dadajanov Uktam Utkurovich</p>	172-176	10.5958/2278-4853.2022.00374.3
34.	<p>REPRODUCTIVE HEALTH CHARACTERISTICS OF STUDENTS AND THEIR EDUCATION ACCORDINGLY</p> <p>Abdunazarova Zulayho Sharifkulovna</p>	177-180	10.5958/2278-4853.2022.00373.1

35.	PRIORITY OF INTERREGIONAL INDUSTRIAL COOPERATION IN THE PRODUCTION OF SCIENCE-INTENSIVE PRODUCTS Oksana Viktorovna Bondarskaya, Nurali Holmatovich Bekmurodov	181-188	10.5958/2278-4853.2022.00376.7
36.	DEVELOPMENT OF MOVEMENT SKILLS AND COMPETENCIES IN STUDENTS IN PHYSICAL EDUCATION CLASSES Rahimov Sheramat Mirzarahimovich	189-194	10.5958/2278-4853.2022.00375.5
37.	THE RELEVANCE OF THE PHILOSOPHICAL COMPREHENSION OF TRUTH Suhrob Panjiyev	195-197	10.5958/2278-4853.2022.00377.9
38.	FEATURES OF THE COURSE AND MEASURES OF CORRECTION OF THE NEUROLOGICAL SYNDROME IN VITAMIN B12 DEFICIENCY ANEMIA ASSOCIATED WITH H. PYLORI Makhmonov Lutfulla Saidullaevich, Hasanov Alisher Yuriyevich, Haydarov Shokhrukh Khamdamovich, Mamatkulova Feruza Khaydarovna	198-203	10.5958/2278-4853.2022.00378.0
39.	THE ROLE OF STRATEGIC PLAN SCENARIOS IN REGIONAL DEVELOPMENT Madenova Elmira Nzamitdinova, Amaniyazova Rayxan Bayniyazovna	204-208	https://doi.org/10.5281/zenodo.7538518
40.	THE SCIENTIFIC PRINCIPLES OF MODERN LINGUISTICS Feruza Fayzullaevna Tairova	209-220	10.5958/2278-4853.2023.00001.0
41.	STUDY OF THE TRADITIONAL MOTIFS AND IMAGES OF EASTERN AND WESTERN FAIRY TALES Khasanova Yulduz Mukhtorkizi	221-227	10.5958/2278-4853.2022.00380.9
42.	ASPECTS AND ADVANTAGES OF A CREDIT-MODULE SYSTEM DIFFERENT FROM TRADITIONAL EDUCATION Rakhmonkulov Shukhrat Abduhamidovich	228-233	10.5958/2278-4853.2022.00381.0
43.	SHOCK STATEMENT IN THE NEWS OF THE FRENCH PORTAL "LE FIGARO" Boboyev Ulash Nematovich	234-236	10.5958/2278-4853.2022.00382.2

ISLAMIC CULTURE IN THE DIGITAL DIMENSION

Salamov Jakhongir Tashtemirovich*

*Master,
Teology faculty of Russian Islamic Institute,
UZBEKISTAN
Email id: j.salomov@mail.ru

DOI: 10.5958/2278-4853.2022.00353.6

ABSTRACT

The article analyzes the impact of digital technologies on religious culture of modern Islam. The Internet is seen as a means transformation of forms of expression of religiosity, helping Muslims adhere to the precepts of their religion. On the example of the analysis of various online services, websites and applications (educational, entertainment, information) it is proved that virtual innovations organically are embedded in a religious context and become part of the "digital religious identity of Muslims. Constant replenishment assortment of digital religious paraphernalia (rosaries, prayer rugs, etc.) also speaks of the significant role of electronic technology not only in the process of modernizing Islamic culture, but also in preserving it traditions.

KEYWORDS: *Traditional Religions on the Internet, Islam, Digital Religious Identity, Digital Religious Paraphernalia.*

INTRODUCTION

The centuries-old history of Islam shows an example of the optimal ratio of traditions and innovations in the development of religious culture. The ability to borrow external signs of the modern way of life does not prevent representatives of the Muslim society from carefully preserving the originality of the spiritual world. Islam demonstrates the widespread use of digital, Internet technologies and, excluding radical currents, considers them as a blessing.

For example, the Council of Muftis of Russia approves the use of social networks to develop a dialogue between ethnic and religious communities, to combat prejudice against Islam. Spiritual leaders are guided an important rule in Islam, based on the hadith of the prophet Muhammad: "Action is judged by intention." With a good intention, any modern technology is appropriate [1]. One of the main sources of modernization of Islamic culture is the Internet. Muslims actively use its capabilities in broadcasting the traditional foundations of their religion. The Internet opens up a wide range of opportunities for the user: interest forums, scientific sessions and chats greatly facilitate communication processes. For example, in 2009, a search engine I'm Halal appeared on the Internet specifically for Muslims. The main feature of the service was that it selected only "approved" results - that is, those that are permitted by Islamic law - Sharia. About 100,000 requests per day were processed (relatively few for the "giants" of this direction), but quite a lot for a novice service. As stated by the developers, the goal of creation is to attract as many Middle Easterners as possible to the World Wide Web, to be able to represent a variety of languages (Farsi, Urdu, and Arabic) on the network. At the same time, everything that is haram (prohibited) is not shown to the user. In June 2010 in Kuala Lumpur, the Kasehdia Best

Innovation Award. However, at the end of 2011, I'm Halal had to be closed due to lack of funds [2].

Another major Internet project is World-muslim - a worldwide social network for Muslims (also has its own pages in other networks: Facebook - 120,716 subscribers, VKontakte - 2620 subscribers). It works in English, Turkish, Russian and Arabic, which can significantly increase the audience of users [3]. The site allows you to download books and videos, including the text of the Koran with translation and audio recording. The sections "Acquaintances" and "Announcements", "Parable of the day", the schedule of prayers are actively functioning. There are links to news channels and Internet TV.

The issue of financing the project is solved by attracting advertisers representing targeted, Muslim-oriented information: travel agencies, organizing trips to holy places for Muslims, shops of halal products (from food and clothing to perfume and cosmetics). Another Internet project is the virtual multi-user network Muxlim Pal (currently in test mode), which acts as a "game universe" for Muslims. It allows players adhering to the norms of Islam, choose a virtual character, create an avatar and interact with other players. You can also visit virtual offices, shopping centers, concert halls. Muxlim Pal is generally similar to the Western counterpart of The Sims, but has a religious shade, is based on the fundamental principles of Islam. The creators of this project focused on Muslims living in Western countries, as well as anyone who is interested in Muslim culture and Muslim lifestyle.

The mobile application for Muslim dating Mydiaspora is also gaining popularity. The official page emphasizes that this is "the world's first Eastern dating app. Every day the system offers you three new interesting people, taking into account mutual requirements in seventeen parameters. The dating algorithm complies with the Halal principles" [4]. This development caused ambiguous assessments: the council of muftis of Russia approved it, but the president of the Union of Diasporas of Russia V. Mushegyan expressed the opinion that the peoples of the Caucasus and Central Asia do not tend to trust virtual means of communication. At the moment, Russian-speaking users (not too numerous) not only the official website is available, but also the possibility of registering on the pages on Facebook (306 subscribers) and VKontakte (237 participants).

It should be noted that Internet technologies penetrate and actively participate in the life of Muslims from an early age. Muslim forums (for example, Atfal) have been created for children, with the help of which they can learn Arabic, religious texts; discuss animated series based on Qur'anic stories or the clothes of Muslim dolls. Computer games are also popular, in which, in order to make the next move, you need to learn a surah from the Koran, learn the meanings of ninety-nine names of Allah. You can remember the architectural appearance of mosques with the help of various online puzzles. In order to transfer knowledge about Islam, its culture and history to future generations, Muslims are beginning to actively use the concept of "electronic madrassas" - learning programs at home [5].

Part of these programs often become video lessons (about the rules of prayer, fasting, etc.), which are simultaneously placed on YouTube hosting. The above facts confirm the willingness and ability of Islam, on the one hand, to organically integrate into globalization processes, on the other hand, to preserve its identity. Thanks to the opportunity to participate in various online communities, a believer acquires a "digital religious identity": in addition to being a member of a real religious community, he becomes a member of a virtual religious community in which he

satisfies not only religious, but also secular needs, without joining at the same time contrary to the canons of Islam. A feature of all Muslim sites is the design in a traditional way: there are elements of ornament and calligraphy. Often there is a schedule and a call to prayer notification system is organized, interesting hadiths, sayings from the Koran are published, there is access to electronic libraries where you can read and download traditional texts and works of modern Islamic authors. Significant assistance in the implementation of religious needs is also provided by specialized Islamic online stores, which all appear and function more actively.

They offer a huge selection of products. The main place is given to literature on religion, which is represented by editions in various languages. They also offer to buy phones designed specifically for Muslims. For example, a Samsung smartphone Galaxy Duos contains extensive functionality on Islamic topics [6]. This is the text of the Koran, hadiths, and sermons, lessons in audio and video format. Additional built-in applications: games, azan programs and nasheeds. Some phone models have a built-in electronic compass, which allows you to show the direction to Mecca during prayer, remind the time prayers. If necessary, believers can install additional applications on their phones.

For example, HalalGid.ru. This is a project declared by the developers as "a helper for every devout Muslim." He will allow you to find mosques, prayer houses, grocery stores and clothing stores for Muslims, religious paraphernalia and literature, halal cafes and restaurants, organizations that exist in Russia. Also HalalGid.ru will give answers to questions related to finding places that comply with Sharia law. At the same time, each user has the opportunity to add a new point on the halal map of Russia. Thus, the "digital image" of Muslims and the new means of communication they use indicate that innovative technologies can become a good medium for expressing one's religious consciousness. An analysis of the offers of online stores showed that they enable believers to order not only everyday items with Islamic themes, but also to purchase all kinds of religious paraphernalia in digital format.

For example, new technologies are used to create such cult attribute as a rosary for tasbeeh (repeated praise of Allah). Traditionally, they consist of 99 beads, which correspond to the number of names of Allah. Electronic rosaries have a different look: they are worn on the finger with a special strap. On the dial, the believer is shown the number of prayers read, because after each one you need to press the "count" button, it is possible to reset the number of clicks ("reset" button).

An interesting option for using digital gadgets is presented in the form of the text of the Koran, which comes with an electronic pen. The user just needs to touch the pen pointer to any ayat or sura, title or page number and the pen will "read" the selected material. Also it is possible to listen to it again, voice recording and playback (including mp3 files), and change the volume. All this, according to the manufacturers, will facilitate the study of the Koran, which is an important part of the religious activities of Muslims. Also, believers can purchase a high-tech prayer rug, but it is not represented in the assortment of Russian stores. History of appearance of such a device is associated with Canada, where a Toronto programmer Waela Abulsaadat [7] developed a prayer mat, which was equipped with sensors, illumination and a screen displaying the text of the Koran. Electronic sensor keeps a count of kneeling, special modes warn about the time of the next prayer and religious holidays. There is also a compass in it, which helps to determine the location of the Kaaba.

Another tool to help you follow the religious practices of Islam is a watch. Its use is associated with the prescription to perform five obligatory prayers a day, for which strictly defined chronological intervals are established: “Verily, prayer is prescribed for believers in certain time” (Quran, Sura An-Nisa’, Ayat 103). Since the prayer time is calculated based on the position of the sun and changes throughout the year, the believers need a gadget that will do this automatically. The choice of watch options is very wide: wall, table, wrist (youth, sports, men's, and women's). AT as an important functionality, manufacturers and sellers note: the pronunciation of the azan for all prayers, setting the time of shuruk (sunrise, taking into account the region), determining the direction of the qibla using the built-in compass, Hijri dates and the Gregorian calendar.

Some watches can set three alarms - for prayer, daily, one-time. Display the number of minutes after the current adhan (up to 30 minutes). Possibility to watch the phase of the moon. Have Bookmarks of the Quran - to record the name of the sura and the verse on which you stopped when reading the Quran.

Another pillar of Islam that can be realized digitally is zakat (compulsory donation). A mobile application for donations in Ramadan appeared which was released by Russian Muslim fund "Zakat". With the help of this service, Muslims will be able to make daily donations to those in need and follow the reports of charitable organizations. In addition, app users will receive real-time updated news newsletters about projects and current events in the field of charity. The application is available for iOS and Android [8].

Thus, against the backdrop of Islam phobic campaigns raging in the real world, some Muslims turned to the virtual world in order to explain the teachings of Islam to everyone (including non-Muslims) and refute false stereotypes. This issue is given serious attention: preparation and holding of round tables, webinars, online competitions, creation and support of information projects. The issue of establishing the first Islamic Internet award, which would become another incentive for the development of Islamic spaces on the internet. In general, the Islamic Internet has great growth potential, the “market of Muslim websites” and digital technologies is not yet fully saturated, but the trend is already obvious: all innovations are organically integrated into the religious context and used to preserve traditions.

LIST OF USED LITERATURE

1. Kovlyagina T. Internet, God forgive me. World religions online and social networks // Lenta.ru. URL: <https://lenta.ru/articles/2015/08/26/gosinet/> (date appeals 25.10.17)
2. I'm Halal: search engine. URL: <http://imhalal.com/index.php> (date appeals 25.10.17)
3. World-muslim: social network for Muslims:. URL: <http://worldmuslim.com> (accessed 10/25/17)
4. My Diaspora: A mobile application for ethnic and cultural groups. URL: <http://mydiaspora.mobi/> (accessed 10/25/17)
5. Masjid.ru: online madrasah. URL: <http://masjid.ru/> (date of access 25.10.17)
6. Risalyat: Online store. URL: <https://risalyat.ru/telefon> (date appeals 25.10.17)
7. WaelAboulsaadat. URL: <http://aboulsaadat.com/wael/index.html> (date appeals 25.10.17)

8. A mobile application for donations in Ramadan has appeared // Lenta.ru URL: <https://lenta.ru/news/2015/06/25/ramadan/> (accessed 25.10.17)

HAFIZ ABU NUAYM AL-ISFAHANI AND HIS SCIENTIFIC HERITAGE

Mahmud Normurodov*

*Researcher of Imam,
Scientific Research Center
Termizi International, UZBEKISTAN
Email id: m_normurodov@gmail.com

DOI: 10.5958/2278-4853.2022.00354.8

ABSTRACT

The article talks about Hafiz Abu Nua'im Isfahani and his spiritual heritage. The most famous of his works is "Hilyatul Avliya". Brief information about the composition of the work, the content of the topic is given.

KEYWORDS: *Isfahan, Hafiz, Sufism, Sheikh, Enlightenment, Work, Hadith, Sunnah.*

INTRODUCTION

Abu Nu'aym is described as: a strong hafiz, a muhaddith of his age, a scholar of scholars, a scholar, a man of great understanding. His full name is Abu Nu'am Ahmad ibn Abdullah ibn Ibn Ishaq ibn Musa ibn Mehrani al-Isfahani al-Sufi az -Zahid Muhammad ibn Yusuf al-Banna. Abu Nuaym Isfahani was born in 336/947 AH. Isfahani was praised by the world's celebrities when he was only four years old. Including Sheikh Vosit¹: Abdullah ibn Umar ibn Shawjab. Sheikh Abul Abbas of Nishapur. Shaykh of Sham: Haisam ibn Suleiman al-Atroblasi. Sheikhs of Baghdad: Ja'far al-Khuldi, Abu Sahl ibn Ziyad, and others. This breed was unprecedented among the people distinguished by the recognition of the most sheikhs in the world.

Among those who confessed in 344/955 AH: Abu Muhammad ibn Faris, governor of Isfahan, Abu Ahmad Assol, Ahmad ibn Samsar, Ahmad ibn al-Ashshar, Ahmad ibn Muhammad al-Qassar, Abdullah ibn al-Hasan ibn Bandar, Abu Bakr ibn Haysam al-Bandar, Abu Bahr ibn Kawsar, Abu Bakr ibn al-Nasibi, Habibul Qazzaz, Abu Bakr al-Ji'abi, Abu Qasim al-Tabarani, Abu Bakr al-Ajiri, Abu Ali ibn al-Sawwaf, Ibrahim ibn Abdullah ibn Abilazaim al-Kufi, Abdullah ibn Ja'far al-Jabiri, Ahmad ibn Hasan al-Lukki, Faruq al-Khattabi, Abu Sheikh ibn Hayyan, Khurasan and Iraqi scholars are among them.

Disciples. They began to gather in front of Abu Nu'aym's door to learn from them: Kushyar ibn Layolizir al-Jabali, who died about thirty years before him, Abu Bakr Abi Ali al-Zakwani, Abu Sa'd al-Molini, Al-Haffaz, al-Khatib, Abu Salih muazzin, Abu Ali al-Wakhshi, Abu Bak Muhammad ibn Ibrahim al-Attar, Sulaiman ibn Ibrahim, Wahbatullah ibn Muhammad al-Sherazi, Muhammad ibn Hasan al-Bikri, Banjir ibn Abdul Ghaffar al -Hamadoni, Qazi Abu Bakr Muhammad ibn Sabasi and the communities of the city of Ray, Abu Bakr al-Mavi in Tanis², Abu Bakr al-Samantori in Saqaliyah, Abu Amir ibn al-Qanobit in Andalus, Nuh ibn Nasr al-Farghani, Yusuf ibn al- Hasan al-Tafakkauri, Abulfazl Hamd al-Haddad and his brother: Abu Ali al-Muqri', Abdussalam ibn Ahmad Qazi Mufassir, Muhammad ibn Bayya, Abu Sa'd al-Muttariz, G'anim al-Barji, Abu Mansur Muhammad ibn Abdullah ash-Shuruti and Abu Tahir Abdul Wahid ibn Muhammad ad-Dashti az-Zahabi, this person is one of his last students.

Hafiz Ali ibn al-Mufazzal says: Our as-Salafi sheikh Abu Nuaym, may God have mercy on him, said that when he collected the hadith narrations, there were about eighty, and he says: no book has been written like a book. "History of Islam" (1/3071).

Praise of the scholars. Khatib al-Baghdadi, may God have mercy on him: Abu Nuaym and Abu Hazim al-Abdawi say that they rarely saw the name "Hafiz" in another.

Ahmad ibn Muhammad ibn Murdawaih: "Abu Nu'aym was a master of secrets in his time. There was no one to surpass him in the hifz and sanad. He used to gather in front of the Hafiz of the world and teach as long as he wanted until it was time to walk.

Hamza ibn Abbas al-Alawi says: "Hadith authors: Abu Nu'aym was fourteen years old, neither in the east nor in the west, there was no equal in art and preservation. And they say that when they wrote the book "Hilya", they were taken to Nishapur in their lifetime and bought it for four hundred dinars.

Works. There are many famous books of Imam Hafiz Abu Nu'aym, some of them are as follows:

1. "Ma'rufatussahoba".
2. "Daloil an-nubuvva".
3. "Al-Mustaxraju al-Buxoriy".
4. "Al-Mustaxraju al-Muslim".
5. "Tarixi Isfihon".
6. "Sifatuljannah".
7. "Tibb".
8. "Fazoilu-s-sahaba".
9. "Al-mu'taqadva ashyoun sig'or".

Death. Abu Nuaym Isfahani died in 436/1044 Hijri, at the age of ninety-four, on the twentieth day of the month of Muharram. In this year, Preacher Musnaduliraq Abulqasim Abdulmalik ibn Muhammad ibn Abdullah ibn Bushranul Baghdadi, Adib Abu Bakr Ahmad ibn Muhammad ibn Abdullah ibn al-Harisut Tamimi al-Isfahani al-Nishapuri and Commentator Abu Abdurrahman Ismail ibn Ahmad al-Hiyari az-Zarir They read "Sahihul Bukhari" completely in three places.

About the work "Hilyatul Auliya".

Currently, the manuscripts of the work "Hilyatul Avliya" are kept in Egypt. But they consisted of different copies and incomplete fragments. Its original complete copies are kept in two copies in the Al-Azhar University Manuscript Fund. One of the two copies was newer than the other. The history of the first copy consists of the following: under the general number (23181), under the private number (1401), it is a four-volume set consisting of four parts, the number of pages is (1103) pages, one page itself: consists of 23 lines, page size: (26/19) cm, written by calligrapher: Muhammad Abulaynayn Atiyya between 1338-1337/) with very clear, clear, beautiful letters.

The history of the second copy is as follows: it is under the general number (631), under the private number (5), it consists of three volumes, the number of pages is (1445) pages, it was written with very beautiful letters between the years of Hijri (1126/1125).

From this, it becomes clear that the second copy of "Hilyatul Avliya" is much older. There is no need to give too much explanation or document the books "Hilyatul Auliya" and "Tabaqatul Asfiya". However, its author: al-Hafiz Abu Nua'im al-Isfahani, may God have mercy on him. The book and its author are the most famous of the enlighteners of science. In the Arabic dictionary, the meaning of "hilya" is read with fatha: as halya, it is "decorative paint applied to stone or carving. When read with kasra: hilya means "decoration". "Al-Qamusul environment". (1/1647)

Hafiz ibn al-Mufazzal quotes from the book Hilya and says: I did not know that this book was written, I only heard it briefly from ibn al-Muzaffar al-Kashani. "Tarikhul Islam" (1/3071)

Ibn Kathir, may Allah have mercy on him: al-Hafizulkabir Abu Nu'aim al-Isfahani has many very famous books. Among them, they said that the book "Hilyatul Avliya" is the most volume-rich and the most widely narrated book, which includes many Mashaikhs, hadith denominators, and branches of his paths. "Albidoya van-nihoya" (12/45)

Ibn Hallakon: Abu Nu'aym is our imam in science, piety, religion, and the author of many books, they say that the most famous of them is "Hilyatul Awliya". "Al-Wafi fil wafayat" (1/901)

Indeed, this book is an ornament for every home and school, and a great lesson for every believer. It begins with praise be to Allah, the Creator of the universe.

At the beginning of the book, the great Companions, then the subordinates, the subordinates, the real Imams, the Sufis and the words of the hadiths they have included. At the beginning of the book, starting with the Companions who were prophesied about the ten paradises, he begins to cite the sanads and many stories of them.

Ashshaikh Abulfaraj Abdurrahman ibn Ali aj-Jawzi sums it up in a short and beautiful way by calling it "Safwatu-s-safwa" and criticizes it with ten things. And he makes it so short that only his pictures remain. In addition, the author of "Majma'ul Akhbar" Muhammad ibn al-Hasan al-Husaini takes a middle path by increasing the biographies of imams while shortening it further. "Kashfu-z-zunun"(1\689)

Ash-Shaykh Ibrahim ibn Ahmad ar-Ruqi shortened it to "Ahosinul-mahosin". Ibn Marzuq Abi Amr Usman ibn Marzuq ibn Hamid al-Qurayshi died in Egypt in 564/1169 AH. And Abul Ma'ali Sa'd ibn Ali al-Waraq al-Khatiri died in 527/1133 AH. Both of them have poems written in this field.

But al-Wasiti Muhammad ibn al-Qasim al-Husaini al-Shafi'i died in 776/1374 AH. The name of the books written by this person is: "Majma'ulakhbar fi manoqibilakhyor", the main part of which begins with Abu Bakr, may Allah be pleased with him, and covers all ascetics and saints. The name of another famous book is: "Majma'u-l-ahbab wa tazkiratu-l-albab" and it was written in the year 750/1349 Hijri and its opening part starts with: Alhamdu lillah madadi afvih. And in the continuation, saying blessings and peace to the Prophet. Remembering Abu Nuaym al-Isfahani's books "Hilya" and prolonging his repetitions, he reaches "Ikhtisarul ibn Javzi" and says: I would like to write a book by adding all the good points of Ibn Javzi and the biographies of our great imams from Hilya. "Kashfuz Zunun" (2/1596) "Hidayatul Orifin" (1/539)

In the hadiths of Abu Nuaym al-Isfahani's book "Hilyatul Awliya" and "Tabaqatul Asfiya" there are: sahih, hasan, weak, textures. When the work was sold during the author's lifetime, the price was four hundred dinars.

The title of Hafiz Nuriddin al-Haysami's book on the division of the hadiths of Hilya into chapters is "Taqribul bugya fi order ahadis al-hilya". ("Ar-Risalatul mustatrifa"(1/139).

According to the words of Imam Abu Usman al-Sabuni, I did it during the funeral ceremony: They said that the devil does not enter the courtyard of Abu Nuaym's book "Hilyat al-Awliya". "Faizul Qadir" (1/27) Praise be to Allah, who completes righteous deeds with His grace.

REFERENCES:

The Extremist Message of a Famous Statement Books of the Sunnah compiled by Abi Abdullah Muhammad bin Jaafar bin Idris bin Al-Tae' Al-Kattani

Fayd al-Qadeer Explanation of al-Jami al-Saghir by Zain al-Din Muhammad called Abd al-Rauf . bin Taj al-Arifin bin Ali bin Zain al-Abidin al-Haddadi

كشف الظنور لحاجي خليفة

الوافي بالوفيات لصالح الدين الصفدي

البداية والنهاية لابن كثير

STUDY OF THE SEMANTIC AND SYNTACTICAL ANALYSES OF PREPOSITIONAL CONSTRUCTIONS

Ergasheva Gulnoz Alimovna*

*Senior Teacher,
Karshi State University,
Karshi City, Republic of Uzbekistan
E-mail: gulnoz_ergasheva@gmail.com

DOI: **10.5958/2278-4853.2022.00356.1**

ABSTRACT

*The article deals with the problems of semantic and syntactical analyses of prepositional constructions in Modern English. The **actuality** of the theme is that the syntaxemes and their variants in the structure of sentences in the English language are analyzed as components of prepositional constructions in the article. The **object** of the article is the theory of syntaxemes and their variants in the structure of sentences. The **aim** of the article is also providing general information about the semantic and syntactical analyses of prepositional constructions, the peculiarities of their linguistic verbalization, the definition of the semantics of prepositional constructions in the language.*

Methods: *such methods as descriptive method, method of componential analyses were used to prove the informativeness of the topic relied on the studies of well-known scientists in the field of linguistics.*

Results (Findings): *The analysis of the examples presented in the article shows that the practice of analyzing the external and internal structures of the sentence from a syntagmatic and paradigmatic point of view has been clarified, as well as prospects for the development of functional syntax have been defined.*

In addition, the effectiveness of methods for analyzing the semantic and syntactical features of syntactic structures expressing the components of prepositional constructions of syntaxemes has been proved by applying linguistic methods.

Conclusion: *Summing up the results, it can be concluded that the mutual syntactic relations of syntactic units in the sentence structure have been determined and the occurrence of agreement based on the relations of components and control has been proved.*

KEYWORDS: *Linguistic, Preposition, Category, Sentence, Significance, Combination, Element, Structure, Function, Construction.*

INTRODUCTION

It is worth noting that each sentence device has its own units that interact only within the framework of this device in an associative and syntagmatic way. Looking at the issue in this respect, some controversial issues in traditional syntax can be clarified.

Linguists in the direction of logic recommend analyzing the sentence device, supporting syntactic units in the sentence, that is, linguistic terms such as "subject" and "predicate". But in

this regard, dealing with the subject, the similarity of the predicate with the participle, as well as the distinguishing sides, overlooks the possibility of a number of problems.

For example, The Russian scientist F.I. Buslayev, who studied the relationship of language and logic says "... in the language, a Noun in the form of a head concussion is suitable for the subject.... sometimes the subject and predicate are represented by other parts of speech, but in each case the unit in the function of the subject takes the noun meaning, and the word in the predicate function takes the verb meaning [8: 341].

LITERATURE REVIEW

In addition, in linguistics, the term "predicate" has several interpretations. For example, G.A. Lobonova emphasizes that the predicate manifests itself as a sign in the ontological aspect, and in the logical aspect as a certain task [10: 178].

A.A. Shakhmatov noted: "...the psychological subject is defined as imagination, it is, by its nature, the governor of execution, expressed by the predicate" [15: 25].

With this, the linguist points out that the name of the subject performs its function in relation to the verb or adjective that always comes with it in the sentence.

It's about A.A. Peshkovsky writes: "...if the participle means that the action is performed by the subject, then the subject indicates the thing performing the action" [12: 187].

The interest in studying the problem of semantic and syntactic analysis of constructions has been reflected in numerous studies by Russian and foreign authors, such as: A.M. Mukhin, K.S. Aksakov, A.A. Khadeeva-Bykova, etc.

The structures of prepositional-nominal complexes are investigated using the theory of syntaxemic analysis of sentences, semantic and syntactic connections of individual prepositional turns (G.S. Kachkin), structural models of verbal, nominal and verb-nominal constructions, their semantic-syntactic and grammatical classification characteristics are studied (A. Avulov, A.M. Amatov, L.N. Beskrovnaya, M.K. Konyrbaeva, G.B. Mikaelyan).

The analysis of the semantics of causative constructions is presented both in Russian and foreign linguistics (G.G. Silnitsky, A.P. Komarov, A.I. Reidel, A. T. Krivonosoe, G. Lakoff, J. Ross and many others). A great role is given to the preposition in the study of M.N. Eynshtein. Much attention is paid to English prepositions in the monograph by A.M. Mukhin devoted to the issues of system analysis. He explores the phenomena of English syntax on a system-structural basis, seeks to deepen grammatical analysis by sentence members, supplementing it with indicators of system relations of elementary syntactic units allocated in the deep structure of the sentence, and, based on this, A.M. Mukhin develops a theory of syntaxemic analysis of the sentence [11].

The question on the lexical meaning of prepositions is relevant not only for the English language. Lexical meaning is usually called that part of the semantics of a word that is inherent only in this unit. "In the grammatical meaning, the relations of signs are taken into account, in the lexical – subject (material) relations "In later academic grammar, the scope of the functioning of prepositions is expanded to a sentence: "Prepositions are an official part of speech that formalizes the subordination of one significant word to another in a phrase or in a sentence and thereby expresses the relation to each other of those objects and actions, states, signs that these words are called ..." [2].

In the linguistic encyclopedic dictionary, a preposition is defined as a category of official, morphologically unchangeable words expressing various relationships between dependent and main members of a phrase and carrying out a subordinate syntactic connection within a phrase and sentence [2].

It is also noted here that prepositions are referred to as official parts of speech or are called speech particles. K.S. Aksakov, N.P. Nekrasov, F.I. Buslayev, A. D. Vostokov recognized the presence of lexical meaning in prepositions. A.M. Peshkovsky denied this meaning. A.A. Potebnya emphasized the formality of the preposition. M.N. Eynshtein believed that prepositions have their own significance, which is "unconsciously actualized in a variety of speech acts".

Professor Sh.Safarov noted that in order to treat the combination of various elements as an analytical form, it will be necessary to divide this combination into formal parts, namely the core and formants. That is, in other words, the units in one structure must correspond to formants that represent the same grammatical meaning. But prepositions are not an alternative to word variable formants. As a result, it is recommended to accept the prepositional combinations as an integral combination in the structure of lexical and syntactic structures, taking into account the fact that they do not form any morphological lines of opposition [14: 47].

MATERIALS AND METHODS

The syntactic function interprets the acting function of the unit that is part of the sentence or construction. For example, in the sentence "*birds are flying high*" birds – subject, are flying – predicate, perform the function of high-posture and are members of the sentence.

The members of the sentence are functional units, the grammatical analysis of which is carried out using various techniques. Coordinating (coordinating) the interaction of words in a sentence or construct can be simpler or more complex [9: 17].

The analysis of works related to the presence of lexical meaning in the preposition allows us to conclude that all English prepositions have lexical meanings. Each preposition acquires its lexical meaning in a certain context, despite the fact that it can express grammatical meaning by performing the function of a formal connection of words in a sentence. Moreover, in the conditions of almost complete absence of means of coordination in modern English, the meaning of the entire semantic construction often depends on the lexical meaning of the preposition.

When creating a text, lexical and grammatical means are selected by the author consciously or unconsciously, but in accordance with a single plan, from the language system precisely for the purpose of forming a kind of unity -an integral work. When reading a text, the unity of the principles of choice and combination of grammatical means determines the integrity of its perception and understanding.

As it is known, a preposition is a service words that expresses the relation of a noun (or pronoun) to other words in a sentence, for example:

- In the late summer of that year we lived in a house in a village that looked across the river and the plain to the mountains. In the bed of the river there were pebbles and boulders, dry and white in the sun, and the water was clear and swiftly moving and blue in the channels. Troops went by the house and down the road and the dust they raised powdered the leaves of the trees. The trunks of the trees too were dusty and the leaves fell early that year and we saw the troops

*marching **along** the road and the dust rising and leaves, stirred **by** the breeze, falling and the soldiers marching and afterward the road bare and white except **for** the leaves.*

*The plain was rich **with** crops; there were many orchards **of** fruit trees and **beyond** the plain the mountains were brown and bare. There was fighting **in** the mountains and **at** night we could see the flashes **from** the artillery. **In** the dark it was like summer lightning, but the nights were cool and there was not the feeling **of** a storm coming[4: 1].*

RESULTS

The integrity of the text is created due to the integration of all its components, in which the unified idea of the author of the message finds expression. It should be noted that prepositions contribute to the actualization of semantic connections of fragments of the preface and after the text, concretize these connections in the form of various relationships expressed in syntactic types of constructions.

The morphological level of any language considers the structure of a word, forms of inflection, ways of expressing grammatical meanings, as well as the attribution of words to a certain part of speech. As for the morphological comparison of prepositions, it is important to note that, as is known, the prepositions we are considering relate to service words that express various relationships between the members of a sentence or sentences, but have no independent meaning and are significant only in combination with a word.

DISCUSSIONS

Having considered the examples above, we can assert that prepositions, combined with different parts of speech, serve as a means of connecting words in to a sentence, provide the meaning of the construction laid down by the author, thereby of interest from a stylistic point of view.

As for the semantic comparison of the prepositions under consideration, we emphasize that the purpose of a preposition affects:

- 1) The type of construction in which the value will be implemented;
- 2) The type of sentence that includes this or that prepositional construction;
- 3) The author's style of writing.

It should be noted that the difficulty of determining the meaning depends on the adequacy of the translation of the prepositional construction. The lexical meaning is partially present in every preposition, even when the elements of the proverb are characterized by a figurative meaning, so we fix parallel meanings that are not synonymous.

Context does not always help to determine the exact meaning of a preposition. It is the author's position, the author's attitude to the situation that is the basis for identifying an adequate semantic environment.

CONCLUSIONS

As part of the prepositional-nominal group, prepositions contribute to the creation of diverse semantic models of the sentence.

1. Syntactic-semantic relations between verb and prepositional-nominal elements are not of the nature of relations between the action-process and the object of the action.

2. They are characterized as the relationship between the action-process and the second participant of the action. In one or another syntactic construction, the preposition cannot be omitted, since it is no less important than the other elements included in the synergetic construction, in which all members play an equally important role.
3. Semantics constructions are not reduced to the semantics of individual units. Thanks to the analysis of a large amount of factual material, it can be confirmed that prepositional constructions differ from each other in semantics, features of translation into Russian and types of constructions.
4. The identification of the type of prepositional constructions and their semantic and syntactic analysis is of particular interest and may be very promising for the development of new methods of categorical analysis, constructions with compound prepositions, as well as for the study of lexical and grammatical collocations in other languages.

USED LITERATURE:

1. Craft William. Syntactic categories and grammatical relation. – Chicago: University of Chicago Press, 2003. –440 p.
2. Crystal D. A Dictionary of Linguistics and Phonetics. – L: Blackwell, 2008. –529.
3. Curme Y.O. A Grammar of the English Language. Vol.2–3. London– New York, 2006. – 240 p.
4. Hemingway Ernest. A Farewell to Arms. – New York, 1976.–126 p.
5. Jacobs R.A. English Syntax. –Oxford: Oxford University Press, 1995. –378 p.
6. Whitehall H. Structural Essentials of English.–New York, 1956.–394 p.
7. Zandvoort R.W. A Handbook of English Grammar.–Croningen, 1998. –436p.
8. Буслаев Ф.И. Историческая грамматика русского языка.– Москва: Учпедгиз, 1968. – 623 с.
9. Даниева М.Дж. Когнитивные особенности субстантивных словосочетаний в английском языке. – Riga:LAP LAMBERT Academic Publishing; SIA OmniScriptum Publishing., 2018. – 65 с.
10. Лобонова Г.А. Реализация предикатов изменения в современном английском языке. – Ленинград, 1988. –178 с.
11. Мухин А.М. Синтаксемный анализ и проблема уровней языка.–Ленинград: Наука, 1980.–304 с.
12. Пешковский А.М. Русский синтаксис в научном освещении. – М: URSS, 2008. 467 p.
13. Потеня Н.А. Из записок по русской грамматике – Москва: Харьков, 1988. –536 с.
14. Сафаров Ш. Когнитив тилшунослик, - Жиззах: Сангзор, 2006. - 91 б.
15. Шахматов А.А. Синтаксис русского языка (2–е изд), –Ленинград: Учпедгиз, 1941. – 620 с.

STUDY OF PHYTONYMS IN THE LINGUISTIC PICTURE OF THE WORLD

Nekboyeva Rano Zokirovna*

*Senior Teacher,

Karshi State University,
Karshi city, Republic of UZBEKISTAN
Email id: ranozokirovna@gmail.com

DOI: **10.5958/2278-4853.2022.00355.X**

ABSTRACT

*The article deals with the problems of the study of phytonyms in the linguistic picture of the world in English and Uzbek. The **actuality** of the theme is that the study of phytonyms as a part of the linguistic picture of the world is determined by the explanation of the meaning of language of the culture and service to the development of interethnic communication in the process of linguistic but also cultural aspect. The **object** of the article is phytonymic lexical units of English and Uzbek languages in the course of separate lexemes and phytocomponent phraseologisms. The **aim** of the article is to highlight the semantic - motivational nomination of phytonymic lexical units and their common and different aspects in the formation of linguistic picture of the world in English and Uzbek.*

Methods: *such methods as comparative, motivational-nominative, semantic-cognitive, descriptive method, method of componential analyses were used to prove the informativeness of the topic relied on the studies of well-known scientists in the field of linguistics.*

Results (Findings): *The analysis of the examples presented in the article shows that the practice of analyzing phytonymic lexical units of English and Uzbek languages has been clarified, as well as prospects for the development of comparative study have been defined.*

Conclusion: *Summing up the results, it can be concluded that the results serve as a category for the conceptualization of symbols, aesthetic benchmarks and information about phytonyms in the linguistic picture of the world in English and Uzbek.*

KEYWORDS: *Linguistic Picture of the World, Phenomenon, Phthonym, Worldview, Method, Conceptualizing, Source.*

INTRODUCTION

The linguistic picture of the world is the Middle world between the Man and universe, in which a person expresses his vision of the world around him through his native language. At the beginning of the XIX century V. von Humboldt had expressed initial thoughts on the phenomenon of the linguistic picture of the world. According to the scientist, languages

reflect the original thinking of the nation; they are not a direct reflection of the universe, but the interpretation of existence by man; each language is characterized by a circle of language that reflects a certain worldview around the nation, the fact of deviating from the border of this circle can only be on the entering the other nation's circle.

LITERATURE REVIEW

On this base, the language forms the linguistic picture of the world known to the same nation. L. Weisgerber, who introduced the term "linguistic picture of the world" into science. argues that in the native language of a particular community, in accordance with the name - the so-called linguistic image of the universe, a treasure trove of knowledge of spiritual content lives and exerts influence [5: 57].

E.Sepir, B.L.Warf's believe that while each language carrier learns the native language receives a certain struggle of thinking, protects the world from the point of view that is connected with the structure of the native language, and captures the linguistic picture of the world reflected in this language [11: 303].

Yu.D.Apresyan believes that since various sources have accepted the world differently, their specific worldview methods of conceptualizing existence can be universal and to some extent have national-specific features [4: 201].

In linguistics, various language tools are used to study the linguistic picture of the world. In this sense, the nominative property of the lexicon is considered an effective tool that reflects the extralinguistic vocality of the language, after all, "the nominative aspect of the lexicon to the being that hits our environment is the human being, and the surges that name the concepts of the inner state of the universe and its various disposition are convergent". The problem of linguistic nomination and representation of the world in the language is solved in the scientific work of Uzbek linguists. Including the scientific research works of A.K. Abdurakhmanova. In the study of, the formation of the linguistic image of the Uzbek and Russian world of nouns, denoting a person is indicated [1: 10].

In a study conducted by M.K.Khalikova, the nominational theory was drawn from the ground up to the pseudonym phraseologisms that various systemic languages are much more effective in revealing the allomorphic and isomorphic properties of the linguistic picture of the world [12: 19].

MATERIALS AND METHODS

We note that the nominative lexical units, which have been turned into fields as useful information for learning the linguistic picture of the world, are closely related to the process of naming nonlinear existence. If we draw conclusions from the views agreed upon, the linguistic picture of the world is the reflection of knowledge in the language. The initial process consists in the fact that the knowledge of the universe is recorded in the human mind by means of language.

In the linguistic picture of the world, this knowledge is expressed by various factors (social, historical, cultural, geographical, climatic, biological and etc.), the reflection of which in the influence of which constitutes the content of the second process. This is manifested by the nominative aspect of the lexicon.

Phytonymic lexicon denote to the "... names of the many of the Phytonymic world, that is, the names of trees, include bushes, shrubs, herbs, flowers, vegetables, berries and melon crops and others. The presence or non-existence of certain names belonging to this thematic class is an important reference for the image of the universe. In addition, the structural elements of the phytonyms of different languages are natural artifacts, the relationship between them and their characteristic features indicate that there is a difference in the imagination of them".

It can be noted that the motivational study of the comparative aspect, which is devoted to the analysis of the common and different qualities of several languages, reveals the linguistic picture of the world in various systematic languages such as English and Uzbek.

The first step of a motivational study of phytonyms in comparative aspect consists in defining the basic concepts of this analysis. Comparative motivology, which appears on the basis of descriptive motivology, is known to describe the general and distinctive features of two or more languages. On its basis lies the concept of motivation, which contributes to the understanding of the meaning of word and its harmony in the middle of the sound, based on the structural and semantic properties of word, as well as the lexical and structural relationship of word.

The motivational character reflects on itself the anthropocentric associations of broad field, based on the properties of an object or concept found with phytonyms and cultural identity for a given nation. The motivational signs of the phytonyms of English and Uzbek are quite diverse. This fact was known in the process of working with dictionaries (botanists, etymologists) and scientific sources on lexicology (a collection of summaries on the topic, author's works devoted to the lexicon of languages).

On the basis of collected materials, an order was formed to analyze the motive and motivational sign of the phytonyms of each language being leaned: phytonyms were selected from sources; their translation and scientific name from English into Uzbek; the history of the origin of phytonyms was clarified; etymological, historical and cultural information was studied; a botanical description and practical use of phytonyms of each language was investigated in detail.

RESULTS

In the lexical and semantic fields of "artifacts", phytonyms indicate the choice of typical artifacts for everyday life in the national life of the people for association. The British are characterized by associating the form of phytonyms with pairs of artifacts of everyday life: *lock-and-key* - field Maple, while the phytonym's seeds resemble the shape of a collection of keys.

Russian phytonymy is more characterized by artifacts belonging to the host objects that Russian-speaking people use in their daily life. For example: *pugovichnik* (word for word translation is: *button*) - a simple *pijma* (*tanacetum*), a herbaceous plant flowers of which are reminiscent of a button.

In the process of naming the phytonyms in the Uzbek language, mainly nomadic tribes engaged in animal livestock are used on behalf of household artifacts belonging to the activities of their life.

These artifacts are an integral part of the Uzbek ethnocultural society. For example: since the chupontelpak - flower of the phytonym has a spherical convex shape, similar to "telpak" (cap), "chupon" is translated into English as shepherd. Chupontelpakis the favorite plant of the limbs, the chupon – herd can always be interesting with the fact that he leads the limbs and they go to these plants.

In specially ethnomarcerated lexical - semantic fields, the analyses of phytonyms with certain concepts in each language has proved to be bogged down by extralinguistic factors such as history, culture, mentality, social structure, and even the geographical features inherent of the places inhabited by speaking peoples in that language.

DISCUSSIONS

Hence, the national-cultural content of the language units, in particular phytonyms, belongs to the specific features of the cultural-historical development of the people, is manifested in the verbal distribution of existence in the language, and is called the linguistic picture of the world.

In the linguistic picture of the world, such phytonyms as character, behavior, physical state, and mental ability, attitude towards people, offspring, luck, bad luck, quality and competence are expressed in the image of the universe, forward human characteristics as the most common concepts.

CONCLUSIONS

1. Lexical units containing names of phytonyms in the study of the linguistic picture of the world acquires important character. In the process of primary or secondary nomination, phytonymic lexical units involve the National worldview, cultural personnel, mentality and unique experiences of language carriers.
2. The uniqueness of a certain phytonym or the fact that it is abandoned, useful (used in medicine, cooking, ritual) or harmful properties (alien plant, incapacity for consumption, copulation with thorns, toxicity and etc.) laid the foundation for his associative with positive or negative concepts in the folk culture. These associations reflect the attitude of language carriers towards phytonym and constitute the motive of the nomination.
3. The nominative motive, or motivational character, which lies on the basis of the phytonym, is manifested in the anthropocentric associations of broad field based on the properties of an object or concept that has a cultural identity for a given nation.
4. In the cognitive-onomasiological and linguocultural approach to phytonyms, a motivational study reveals universal methods of conceptualization of objects of existence and verbalization of concepts in language. In this process, language carriers rely mainly on the same ones they receive with the help of sense organs.
5. The comparative analyses of the phytonymic lexicon of various systematic languages in motivational aspect prove that there is inter relationship between the Man and the world which is reflected in the language. In this case, phytonyms and its characteristics serve for the human being not only practically, e.g. is a service from a practical nature, but also serve as a category for the conceptualization of symbols, aesthetic

benchmarks and information in the environment.

USED LITERATURE:

1. Абдурахманова А.К. Способы номинации лиц как отражение языковой картины мира в узбекском и русском языках: Дисс. ... канд. филол. наук. - М., 2007. - С.10.
2. Англо-русский биологический словарь. Около 60 000 терминов. 4-тое издание, стереотипное. - М.: Русский язык, 1979. - 736 с.;
3. Анненков Н.И. Ботанический словарь. - СПб.: Имп. Академия наук, 1878. - 335 с.
4. Апресян Ю.Д. Интегральное описание языка и системная лексикография. Языки русской культуры. Избранные труды.- М.: Школа, 1995. Т.2. - 766 с.
5. Вайсгербер Й.Л. Родной язык и формирование духа / Пер. с нем., вступ. ст. и коммент. О.А. Радченко. Изд. 2-е, испр. и доп. - М.: УРСС эдиториал, 2004. - 232 с.
6. Гумбольдт В. Фон Избранные труды языкознанию/ Пер. с нем. Г.В.Рамишвили. - М.: Прогресс, 1983.- С. 99.
7. Коновалова Н.И. Словарь народных названий Урала. - Екатеринбург: Полиграфист, 2001. - 119 с.
8. Мухаммадхонов С., Жонгузаров Ф. Усимликшуносликка оид русча-узбекча изохли лугат. - Т.: Мехнат, 1989. - 320 б.
9. Невоит В.И. Фитонимы в русской языковой картине мира // Русский язык: исторические судьбы и современность. Тезисы международного конгресса МГУ им. М.В. Ломоносова. - М., 2001. - [Электронный ресурс]. - ИКЪ: **Шр://тетете.рб1о1.тки.т/~г1с2001/кес/каШт_т.Ыт**(датаобращения: 26.05.17)
10. Сахобиддинов С.С. Урта Осиёдаги фойдали ва зарарли усимликларнинг махаллий номлари лугати. - Т. 1953. - 452 б.
11. Сепир Э. Избранные труды по языкознанию и культурологии. – Москва:Прогресс, 1993;– 656 с.
12. Халикова М.К. Фразеология как форма отражения национального менталитета в языковой картине мира (на материале русского и узбекского языков): Дисс. ... канд. филол. наук. - М., 1999. - С.19.

**METHODS OF STUDYING THE EDUCATIONAL ACTIVITY OF
MENTALLY WEAK STUDENTS OF Q HOME CLASS ON THE BASE OF
INNOVATIVE TECHNOLOGIES**

Nabiyev Ravshanjan Shavkatjon o'gli*

***Teacher,
Department of Oligophreno Pedagogue,
Kokan DPI Special pedagogy,
UZBEKISTAN**

DOI: <https://doi.org/10.5281/zenodo.7483169>

ABSTRACT

This in the article given technologies based on lower class mind weak students school to education spiritual and intellectual in terms of readiness experimental research to do methods cause passed. Mind weak students knowledge get activities learning during them to education more interest gain light up given.

KEYWORDS: *Speech, General Motor, Small Hand Motor Skills, Knowledge Activity, Analyzer, Mind Weakness, Anomaly, Behavior.*

INTRODUCTION

The level of pedagogical and psychological development of the child is studied when entering the educational institution. This makes it possible to identify the individual's strengths or congenital, acquired anomalies at an early age. Including the process of transition from a lower class to a higher class.

The purpose of the experimental study of the mental and intellectual readiness of the mentally retarded students for school education: to diagnose the level of pedagogical-psychological readiness of the mentally retarded students for education.

The correct use of methods of examination of students with mental retardation in the lower grades will determine their correct diagnosis. The program for correct diagnosis and correct analysis of students with mental retardation in grades 3-4 includes:

- Test is experience work right organization. The result analysis to do
- To the age looking speech development level
- Test is experience for selected methods right explain, they with in detail by introducing exit
- Children of activity features.
- Motivation.

Lower class mind weak students to education pedagogical - psychological preparation we are following in the inspection from the methods we used

The research experiment was conducted in three stages.

At the first stage, using biographical methods (reports of the psychological-medical-pedagogical commission and the study of children's personal affairs), the anamnestic data of children with intellectual disabilities were analyzed, the symptoms and characteristics of the disorder were determined. During the interview with the oligophrenopedagogue, educator and doctor, the behavior and development characteristics of the mentally retarded students of the lower class were clarified, the test subjects were observed (in the classroom, in play activities).

In the second stage, the level and characteristics of the formation of perceptive, mnemonic skills and thinking operations in children were studied using a set of diagnostic methods.

It should be noted that the total number of diagnostic tasks presented to students with mental retardation was about 30. In the process of presenting these tasks, it was necessary to distinguish the level of formation of perceptive and mnemonic skills and mental operations in a mentally retarded child, and the level of independence of the child in performing the experimental task.

To study general intellectual abilities, the methods presented in the works of SD Zabramnaya, VG Petrova, ON Usanova and others were used in their original and modified form. The modification of the methods was carried out by introducing a training phase into them, which involves the consistent provision of different doses and types of support to the test subject in order to determine the level of his learning ability. Three types of support were provided in the instructional phase: motivational, directional, and instructional. Stimulating support in case of low learning activity of a preschooler, guide - in the case of slow orientation in the task and deficiencies in action planning, teacher - in case of complete inability to perform at least some reasonable actions used. This type of support is not strictly defined and is provided depending on which component of the child's educational activity is lacking in solving a particular problem. Each of these types, in turn, could have subtypes that differ in the degree of influence on the child's functioning. These subtypes are fixed in the order in which they are presented to testers.

In the third stage, qualitative and statistical analysis of the research results, comparison of all the obtained data was carried out, conclusions were drawn about the development characteristics of the mentally retarded students of the lower class.

"Different in Color Lines and Circles" Methodology

SD Zabramnaya methodo ' has been changed is an option.

The goal is to sort objects by color mutually _ _ tie up ability learning, pedagogue naming through the color identify, adults indicated by k o ' of forms the color naming Research In this process we of perceptive abilities formation level to evaluate possibility giving develop an efficiency scale exit for the purpose of this task of execution quality degrees means separation we caught

The stimulus material is basic colors and has colors (yellow, fire color, red, purple, blue, green, and brown, black, white) lines that are and circles with expressed. Inspection task consecutively to complicate implying three stage was held.

First stage students to the superimposed lines suitable coming in color circles they choose The goal is to sort objects by color visual respectively mutually tie up their ability one by one establish compliance ability to determine Instructions : " Lines suitable coming circles choose " .

Second stage to the testee that or this color you will be asked to choose: "Me red the circle give" Give meako give" and etc. The goal- the concept of color impressive use in speech ability to determine

Third stage taught by the experimenter from the subject of the form the color naming is asked: "What color is this? What about this?" The goal is the concept of color impressive use in speech ability to determine

The results assessment:

I level - Student circles and lines by color b mutually connect cannot, ko' instructions according to known in color show the circle can't, experimenter indicated by k o ' of the form the color ca n't name it (0 points).

II degree - some of the child colors t o ' grybinds , but activity During this time he did not steal to actions o ' tadi - colors confused sends (0 points).

III degree - some of the child match the colors connects (shows, names), but color was similar colors confused sends (0.5 points).

IV degree - the child is known in color objects completely right connects (shows, names) (1 point).

Work done each one stage separately is evaluated, according to points is summarized. All three of stage in sum the maximum number of points is 3 organize does Series relative to independence have, but they of activity step by step that it becomes complicated into itself takes and the only one the goal and research material with unite, this describes the method as holistic and taken in three series the results to generalize basis gives

"Subject images tables and their geometric forms "methodology

ON Usanova's has been changed is a methodology.

ON Usanova's mind weak of children form with movement to do ability to learn directed methodology of the child subject-practice activities activation mean holds Your child perception reach activity for was unusual geometric forms In addition to the methodology of ON Usanova, whose standards are used, we have two experimental the assignment work we went out , in them geometric forms of the student experience (circle, triangle, square and others) into account received without present will be done. We are this series initially to the child not so much It was n't complicated presented as a series we did, then while more difficult the task (third series) - ON Usanova geometric forms offer we did

Necessary equipment is an object images and their forms. First collection circle, square , triangle forms in to itself takes Second collection right rectangular, oval , trapezoidal shapes is expressed . Third collection ON Usanova methodology ng geometric includes forms.

Research in the process of the child forward geometric forms q o ' year gan and instruction offer qilingan: "To forms suitable coming pictures placing need. Then, gestures to the child using work independent respectively continue carry on offer done Serials consecutively present ethyl.

Teaching stage :a) gestures with along with the instruction is shown: "To the circle round in the form of putting bodies, square - square - shaped ones need , etc."; b) to the child task completion enough arli that it is not about hint is given; c) experimenter to the image set the standard , then the examiner is invited to try these actions do it.

The results Assessment: Level II - the child is presented the instruction given understands, but forms according to the size arrange can't (0 points).

Level III - Objects by the examinee known one according to order placed , but researcher according to what he gave not, for example, forms in order When asked to place, the child them decrease in order places (2 points).

Level IV - Test assignment it is full of instructions suitable respectively performs (3 points).

Experience three collection The maximum score is 9. Help each one stage each one collection score on 0.5 to reduce it Research in the process of the examinee previous in the series received experience next of the series to the assignment transfer I think it's possible done Methodology this features all by testers in series received the results to generalize possibility gave.

REFERENCES

1. Mamedov Kk, Shoumarov G'.B. Psychology Of Mentally Retarded Children. T.: Teacher-1994
2. Mominova L, Amirsaidova Sh. Khamidova M, Djalolova , Abidova N. " Special Psychology ". Textbook T.: Uzbekistan Philosophers Society , 2013
3. Yekjanovaye.A, Strebelevaye.A. Mind Weak Children For Specialized Before School Education In The Institution Correctional And Educational The Process Organize To Achieve // Defectology . - 2000. - No. 3.
4. Chumakova Iv Ways Of Forming Mathematical Concepts In Intellectually Underdeveloped Preschool Children. (Methodological Recommendations) // Defectology. - 2000.
5. Shavkatjon Son Nr Start Developing the Speech of Mental Students in the Classroom //Research And Education. - 2022. - T. 1. – No. 1. - S. 263-267.
6. Khanbabayev , Shahrukhbek . "Innovative-Pedagogical Basis of Development of the Process of Spiritual Education."Science Web Academic Papers Collection (2022).
7. Khonbabayev , Sh "D.(2022). Socio-Pedagogical Basis of Spiritual and Spiritual Education Mechanisms in Society and Foreign Experiences."International Journal of Culture Oath Modernity: 285-292.
8. Babaeva, Nargiza Muzaffarovna, And Shokhruxbek Heartfelt Khanbabaev . "Methodological Approach to Developing a Development Strategy of an Educational Organization."Oriental Renaissance: Innovative, Educational, Natural Oath Social Sciences 1.5 (2021): 65-73.
9. Lazizbek ,Khaitov. (2020). Essence and Structure of Socio-Pedagogical Competence of the Future Speech Therapy Teacher. European Journal of Research and Reflection in Educational Sciences, 8 (2), 37-43.
10. Hatamjon Son Hi Technologies for the Formation of the Skill of Creative Thinking in Weak Auditory Students //International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429. - 2022. - T. 11. – No. 11. – S. 265-271.

**MECHANISMS TO INCREASE THE EFFICIENCY OF SCIENTIFIC
EDUCATION IN THE SYSTEM OF SPECIAL EDUCATION
THE MECHANISM OF INCREASING THE EFFICIENCY OF CLASSES
SCIENTIFIC EDUCATION IN THE SYSTEM
SPECIAL IMAGES**

Islamjon Khatamjon*; Haydarov Islamjon Khatamjon ugli**

*Lecturer,
Department of Special Pedagogy,
Kokan State Pedagogical Institute named after. Mukimi,
UZBEKISTAN

**Lecturer,
Department of Special Education,
Kokand State Pedagogical Institute named after. Mukimi,
UZBEKISTAN

DOI: <https://doi.org/10.5281/zenodo.7483177>

ABSTRACT

This article discusses the mechanisms of effective teaching of science lessons to younger students with hearing impairments and the corresponding corrective approaches. In this state, they consider the mechanism of effective teaching of science lessons to younger students with hearing impairment and the correct corrective approach.

KEYWORDS: *Nature , Object , Event , Process , Special Live Broadcast Technique And Lifeless Nature , Thinking , Special Education , Hearing Perception , Aesthetics Feeling , Intonation , Synthesis .*

: Nature, Object, Phenomenon, Process, Special Methodology, Living Nature, Thinking, Special Idea, Auditory Perception, Aesthetic Feeling, Intonation, Synthesis, Inanimate Nature.

INTRODUCTION

The basis for the comprehensive education of hearing-impaired schoolchildren is the formation of a scientific worldview in them. Natural science occupies an important place in the implementation of this task in the primary grades. The study of this subject enriches the personal experience of school children with hearing impairment at an early age, helps them to accumulate knowledge about the phenomena and processes occurring in the animate and inanimate nature around us, develop speech, increase vocabulary, improve their hearing and develop abilities.

Perfect knowledge of the special methodology of teaching natural science allows you to properly organize the education of children with hearing impairments of primary school age. The methodology equips special school teachers with the theory of pedagogical science and allows them to acquire pedagogical skills.

It is necessary to take a different look at the use of different teaching methods when disclosing the content of educational materials. When choosing one or another method, the teacher should take into account that such a choice of methods provides a solution to the problems of

developmental education, activates the cognitive activity of students with hearing impairments and at the same time organizes remedial education. Therefore, at a boarding school, natural science classes for children with hearing impairments, practical activities, conversations, emotional stories, features of using independent work: simple analysis and synthesis, comparison and generalization to determine indicators between Sha natural phenomena should be mandatory components of the work. All this develops speech, thinking, memory, imagination of students with hearing impairment, increases vocabulary.

Visual aids and technical aids are required, as well as an excursion, to influence the acquisition of science concepts by students with hearing impairment. In the process of teaching natural science to deaf and hard of hearing students, the foundations of a scientific worldview are formed (the teacher consistently conveys the materiality of natural objects and phenomena, their interdependence, characterizes the constant changes occurring in nature). Fosters love for nature, an aesthetic sense, a careful attitude towards it.

On the basis of regular study of the world surrounding hearing-impaired school children, it is necessary to form in them a holistic view of nature, their place and the natural wealth of the whole country. Students should get to know how people use the natural resources of our country in their work activities. It is very important to show children that human labor is closely connected with nature. According to these requirements, provide students with accurate knowledge of living and inanimate nature; to teach to understand their interdependence; equipping with training and skills to conduct observations in nature; involvement in human labor activity aimed at the rational use of nature and the preservation of its wealth; The above goal is the educational goal of teaching science. Learning objectives used in teaching science in a school for deaf and hard of hearing children include teaching students theoretical knowledge and practical skills according to the curriculum.

It is known that a primary defect leads to a secondary defect. The development of cognitive activity of a child with hearing impairment has a direct and indirect impact. According to the Russian psychologist L.I. Ivanov, "speech is closely connected with thinking. Man cannot think without speech, without linguistic means. If there is no thought, speech and language are impossible." As can be seen from Ivanov's opinion above, speech and thought processes are closely related to the mental development of a person.

I.M. Solovieva, L.I. Tigranova: the lag in the development of speech is due to negative factors; Perception of the environment, memorization of visual and verbal material contributes to the development of mental operations. What kind of hearing loss does the child have (i.e. at what age) and to what extent affects the development of his mental operations.

According to scientists, a healthy seven-year-old child has a well-formed mindset.

So: concepts are a process of thinking. Thus, the formation of scientific ideas in hearing-impaired students is closely related to the development of their mental operations. Because it is determined that the formation and better development of speech in younger students with hearing impairments, compared to healthy students, have a somewhat later idea of the world. That is, hearing-impaired school children lag behind speech and higher cognitive processes. Primary school students with hearing impairment cannot compare, analyze, synthesize, and generalize, draw conclusions. Students with hearing impairments are mainly taught from exhibits and specific materials. Primary school students with hearing impairments think for a long time in a figurative-

visual type of thinking until they master verbal communication. It was seen that the ideas of the hearing impaired are formed very slowly.

In many cases, students with hearing impairments have difficulty changing the science curriculum. Concepts formed in the lesson on one topic do not develop further and are not connected with other concepts. In particular, the formation of natural science concepts occurs in certain methodological conditions. Various types of objects and visual materials in the primary teaching of concepts:

- Logical questions;
- Tables;
- Scheme;
- Pictures;
- Abstract type card - tasks;
- Digital programming tasks;
- programmed didactic cards;
- Game exercises on the topic;
- Educational games.

1. Teacher questions play an important role in preparing students for active thinking. At the lessons of natural science, when repeating the text of the textbook, it is necessary to ask questions that require analysis, synthesis, and generalization.

For example: Why is there no snow in summer?

What is the similarity between the nature of the steppe and the desert?

Why does the fetus not ripen at work?

2. A set of questions that develop concepts includes comparing natural objects with their images on the board, creating diagrams, combining them with pictures and herbariums on the board.

Using the table, students compare the external signs of plants and animals to determine how they are adapted to life in various natural conditions.

3. A similar exercise is carried out to fill in the tables posted by the teacher. Tables can be filled in in class and at home for comparison and generalization. Comparative tables are used in financial work in the classroom, in the corner of wildlife, in the school educational and experimental field.

4. Thesis type card - tasks.

On a certain numbered card, the names of natural science objects (plants, animals) are given.

USED LINKS:

1. World Science Program for Children with Hearing Impairment. T. 2006
2. Scientific program for children with hearing impairments. T. 2006

3. Polatova Kh.M. Special methodology for teaching natural science. (Management). T. Science. 2006
4. Titova M.F. Studying the nature of grades 1-3 of the deaf school. Moscow: 1983 gEnlightenment . _ .
5. Sultonova D., Nurmukhamedova N. Text of lectures on special methods of teaching sciences. T. 2006
6. Khatamjon's son, Khaydarov Islamjon. "TECHNOLOGIES FOR FORMING CREATIVE THINKING SKILLS IN HEARING-LIMITED STUDENTS". INTERNATIONAL JOURNAL OF SOCIAL SCIENCES AND INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 265-271.
7. Khaitov L. R., Uktamova Sh. G. Conscious choice of schoolchildren with mental disabilities, as well as the influence of the Seim environment, socio-psychology // Eurasian Union of Scientists. - 2016. - No. 6-3 (27). - S. 50-53.
8. Khonbabaev S.Kh. "D. (2022). Socio-pedagogical foundations of spiritual and spiritual education and mechanisms of spiritual education in society and foreign experience." International Journal of Culture and Modernity: 285-292.
9. Khanbabaev, Shahrukhbek. "Innovative and pedagogical foundations for the development of the process of spiritual education." Collection of scientific articles Science web (2022).
10. Shavkatjon son n.r. start development of speech of internal students of the intelligent class // scientific and educational activity. - 2022. - v. 1. - no. 1. - s. 263-267.
11. azimjon og oh system of inclusive education progress // international journal of social sciences and interdisciplinary research issn: 2277-3630 impact factor: 7.429. - 2022. - t. 11. - no. 11. - s. 199-206.

THE ROLE OF LOGORHYTHMIC IN WORKING WITH CHILDREN WITH HEARING IMPAIRMENTS

Raximova Muniraxon Ilxomovna*

*Teacher,
Department of Special Pedagogy,
Kokand State Pedagogical Institute,
UZBEKISTAN

DOI: <https://doi.org/10.5281/zenodo.7483191>

ABSTRACT

This article aims to highlight the specific place of logorhythmic when conducting correctional work with children with hearing impairments.

KEYWORDS: *Speech, Speech Therapy, Rhythm, Auditory Cain, Special Pedagogy, Speech Disorders, Principle, Hearing Analyzers.*

INTRODUCTION

Logorhythmic is a special technique aimed at solving a number of problems related to the child's speech, coordination and hearing. Regular training will help to cope with the most common problems and save the child from many difficulties in later life. Logoritm for children is a way of playing with children who use music, tools and verbal elements. Of course, such corrective classes are held by specialists in kindergarten, but parents should not shift all responsibility to speech therapists-it is important to practice at home to consolidate the result. In addition, the form of play is fun for children. Logoritm classes are games or exercises to imitate adults along with specially selected music. That is, the child listens to the teacher or parents, sees what he is doing, then repeats what he said and did. Young children respond best to rhyming speech, but this is not necessary: any funny, interesting stories will help. The main goal of logorhythmic for children is the correction or development of speech skills. With its help, you can save the baby from speech problems such as Stuttering, pronunciation problems, too slow or too fast speech. At the same time, any speech therapy game develops several processes at once.

Logoritmics is a game technique for working with children that combines music, movements and lyrics of a poem or song.

Logarithmic activities include:

- walking or walking to music;
- games for the development of breathing;
- exercises for articulation;
- Rhythmic tasks;
- Speech exercises;
- Finger games.

Goals and objectives of logarithmic:

The main goal of logorhythmic is to develop the child's speech and eliminate speech disorders. For this, logarithmic exercises include the following tasks:

- □ Develop a sense of rhythm and tact;
- □ Teaching correct speech breathing;
- □ Improve overall and fine motor skills;
- □ Development of attention, memory and auditory perception;
- □ Inclusion of facial expressions and gestures in the child's speech;
- □ Teaching the smoothness of pronunciation of words and phrases.

The connection of the rhythms of movement and speech speech therapists believe that movement and speech are closely related. More precisely, motor and speech rhythms.

Rhythmic movements are easy to remember and reproduce them "automatically". And their motor rhythm is associated with the tempo of pronouncing words (speech rhythm).

That is, if you teach a child to rhythmic movement and correct pronunciation of words, he will be able to speak in the same measure and calmly in everyday life.

Types of exercise:

Logistic exercises are very diverse. The lesson can be structured in such a way that you often use games to help correct the speech problem.

For example, if the child stutters, you should add more breathing, tempo, and rhythm exercises to the activity. And if the baby is not given the pronunciation of certain sounds, it is worth noting articulation exercises and exercises to correct sound pronunciation. Exercises for the development of breathing, voice and articulation. These exercises develop voice strength, improve articulation, and teach correct breathing for fluent speech.

The problem of speech development and motor coordination in preschool children with hearing impairment is associated with the fact that these components are the main ones in the organization of correctional and pedagogical work with children in special preschool educational institutions.

When carrying out physical education and wellness work with children with hearing and speech defects, the main emphasis should be on revealing the individuality of the child, creating an individual correction and development program based on a comprehensive study of his development. Features of its development. To do this, it is necessary to know the general theoretical laws of a child with developmental disabilities, to guide them in pedagogical work. Various disorders in the development of a deaf child are not only the result of limited access to sound stimuli. Here, as a direct result, only disorders in the development of speech are observed. Speech acts as a means of interacting people with the outside world. Violation of such a link leads to a decrease in the information received, which affects the development of all cognitive processes, thereby primarily affecting the process of mastering all types of motor skills. The main pathology can lead to a chain of consequences, which appear, become the causes of New disorders and come together.

The development of psychomotor skills in logarithmic lessons is carried out at an unconscious, voluntary level. The development of the Motor sphere helps to regulate speech. All qualifications

obtained in logarithmic lessons are strengthened in speech material. Classes are conducted by a defectologist teacher with a musical instrument; musical accompaniment can also be performed by the music director. The duration of classes depends on the age of the children and ranges from 20 to 35 minutes. The content of motion and speech material varies depending on the degree of formation of movement and speech abilities. At the beginning of the correctional course, motor skills and abilities are developed, and then Speech work is built on this basis.

The effectiveness of the logarithmic rhythm is explained by the existing relationship between the child's movement activity and the development of speech. The formation of movements occurs with the participation of speech, the rhythm of which (especially poems) contributes to the development of motor skills.

Logorhythm for children is necessary for the formation of correct and clear speech. Many children learn to pronounce sounds for a long time, they pronounce words vaguely. If the baby does not choose the right corrective exercises, he will be under pressure then problems will arise:

Broken speech; isolation (the child is embarrassed that he does not pronounce words clearly, and if they do not understand him or laugh at him, he can stop communicating);

Complexes are formed that interfere with the development of socialization and communication skills.

Training in logorhythmia is carried out taking into account the individual characteristics of the child. These are samples. Adults show what to do, and the child repeats. Exercises include:

March and walk (in a certain rhythm);

Exercises that promote breathing and articulation;

Gymnastics for muscle tone;

Tongue twisters;

Counting exercises;

Singing;

Playing children's musical instruments;

Rhythmic movements;

Exercises for the development of fine motor skills (finger gymnastics).

If the lesson is conducted under the accompaniment of music, then the tones that reflect the emotional state are correctly selected. March, rhythmic songs are suitable for walking.

Logistic exercises are diverse. The selected correctional work is compiled depending on the age of the child and his needs, individual characteristics. In training, they use not only music, they learn poetry and songs. Toys and pictures are used to diversify training, to interest children.

REFERENCES

1. X.M.Pulatovalogopedikritmika – Darslik, Toshkent – 2007
2. G.A. Volkova. Logopedicheskayaritmika. Moskva «Prosveo'enie» 2003
3. X.M. Pulatova. Logopedikritmika (Mahruzamatni). Toshkent 2011 Yil.

4. Волкова Г.А. Логопедическая Ритмика. - М.: Просвещение, 1985.
5. Дякова Е.А Логопедический Массаж. – М.: Академия, 2003
6. Ilhomovna, Rahimovamuniraxon, and Erkinovasarvinov. "Modern Methods of Pedagogical Examination Of Children With Hearing Impairments."
7. Ilhomovna, Raximovamuniraxon. "The Content of the Organization of Correctional and Pedagogical Assistance in Uzbekistan." *International Journal of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 207-213.*
8. Xanbabayev, Shohruhbek. "Innovative-Pedagogical Basis of Development of the Process Of Spiritual Education." Scienceweb Academic Papers Collection (2022).
9. Xonbabayev, S. H. "D.(2022). Socio-Pedagogical Basis of Spiritual and Spiritual Education Mechanisms In Society And Foreign Experiences." *International Journal of Culture and Modernity: 285-292.*
10. Azimjono‘G, Oppoxo‘Jayevxojixuja. "Inclusive Education System Progress of the Process." *International Journal of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 199-206.*
11. Babaeva, Nargizamuzaffarovna, and Shokhrukhbekdilshojonkhanbabaev. "Methodological Approach To Developing A Development Strategy Of An Educational Organization." *Oriental Renaissance: Innovative, Educational, Natural and Social Sciences 1.5 (2021): 65-73.*
12. Shavkatjono‘G‘Li N. R. Boshlang ‘Ich Sinf Aqli Zaif O ‘Quvchilar Nutqini O ‘Stirish //Research And Education. – 2022. – T. 1. – №. 1. – С. 263-267.
13. Soliyevna, Mirboboyevanodiraxon. "Thoughts about The Stages Of Development Of Oligophrenopedagogy And Mental Retardation." *Confrencea 7.7 (2022): 102-105.*
14. Lazizbek, Khaitov. (2020). Essence and Structure of Socio-Pedagogical Competence Of The Future Logopeda Teacher. *European Journal of Research and Reflection In Educational Sciences, 8 (2), 37-43.*
15. Hatamjono‘G‘Li, Haydarovislomjon. "Technologies for the Formation Of The Skill Of Creative Thinking In Weak Auditory Students." *International Journal of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 265-271.*
16. Soliyevna, Mirbabayevanodiraxon. "Family and School Cooperation in Raising Children With Down Syndrome." *International Journal of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 236-242.*
17. Feruza, Teshabaeva, Mahmudovamadina, and Yuldashevadilbar. "The Essence of Inclusive Education In Developed Countries." *European Journal of Research and Reflection in Educational Sciences Vol 8.1 (2020).*
18. Равшанова, Иноятхонэркиновна, Андёкутхонсобировнашерматова. "Талабаларнинг Психологик Саломатлигини Таъминлашнинг Асосий Мезонлари." *Интернаука 3-2 (2020): 87-89.*

- 19.** Ravshanova, I. E., M. S. Ahmadjanova, And Y. S. Shermatova. "Role Of Physiological And Psychological Characteristics Of A Person In Life Safety." European Journal Of Research And Reflection In Educational Sciences Vol 8.1 (2020).

PROMOTING A HEALTHY LIFESTYLE AMONG STUDENTS IS AN IMPORTANT FACTOR

Ravshanova Inoyatkhon*

*Researcher,
Kokand DPI, UZBEKISTAN

DOI: <https://doi.org/10.5281/zenodo.7483201>

ABSTRACT

The article discusses health, healthy lifestyle, physical education, factors of physical development, and the role of physical education in the upbringing of a harmoniously developed generation. A scientific study of the attitudes of young people to a healthy lifestyle also provides conclusions and recommendations.

KEYWORDS: *Health, Healthy Lifestyle, Physical Education, Physical Development, Factor, Physical Education, Exercise, Diet, Sleep, Hygiene.*

INTRODUCTION

Health is a balanced unit of biological, mental, physical conditions and labor activity of the human body. Health is happiness for everyone. Its labor productivity is a necessary condition for the development of the country's economic power and the welfare of the people. A conscious and responsible approach to public health should be the norm of life and morality of society and all its members.

The key to good health is physical activity. Abu Ali Ibn Sina teaches the need to focus on seven things in a healthy lifestyle (STT) and health care. These include:

- Customer Moderation,
- Choice Of Food To Eat And Drink,
- Cleaning The Body From Debris,
- Maintain Proper Structure;
- Adequate And Good Nasal Air Intake,
- Pay Attention To Clothing,
- Regulation of Physical and Mental activity (this includes sleep and wakefulness.) While our ancestor Abu Ali ibn Sina predicted that all diseases that could be treated without surgery would come and be treated only by movement, the Russian anatomist, physician, and pedagogue LF Lesgaft classified exercise as 4th century BC and expressed its effects on the human body in poetic lines.
- A healthy lifestyle (STL) includes increasing a person's cultural and physical development, productivity, and creativity. The main components of STT are effective work, personal hygiene, and avoidance of bad habits, and proper nutrition at the appointed time, physical

training, regular physical activity. STT is one of the main measures in the prevention of diseases.

- STT- allows you to meet a certain amount of mental and physical requirements to a satisfactory level. There are more and more types of fitness: exercise, diet, sleep, bathing, and more.
- Everything should be aimed at one goal - to improve people's health. While our main goal today is to scientifically substantiate the role of physical education in the upbringing of a harmoniously developed generation, it is worth mentioning the following:
- Development of special theoretical knowledge and practical skills in healthy lifestyles among young people.
- Educating young people about a healthy lifestyle and its main components, - Conducting surveys among physical education specialists in the upbringing of a harmoniously developed generation.

In order to complete the above tasks, we conducted a survey on physical activity of students. Two 6th grade students of the secondary school took part in the survey. There were a total of 45 students, including 25 girls and 20 boys. During the survey, the questions were structured as follows and the answers were collected. S O 'R O V N O M A (questions)

- What do you mean by physical education?
- Do you exercise?
- Do you like physical education?
- Do you want to exercise?
- Is physical training easy or difficult?
- Do you consider physical education as a basic science?
- According to the results of the survey:
- What do you mean by physical education?

When it comes to physical education, girls are more likely to respond than boys.

Do you do physical training?

When asked if they do physical activity, 16 out of 20 boys answered "Yes" and 13 out of girls.

Do you like physical education?

When asked if they liked physical education, 18 boys and 20 girls said yes.

Would you like to get some exercise?

When asked if they wanted to exercise, 17 boys and 22 girls said yes.

Is physical training easy or difficult?

When asked if physical education is easy or difficult, all boys said yes, and 22 girls said yes.

Do you consider physical education as a basic science?

When asked if physical education is the main subject, 15 boys and 17 girls answered "Yes".

The results of the study showed that it was found that students view physical education as a secondary task. But we must not forget that physical education is a key factor in all aspects.

Summarizing the data, we obtained the following statistics:

Number 1 Question Positive Answers% Question 2 Positive Answers% Question 3 Positive Answers% Question 4 Positive Answers% Question 5 Positive Answers% Question 6 Positive Answers%

Participants :	Number	Question 1	Pos % answers	Question 2	Pos % answers	Question 3	Pos % answers	Question 4	Pos % answers	Question 5	Pos % answers	Question 6	Pos % answers
Jami	45	45											
Boys	20	11	24%	16	36%	18	40%	17	38%	20	44%	15	33%
Girls	25	23	51%	13	29%	20	44%	22	49%	22	49%	17	38%
Total% indicator	100	34	75%	29	65%	38	84%	39	87%	42	93%	32	71%

In conclusion, in order to raise a healthy generation, it is necessary to engage in regular physical activity in order to maintain good health.

In order to educate young people in a healthy way, first of all, it is necessary to form a healthy lifestyle.

In the upbringing of a harmoniously developed generation, it is necessary to use hygienic factors wisely to increase physical activity.

REFERENCES:

1. Azimov I, Sobitov SH "Physiology of sports" Tashkent -1993
2. Axmedoa N.K. "Atlas of human anatomy" Tashkent - 2006
3. Ashmarin B. A and others "Theory and methods of physical education" M. Enlightenment 1990s
4. Weinbaum YAS "Physical Education Hygiene" Tashkent "Teacher" 1988
5. Goncharova OV "Development of physical abilities of young athletes" Tashkent 2005
6. D.J. SHaripova, G.S. Fuzailova, G.A. SHaxmurova, M.T. Toirova, M. Turkmenova, D. Zufarova "Formation of a healthy lifestyle in students" Fergana 2010
7. A. A. Sarukhanov, Sovremennyye problem organizatsiizanyatiypofizicheskoykulture v Vuze so studentamispetsialnoy... Innovations in pedagogy and psychology, 2020
8. SultanovaNurkhonAnvarovna, The importance of didactic games in the activities of primary school students. Continuous Education 1 (Special Issue), 42-46 9. Sultonova N.A., Teoreticheskieosnovypodgotovkidetey V Sovremennyxusloviyax K Sotsialnoyjizni V Seme, Scientific Progress 1 (6), 631-635.

- 9.** Shavkatjon Son Nr Start Developing the Speech Of Mental Students In The Classroom //Research And Education. - 2022. - T. 1. – No. 1. - S. 263-267.
- 10.** Hatamjono‘G‘Li H. I. Technologies for the Formation of the Skill of Creative Thinking in Weak Auditory Students //International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429. – 2022. – T. 11. – №. 11. – C. 265-271.
- 11.** Xonbabayev, S. H. "D.(2022). Socio-Pedagogical Basis Of Spiritual And Spiritual Education Mechanisms In Society And Foreign Experiences." International Journal Of Culture And Modernity: 285-292.

FORMATIVE CONTENT AND SOCIAL SIGNIFICANCE OF FICTION

Kurbanov Askar Bahadir ogli*

*Researcher,
Karshi State University
Email id: Asqarqurbonov@mail.ru

DOI: <https://doi.org/10.5281/zenodo.7483206>

ABSTRACT

This article mentions the dual nature of fiction, that it is an art phenomenon on the one hand, and a form of social consciousness on the other. Now, why fiction is said to belong to the sphere of social consciousness, to itself as a form of social consciousness characteristic is described.

KEYWORDS: *Economic, Spirituality, Improvement, Formation, Ideas, the Embodiment of Knowledge and Skills, Socio-Economic, Initiative, Efficiency, From Antiquity to the Present.*

INTRODUCTION

It is known that at the core of the reforms implemented in our country is the human factor and human value. In this sense, enjoying the modern achievements of science and education, along with receiving spiritual and educational knowledge, is of great importance in the formation of a real person.

Fundamental development of the system of higher education institutions and secondary special social and economic educational institutions, social economy and spiritual foundations, national ideas, historical philosophical theory of our nation, students of social humanitarian education. is intended for, along with acquiring theoretical knowledge, strengthening knowledge and skills on the basis of practical and laboratory experience, artistic, literary, pedagogical and psychological, socio-economic, spiritual foundations, human factor, essay law, domestic labor fields, the material and spiritual living conditions of people, the importance of fiction in the spiritual growth of a person, philosophical analysis, historical pages, the science of human education, its laws, thoughts through the study of pedagogy, new ideas, knowledge and skills In its embodiment, it determines the giving of initial knowledge, skills and qualifications regarding the interest in fiction, the place of our country on the world scale.

The process of teaching the experience gained at work to the younger generation, while the businessmen of our country learn the working methods of the developed countries, the ability to independently use modern innovative new equipment, young designers, working with young people who have a high level of educational ability, requires achieving high results. .

This article brings to life educational and qualification processes aimed at socio-economic, spiritual growth of people, strengthening the level of education, enthusiastic attitude to work, conscious choice of profession, imagination and thinking of mental and physical work for the welfare of society and individual. Emphasizes the necessity of implementation.

Advanced thinking circles and changes in the students, the result of scientific research, and the effect of the ongoing reforms are aimed at the spiritual growth of our people and raising the level of knowledge. As a result of improving the level of knowledge as a result of relying on practical experiences along with the improvement of theoretical knowledge, efforts are made to reach

higher heights. It is necessary to have the qualities of knowledge, activity, initiative, efficiency and organization, talent, discipline and sense of responsibility and responsibility.

Fundamental development of the educational system, higher and secondary special social and economic educational institutions for students of social economy and spiritual foundations, national ideas, philosophical theory, social humanitarian education is designed to strengthen knowledge and skills based on practical experience along with acquiring theoretical knowledge, artistic, literary, pedagogical, socio-economic, spiritual foundations, human factor, domestic labor spheres, material and spiritual living conditions of people, the importance of fiction in the spiritual growth of a person, philosophical analysis, the science of human education, its laws, interest in fiction in the embodiment of thoughts, ideas, knowledge and skills through the study of pedagogy, the place of our country in the world determines the provision of initial knowledge, skills and qualifications. The process of teaching the young generation the experiences gained in work, while the entrepreneurs of our country learn the working methods of the developed countries, the ability to independently use modern innovative new equipment, young designers, working with young people who have a high level of educational ability requires achieving high results.

Relevance of the Topic

This reflected article is a product of training and qualification processes aimed at enthusiastic attitude to work, conscious choice of profession, imagination and thinking of mental and physical work for the welfare of society and individual. Fundamental changes in students, renewal of pages, and the effect of the ongoing reforms are aimed at raising the standard of living of our people to the ranks of highly developed democratic states.

As a result of the active participation of the listeners, they develop such moral qualities as social attitude to work careful preservation and saving of public property, respect and love for working people. Activity, initiative, planning, organization, discipline and sense of responsibility, as well as education of mutual help are the main tasks of today.

A number of changes in social and economic spheres in our country, world tourism, mutual cooperation with developed countries, implementation of import-export, trade, gas processing, development of electricity system, bringing modern investments from neighboring countries to our territory. Development of production based on input and demand, expansion of jobs in the country is an urgent task of today.

It is necessary to develop the field of education, among the tasks set in the field of education, to eliminate the worldview and scientific potential of our youth, the huge changes that occurred in our country during the years of independence, and the scale of existing problems. Today, it is the result of the reforms and plans that are being implemented to achieve our great goals and noble deeds, the renewal of our society, the development and perspective of our life. We all understand that all this is closely related to the problem of training highly qualified and conscious specialists who meet the requirements of the time.

As a result of the gradual transition of our republic to the market economy and comprehensive penetration into the world community, there are demands to deepen learning and improve the level of education of students. The opportunities and privileges created in accordance with the law open up new prospects for the development of intellectual property innovation processes

based on increasing economic efficiency in the effective use of intellectual property, mastering new techniques and technologies, and using them to produce new products.

A collection of works summarizing achievements in a certain field of literature is technical literature, agricultural literature, political literature, etc. A type of art is also called fiction; reflects reality through images using words. Literature was originally in oral form, and as a result of the appearance of writing, it began to be written.

Literature has the ability to widely and deeply reflect human feelings through words; therefore it is considered the most popular form of art. There are 3 leading types of fiction - epic, lyric, drama. The epic perceives the reality itself, and the lyric describes the impressions of the person from the reality. The East has long been a land of poetic feelings. For this reason, especially lyricism is widely developed in the literary literature of the East. Drama expresses life in action without the author's speech.

When we say fiction, we mean the artistic world consisting of the works of advanced and progressive writers. The first task of literature for the advanced representatives of Eastern and Western literature, which has continued from ancient times to the present, is to create a true artistic vision of life. When we say life, we mean the life of the country, society, people and some individuals. In the process of artistic reflection of life, fiction confirms the beauty and goodness in this life, serves to write wings of new and advanced principles in the life of society and people.

The important tasks of fiction are to create an image of a person, to describe his inner world, to show the budding and flowering of the buds of beauty in his nature and spirit under the influence of the external world. But fiction, as a school of example, not only reflects the life, man and his spiritual world, but also describes the beauty in nature and the psyche of people, the exemplary events of the historical past, as well as the present and the present. by reflecting people's lives, it is to have an emotional impact on people, to give them pleasure, to educate them, and to actively participate in their formation as well-rounded people. Fiction differs from other types of literature in these aspects. Every person familiar with fiction will enjoy the beauty of nature and society more. A person who reads a book, no matter what field he works in, will have the ability to think correctly, distinguish between black and white, and make wise decisions in complex situations. In addition, his speech is fluent; he can get people to follow him.

A book is an unquenchable light that illuminates the paths of life, a source of happiness that gives meaning to a person's life, a loyal friend that accompanies him in any situation. There is no tool as powerful as a book to ensure the spiritual maturity of a person. That is why, from time immemorial, enlightened leaders and wise men have called all mankind to read books and learn the secrets of science and manners from them. The book is a great power that lifts a person from earth to heaven and increases his spiritual power. It is a foundation that strengthens the historical memory, spiritual and educational world, scientific ground of mankind, and shows the bright future.

A friend like a book contains all the knowledge that keeps people aware of the past and the future. The book is a great power that lifts a person from earth to heaven and increases his spiritual power. It is a factor that strengthens the historical memory of mankind, the spiritual and educational world, and the scientific ground.

Today, the state pays special attention to the development of reading culture in our society, especially among young people, and a lot of effective work is being done. Including the President

Decree of January 12, 2017 "On the establishment of a commission for the development of the system of printing and distribution of book products, increase and promotion of book reading and reading culture", September 13, 2017 "Publishing and distribution of book products on the program of comprehensive measures to develop the system, increase and promote book reading and reading culture" and on May 12, 2018 "Wide study and promotion of the creative heritage of our great scholars, writers and thinkers The implementation of a number of organizational and practical measures aimed at developing the culture of reading in our country on the basis of the decision "On organizing reading contests among young people for the purpose of making.

Educational programs, study guides and literature are organized in higher education institutions in cooperation with supervisors established in the university itself. The president is promoting the importance of reading books among young people and leaders.

The comprehensive solution of such important tasks, which are of great importance in improving our spiritual life, improving the system of publication and distribution of book products, placing the best examples of Uzbek and world literature on the Internet and promoting them to a wide readership. effective organization of delivery work, preservation of the rich spiritual heritage of our great scholars, writers and thinkers who grew up in our ancient and unique land, the unique works of our great ancestors who made a great contribution to the development of universal civilization, culture, secular and religious science, and to future generations to convey their rare heritage, exemplary life and social activity in every way and promote, educate our youth in the spirit of self-awareness, national and universal values, popularize the reading culture among them.

CONCLUSION

The result of literary education without artistic analysis of the text of a literary work is a person without spirituality, an expert without knowledge. Since the renewed national pedagogy has set itself the goal of forming highly spiritual individuals, it is important that artistic analysis is of decisive importance in literary education. In the absence of qualified artistic analysis, the magic, mystery, charm of a miraculous work disappears. Because the artistic and vital meaning behind it remains unnoticed.

Like any branch of science, the science of "Fundamentals of Artistic Analysis" has its own research methods. For example, research methods such as observation, proof, generalization, evaluation, axiology, conditionality, comparativistic, mental reasoning, artistic value determination, comparison, generalization, heuristic, etc. are used to collect, summarize, analyze, systematize and are the methods used in reaching a certain scientific conclusion. Some of these research methods can be used in the investigation of other disciplines, but in this case they are used for a different purpose and purpose.

A philologist who does not fully understand the literary text cannot achieve the expected results during his activities aimed at shaping the spirituality of other people. However, philologists are professionals who are responsible for shaping the spirituality of the people of the nation. The reason why fiction has a high rank in the lives of members of the society, and why literature has a special privileged position in the education system comes from its great social importance.

Noble spirituality, high moral values are formed by mastering experiences in this direction. Of course, not everyone has to experience this kind of experience.

Before answering questions such as what does the concept of "analysis of a work of art" mean, how is artistic analysis carried out, in what ways should it be materialized, the basic concept that gave rise to all these questions - the term "work of art" is correct it is appropriate to come to a certain conclusion.

Because the book is a tool of thinking, a key to treasures, a source of thought, our people considered it as dear, honorable and sacred as bread. That is why love for books, appreciation of them, desire to read is ingrained in the blood of our people. A person's culture is reflected in his book. In this sense, today, reading books and the attitude towards them seem to have weakened somewhat. Because young people are more addicted to movies, videos, television, and computers. Any new information can be obtained from these tools as desired. It's a pity that there is no need to spend time reading a book today. In fact, no media, film or video can replace a work of art. No matter how skillfully the movies are filmed, they cannot convey the effect and charm of the book. Reading also depends on the family environment. In enlightened families, attention to books is useful in raising children.

We know that man differs from other creatures in his thinking ability, spiritual world, and theory of consciousness. One of the factors that distinguish a person from other creatures is his consciousness and spirituality. Only truly patriotic people with high intellectual potential, independent worldview, initiative, physically healthy and spiritually mature people are the decisive force of the reforms being carried out in the system today, the true defenders of our people. In the formation of the above positive qualities for citizens of the society, it is important for them to be familiar with books, to expand their knowledge and outlook by reading books of various genres, not only related to their professional activities. In Uzbekistan, starting from 2021, the first week of April is designated as "Book Reading Week".

LIST OF USED LITERATURE

1. In accordance with paragraph 13 of the statement No. 19 of the video selector meeting held on March 4 of this year under the leadership of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev.
2. Decision of the President of the Republic of Uzbekistan dated September 13, 2017 No. PQ-3271.
3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 781 dated 14.12.2020.
4. Myself. The first volume. Tashkent, 2000.

THE ROLE OF THE WORK "TARIXI FARG'ONA" (HISTORY OF FERGANA) WRITTEN BY ISHAQ KHAN IBRAT IN RESEARCHING THE ETHNIC SITUATION OF THE PEOPLE OF FERGANA VALLEY

Olimov Nodirbek Anvarjon O'g'li*

*Based Doctorant,
Andijan State University, UZBEKISTAN

DOI: <https://doi.org/10.5281/zenodo.7483218>

ABSTRACT

This article is written about the work "History of Fergana" written by Ibrat son of Is'haq Khan Junaidullahkhoja and the ethnographic information in it. The article "History of Ferghana" provides important information about the ethnic situation of the population of the Ferghana Valley at the end of the 19th century and the beginning of the 20th century, the ethnopolitical and migration processes that took place in the valley, and the ethnotoponyms of the valley cities.

KEYWORDS: *Kokan Khanate, Ethnic Composition, Kipchaks, Yuzs, Kyrgyz, Kazakhs, Tajiks, Ethnopolitical Processes, Migration Processes, Etnotoponyms.*

INTRODUCTION

In the works of local historians who lived in the period of the Kokan Khanate and later, information reflecting the ethnic situation in the Ferghana Valley is relatively rare. After all, the works of local historians of this period are mainly dedicated to showing the socio-political, cultural and economic life of the population of the Khanate, and the issue of ethnic and inter-ethnic relations is not well covered in them. This situation increases the importance of a wider scientific research of written sources recorded by local historians in the study of this issue. Because from them you can find information about the ethnic status of the peoples of the Fergana Valley, the economic and cultural types of the ethnic communities, as well as the ethnopolitical and migration processes that took place in the valley.

Relevance and Current Status of The Topic

One of such local written sources is the work "History of Fergana" written by Ibrat son of Ishaq Khan Junaidullahkhoja, a well-known representative of the Jadidism movement. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted, "Ibrat Domla's selfless services for the development of our country are a real example for all of us not only in his time, but also today."

Ishaqkhan Ibrat was born in 1862 in the town of Torakorgan near Namangan. His family goes back to the famous mystic Ahmed Yassavi. Ishaq Khan Tora's mother, Huribibi, played a big role in his literacy. Ishaq Khan Ibrat wrote about this: "In the past, I studied with three teachers in the neighborhood school for several years, and in the end I did not become literate, then I studied at the current girls' school in our house, under the care of my deceased parent" [2 - B.36]. Ishaq Khan Ibrat later studied at the Muhammad Siddiq Tunqator madrasa in Kokon [3 - B.9]. He visited many cities of Eastern and Western nations and studied the language, culture and customs of the local population. In one of the local press of that time, the following information

was given about Ishak Khan Ibrat's knowledge of a number of languages, "... Fazili is a distinguished judge, he knows Turkish, Persian, Hindi, Russian, and is able to write letters in Russian, French, Armenian and other languages" [1].

In addition, Ishaq Khan was well versed in the science of history. As a historian-scientist, Ishaq Khan Tora Ibrat took part in the scientific meeting dedicated to the history of the city of Akhsi, organized by the Russians in Tashkent in July 1913. His lecture will be published in the newspaper of the Turkestan region under the Russian title "Istoriya drevnego goroda Akhsi v Ferganskoy oblasti" according to the editorial rules of the newspaper. In this article, Ibrat thinks about the location of the city of Akhshi, the fact that it was once a flourishing city, when and for what reason it was destroyed, and what kind of villages were built in its place, based on historical-scientific works, factual materials, and archaeological finds [3 - B .59].

Conduct Research

Ishaq Khan Tora Ibrat's work "History of Ferghana" is dedicated to the history of Ferghana Valley. The work was written in 1916. At the same time, it is worth noting that the sources mention that this work was written in 1913 [3 - B.45]. This work was revised and published in 1925-1926 based on the requirements of the soviet ideology. It should also be mentioned that in the process of creating the work "History of Fergana" by Ishaq Khan Ibrat, who was well versed in Western languages, the famous Orientalist scientists V. V. Radlov, V. V. Barthold and V. P. He made good use of the works of Nalivkin and Herman Vambery and expressed his attitude to them [3 - B.48].

Analysis of the Obtained Results

If you read the book "History of Fergana" by Ishaq Khan Ibrat, you will know that it contains important information about the history of the Fergana Valley from ancient times to the conquest of the Kokan Khanate by the Russian Empire. The value of this work for us is that it also contains some ethnographic information. However, the author gave interesting information about the ethnic composition of the population of the Ferghana Valley at that time. For example, at the beginning of the 20th century, it was recorded that the majority of the population of the Fergana Valley consisted of Uzbeks, Sorts, Tajiks, Karakalpaks, Kipchaks, and nomadic Kyrgyz peoples from the mountain sides, and also that Jewish, Indian, Armenian, Persian, and Georgian peoples engaged in trade lived in the cities of the valley. Through the work, we can get important information about the ethno-political processes that took place in the Ferghana Valley at the end of the 19th century and the participation of different ethnic communities in them. It is also shown that Kipchak, Kyrgyz, Tajik, Kazakh, Yuz and other ethnic communities actively participated in the ethno-political processes of the Kokan Khanate.

It is known that the Kipchaks began to play an important role in the ethno-political life of the Kokan Khanate from the middle of the 19th century. This happened in connection with the appointment of Muslim Qul, the leader of the Qipchak tribe, who helped Koqan Khan Sheralikhan to come to the throne, as the thousand head. "During the time of Sherali Khan, the government was in the hands of Kyrgyz Kipchak" [4-B.301]. Later, during the reign of Khudoyar Khan, Musulmonqul had a great position and was appointed to the position of thousandbashi. In order to develop the agriculture of the population, he created the river "Chinabad" and built a madrasa in the city of Koqan under the name of the khan. During the Musulmonqul period, the Kipchaks were given many territories and privileges. Khan and his officials belonging to other ethnic groups did not like this situation. "Consequently, in order to

get rid of these cruel oppressions, they started working against the Muslims" [4 - B.298]. Khudoyar Khan and his officials beat the commander of the thousand Musulmonqul in a place called Bilqillama and killed him and his people [4 - B.299]. During these ethno-political processes, many innocent Kipchaks also perish.

On the eve of the Russian invasion, at the end of the 19th century, Abdurahman Aftobachi, the son of Musulmonqul, played an important role in the political life of the Kokan Khanate. It can be seen that the Kipchaks were a great political power in the khanate from the middle of the 19th century to the end of the 19th century, that is, until the termination of the Kokan Khanate.

In addition to the Kipchaks, we can learn from the work that the Kyrgyz also played an important role in the ethno-political life of the Kokan Khanate. It is written about this in the work "History of Fergana" that the Kipchaks and the Kyrgyz contributed equally to Sherali Khan's accession to the throne [4 - B.298] and that they also played an important role in the political life of the khanate. It is recorded in the work that the two wives of Sheralikhan and the father-in-law of the Musulmonqul Qipchak, the governor of Ketmontepa, Irisqulibi, were Kyrgyz [4 - B.297].

In addition, in the work "History of Fergana" there is information that Khushvaqtbek, who worked as a koshbegi during the time of Muhammad Ali Khan, was from the yuz tribe [4 - B.296].

It is stated that when the Russian Empire invaded the territory of the Kokand Khanate, Amirlashkar Aliquli appointed a person named Davlat Tajik as the governor of the city of Turkestan. It can be seen from this that Tajiks also played an important role in the ethno-political life of the Kokan Khanate at the end of the 19th century.

In the work "History of Fergana" there is also information about the important role of Kazakhs in the political life of the Kokhan Khanate. The work contains important information about the meeting of Amirlashkar Aliquli in Shymkent and negotiations with the leader of the Kazakh tribes, Boyzaqbi, and the relations of the Kazakhs with the Russian Empire.

Ishaq Khan Tora Ibrat's "History of Fergana" contains important information about the migration processes in the Fergana Valley. The work describes the migration of a group of residents of the Ferghana Valley to Kashgar during the period of Koqan Khan Muhammad Ali Khan between 1829 and 1832. In particular, first Buzrukhontora, and in the following years, under the leadership of Jahangirxantora and Isobek mehtars, Kashgar people and together with them some Kokan residents moved to Kashgar. Later, they united and settled in a place called Gulbog, belonging to the territory of China [4 - B.296].

In the work, the ancient cities of the Ferghana Valley; Geographical and ethnographic information is given about the cities of Kokan, Andijan, Namangan, Toraqorgan. In particular, there is historical and ethnographic information about the emergence of the cities of Ko'kan, Andijan, Namangan, and their names [3 - B.57] In the work "History of Fergana" by Ishaq Khan Tora Ibrat, some city names are explained ethnotopically. For example, in this work, the author puts forward an opinion about the name of the city of Andijan: "Andigon" means "Andes", "Anda" is a tribe of Turks and Uzbeks.

CONCLUSION

In conclusion, it can be said that Ishaq Khan Ibrat's "History of Fergana" is of special importance among the local sources that reflect the ethnic situation in the Fergana Valley in the end of the

19th century and the beginning of the 20th century. Through this work, we can get important information about the ethnic status of the Fergana Valley population, the ethno-political and migration processes that took place in the valley, and the ethnotoponomics of the regions.

REFERENCES

1. Haq soz.// Gazette of Turkestan region. 1908, No. 56.
2. Ishaq Khan Ibrat. Mezon uz-zamon. Book I.
3. Jadids. Ishaqkhan tora Ibrat [Text]; pamphlet./ U. Dolimov - Tashkent; Youth publishing house, 2022.
4. "Meros" series. History of Ferghana. Ibrat - Tashkent "Kamalak". 1991.

METHODOLOGY FOR FORMING CRITICAL THINKING SKILLS IN PRIMARY CLASS STUDENTS

Mamasaidova Mukhabbat Abdusalam kizi*

*Doctoral Student,
Fergana State University,
UZBEKISTAN

DOI: <https://doi.org/10.5281/zenodo.7483222>

ABSTRACT

This article reveals the content of the concepts of criticism and critical thinking. It is also dedicated to the methodology of forming critical thinking skills in primary school students.

KEYWORDS: *Critical Thinking, Logical Thinking, Whole Number, Positive Number, Pair Of Numbers, Problem-Based Learning, Information Technology, Multiple Numbers.*

INTRODUCTION

Fundamental reforms are being carried out in our republic today to raise the continuous education system to a new level. In addition, in the process of teaching mathematics, the task of educating an independent, creative thinker is set to ensure the full participation of the learner in the world socio-economic, literary and cultural development. In the implementation of these tasks, it is permissible to further improve the pedagogical technologies used in educational processes. Critical thinking has a special place in this. We can achieve more effective results if problem-based learning technology is used to form students' critical thinking skills in elementary school subjects.

LITERATURE REVIEW

Creative sources of critical thinking go back to ancient times. Translated from Greek, the word "criticism" means isolation, separation. Criticism (criticism (lot)-judgment skill) - evaluation and analysis of a phenomenon related to a field of human activity. It consists of finding and discussing errors.

Critical thinking is a system of judgments aimed at drawing reasonable conclusions by analyzing things and events, and it has the character of critical evaluation. That is, it is analytical thinking based on criticism.

So, although critical thinking is one of the good ways to find an acceptable solution, it is not advisable to use it all the time. A person should not think that he is always right. While this is fun, it also causes us to ignore other perspectives. Not all decisions require critical thinking. It is often better to use elements of "creative thinking" than critical thinking. Critical thinking is a fundamental part of intellectual activity that involves students learning to recognize or develop an argument, use evidence to support that argument, draw reasonable conclusions, and use information to solve problems.

Critical thinking includes such concepts as "evaluation" and "self-evaluation", "criticism" and "self-criticism", "proof" and "refutation", "critical analysis". The culture of critical thinking

includes methods and techniques of reliable evidence that are applied in practice. All this helps to develop the personality and form the students' worldview.

DISCUSSION AND RESULTS

The formation of critical thinking skills gives the student the following opportunities:

- Students' thinking process accelerates;
- Students begin to set specific goals for themselves and look for ways to achieve this goal;
- Students begin to acquire the ability to actively communicate with each other;
- Students' interest in learning and learning new information increases;
- Students are actively engaged in the learning process;
- The desire of students to listen and observe the various ideas that arise among them increases;
- Students have the need to boldly express their opinions;
- Students will have the opportunity to process the acquired knowledge and concepts and express their thoughts with them.

That is why it is appropriate to systematically organize the process of teaching primary school students to think critically.

Below are some tasks that require critical thinking and their solutions.

Task 1. Each animal in the given picture represents a positive integer and different numbers correspond to different animals. The numbers under each column represent the sum of the numbers under that column. Find the largest value of the sum of the numbers in the first row.

				?
				
15	11	3	7	

It is necessary to be based on logic when finding a solution to a given task. Students should pay attention to 2 things.

1. The animals in the picture represent different numbers. That is, the same number does not fit 2 different animals.
2. Let the sum of the numbers in the first row reach the greatest value.

First, it is up to the students to find a solution to the task. That is, everyone has to find it independently. A certain time is set for this. For example, 3 minutes is enough. Then the results of the students are analyzed. The mistakes and shortcomings made by the students in finding the answer are explained. The teacher himself can explain the solution as follows:

We will make a schedule. A pair of positive numbers whose sum is equal to 15 is written in the first column of the table. For example, 5 and 10, 7 and 8, 3 and 12, etc. The second column is filled with a pair of numbers whose sum is equal to 11. Continuing in this way, 2 numbers should be written in the last column so that their sum is equal to 7. Another thing to note is that the numbers must be positive numbers only.

Positive numbers that add up to 15	Positive numbers that add up to 11	Positive numbers whose sum is equal to 3	Positive numbers that add up to 7	
1 and 14	1 and 10	1 and 2	1 and 6	3 and 4
2 and 13	2 and 9	2 and 1	2 and 5	
3 and 12	3 and 8			
4 and 11	4 and 7			
5 and 10	5 and 6			
6 and 9				
7 and 8				

It can be seen from the table that there are 2 pairs of numbers whose sum is equal to 3. That is, in the pair of tiger and chicken, the tiger can be equal to 2 or 1. It's the same with chicken. But if we take into account that the tiger is on the top line in the picture and the sum is the largest, then the tiger should only receive 2. In that case, the numerical value of the chicken will be equal to 1. That is:

Tiger = 2, chicken = 1.

Now, we delete the pairs in which numbers 1 and 2 in the table are involved. Because these numbers are busy. This is because animals represent different numbers.

Positive numbers that add up to 15	Positive numbers that add up to 11	Positive numbers whose sum is equal to 3	Positive numbers that add up to 7
3 and 12	3 and 8	2 and 1	3 and 4
4 and 11	4 and 7		
5 and 10	5 and 6		
6 and 9			
7 and 8			

It seems that only 3 and 4 numbers are left for the dog and turtle in the picture. So the dog is 4 and the turtle is 3. Because the dog is on the top line in the picture. Deleting the rows with numbers equal to 3 and 4 in the table, we get the following:

Positive numbers that add up to 15	Positive numbers that add up to 11	Positive numbers whose sum is equal to 3	Positive numbers that add up to 7

5 and 10	5 and 6	2 and 1	3 and 4
6 and 9			
7 and 8			

From the second column, it can be seen that the rabbit is equal to 6, and the camel is equal to 5. Now we delete the lines with numbers 5 and 6.

Positive numbers that add up to 15	Positive numbers that add up to 11	Positive numbers whose sum is equal to 3	Positive numbers that add up to 7
7 and 8	5 and 6	2 and 1	3 and 4

It is known from the last table that the pair of numbers 8 and 7 corresponds to the pair of cow and horse. Using the findings, we can get the following result:

cow	rabbit	tiger	dog
8	6	2	4

The last question of the assignment was to find the sum of these numbers. So the answer is 20.

Task 2. One animal is sleeping in each of the following baskets. Monkey and fox lie in baskets with the same appearance and pattern, and kangaroo and cat lie only in baskets with the same pattern. In which basket is the puppy sleeping?



This assignment can be found as follows.

Monkey and fox - look and pattern in the same baskets.

Baskets with the same appearance: first, second, fourth

Baskets with the same pattern: second and fourth

So, the monkey and the fox are in the second and fourth baskets.

Kangaroo and cat-pattern in the same baskets

Baskets with the same pattern: first and third, second and fourth. But the second and fourth baskets are busy. So, the kangaroo and the cat are in the first and third baskets. Then the puppy is in the fifth basket.

Critical thinking issues are mostly found in mathematics. For example, let's see the following example.

Task 3. Fatima and Zuhra thought of different numbers less than 60 but greater than 0. Fatima's number is divided by 5. The number thought by Zuhra is an even number divisible by 7. What is the maximum difference between Fatima and Zuhra's numbers?

At first glance, this example may seem simple. But there is no question that the answer will be wrong due to a small mistake.

The number that Fatima thinks is a multiple of 5. So, one of the numbers 5,10,15,20,25,30,35,40,45,50,55. The number thought by Zuhra is a multiple of 7. That is: 7,14,21,28,35,42,49,56.

If the reader thinks that the number thought by Fatima is equal to 55, and the number thought by Zuhra is equal to 7, this is a mistake. If the number thought by Fatima is 5 and the number thought by Zuhra is 56, then this is correct. Because, in the example, we are talking about the largest value of the difference of the numbers that the girls thought. The difference between fifty-five and seven is forty-eight, and the difference between fifty-six and five is fifty-one.

Answer: 5 and 56

Let's change this example to:

Task 3(a) Fatima and Zuhra thought of different numbers less than 70 but greater than 0. Fatima's number is divided by 5. The number thought by Zuhra is an even number divisible by 7. What is the maximum difference between Fatima and Zuhra's numbers?

That is, let the number the girls think of be greater than 0 and less than 70. In that case, the appearance of the solution will change a little.

The number that Fatima thought - 5,10,15,20,25,30,35,40,45,50,55

The number thought by Zuhra-7, 14, 21, 28, 35, 42, 49, 56, 63.

In this case, the number thought by Zuhra can be 7 or 63, and the number thought by Fatima can be 5 or 55. The difference between the numbers is as follows:

$63-5=58$; $55-7=58$.

It seems that girls can think of any of the 2 possible numbers. Because the difference of numbers is the same in both cases.

Now let's consider critical thinking as an example of elementary school mother tongue science.

Task 4. Which of the following anagram words is redundant?

A) ANRUT B) VQUOT C) ARAG'Q D) LLAAYK

The letters are arranged irregularly in the words given in the answer option. If the letters are correctly placed in their place, a meaningful word is formed. When words are formed, it is possible to determine that 3 of them are similar in some features, and one is different. So, we need to clarify the position of the letters.

We make the word "crane" by replacing the letters in option A, "chicken" from option B, "crow" in option C, and "stork" in the last option D. It seems that all of the answers given have pictures of birds. But three of them can fly in the sky, only the chicken does not have the ability to fly in the sky.

So, the correct answer is: chicken.

CONCLUSION

In conclusion, it can be said that the development of critical thinking among students ensures and serves as the basis for not only interest and aspiration in mathematics, but also effective achievements in all subjects. A person who can think critically can independently find his place in society and make a worthy contribution to the development of society.

REFERENCES:

1. Azizxodjaeva N.N. *Pedagogik Texnologiya Va Pedagogik Mahorat: O'Quv Qo'Llanma.* – Toshkent: Tdpu, 2003.
2. *Pedagogik Atamalar Ro'Yxati. /Tuzuvchi-Mualliflar: P.F.D., Prof. R.X.Djuraev Va B.* - Toshkent: Fan, 2008.
3. Asimov A, Mamasaidova M.A. A Way To Work Creatively On Multiple Solutions Using Information Technologies // *Academica An International Multisiciplinary Research Journal.*- Vol.10, Issue 6, June 2020. 301-305
4. Abdumannopov, M. (2017). Oddiy Differensial Tenglama Uchun Integral Shartli Bir Masala Haqida Abdumannopov Mm Farg'ona Davlat Universiteti. *Toshkent Shahridagi Turin Politexnika Universiteti*, 57.
5. Abdumannopov, M. M., Axmedov, O. U., To'lqinboyev, T., & Azizov, M. (2022). Maktab O'quvchilarining Dars Mashg'ulotlarini O'zlashtirishini Faollashtiruvchi Muhim Omillar. *International Scientific Journal Of Biruni*, 1(2), 165-169.
6. Asimov, A. (2019). Using Problems And Training Students To Problem. *Scientific Bulletin Of Namangan State University*, 1(8), 348-352.
7. Asimov, A., & Qizi Mamasaidova, M. A. (2019). Application Of Much Mutual Instructions For Preparing Teachers To Test Disciplines. *Scientific Bulletin Of Namangan State University*, 1(4), 255-258.
8. Axmedov, O. U., & Abdumannopov, M. M. (2022). Gronuoll-Bellman Chegaralanishli Birinchi Tartibli Differensial O'yin Uchun Parallel Quvish Strategiyasi. *Formation Of Psychology And Pedagogy As Interdisciplinary Sciences*, 1(10), 324-326.
9. Karimova, B. K., & Oripova, M. S. (2021). Formation Of National Pride Based On Hadiths In Primary School Children Of Houses Of Kindness. *Academica: An International Multidisciplinary Research Journal*, 11(4), 652-665.
10. Karimova, M. O., & Saidullaeva, A. R. (2020). Pedagogical Basis Of The Use Of Universal And National Values In The Spiritual And Moral Education Of Children In The Family. *Palarch's Journal Of Archaeology Of Egypt/Egyptology*, 17(7), 8547-8555.
11. Muhammadjonovna, U. N., Makhmutovna, T. H., & Kurbonovich, M. U. (2020). Iproving The Mechanism Of Increasing The Social Activity Of Young People In The Development Of A Democratic And Legal Society. *Jcr*, 7(12), 3133-3139.
12. Qizi Mamasaidova, M. A. (2021). Form The Formulas For Calculating An Algebraic Sum At The Degree Of Natural Numbers. *Scientific Bulletin Of Namangan State University*, 2(2), 61-65.

13. Saidkulovich, S. B., & Ugli, T. J. U. The Social Pedagogical Necessity Of Developing Students' Aesthetic Culture In The Process Of Globalization. *International Journal Of Innovations In Engineering Research And Technology*, 8(1), 75-77.
14. Shermukhammadov, B. (2022). Creativity Of A Teacher In An Innovative Educational Environment. *Journal Of Higher Education Theory And Practice*, 22(12), 127.
15. Tuychieva, I., Aripov, S., Madaminova, D., & Mustaev, R. (2021). The Pedagogical System Of Preparing Boys For Family Relationships In General Secondary Schools. *湖南大学学报 (自然科学版)*, 48(8).
16. Urinova, N. M., & Abdullaeva, N. (2021). Opportunities To Use Project-Based Teaching Technology In The Development Of Students' Research Competence. *Academicia: An International Multidisciplinary Research Journal*, 11(3), 2344-2348.
17. Xonqulov, U. X., & Abdumannopov, M. M. (2020). Issues Of Improving The Methodological Capabilities Of Teaching Probabilistic Statistical Concepts. *Scientific Bulletin Of Namsu*, (5), 410-415.
18. Xonqulov, U. X., & Abdumannopov, M. M. (2022). Ehtimoliy-Statistik Tushunchalarni Kompyuter Texnologiyasidan Foydalanib O'rganish Imkoniyatlari. *Oriental Renaissance: Innovative, Educational, Natural And Social Sciences*, 2(10-2), 859-865.
19. Xonqulov, U. X., & Abdumannopov, M. M. (2022, September). Ehtimoliy-Statistik Tushunchalarni Axborot Komunikatsion Texnologiyalaridan Foydalanishni Takomillashtirish. In *International Conferences* (Vol. 1, No. 9, Pp. 20-24).
20. Ахмедов, Б. А. (2020). Сиддиков Бахтиёр Саидкулович, Джалалов Бахромжон Бегмурзаевич Модернизация Образования-Основной Фактор В Формировании Инновационной Компетенции Будущих Учителей. *Academy*, 9, 60.
21. Ахмедов, Б. А., Сиддиков, Б. С., & Джалалов, Б. Б. (2020). Модернизация Образования-Основной Фактор В Формировании Инновационной Компетенции Будущих Учителей. *Academy*, (9 (60)), 20-22.
22. Джалалов, Б. Б. (2018). Развитие Профессиональной Компетентности Педагогических Кадров В Условиях Глобализации Как Педагогическая Проблема. In *International Scientific Review Of The Problems And Prospects Of Modern Science And Education* (Pp. 53-55).
23. Джалалов, Б. Б. (2019). Важные Аспекты Формирования Инновационных Компетенций У Будущих Учителей. In *European Research: Innovation In Science, Education And Technology* (Pp. 43-44).
24. Каримова, Б. Х. (2019). Формирование Национальной Гордости У Воспитанников 2 Классов Домов Мехрибонлик На Основе Хадисов. In *European Research: Innovation In Science, Education And Technology* (Pp. 35-37).
25. Сиддиков, Б. С., & Джалалов, Б. Б. (2016). Objectives Of The Youth Activity By Teaching Training. *Учёный Xxi Века*, (6-2 (19)), 41-44.
26. Шермухаммадов, Б. (2012). Использование Различных Методов, Форм И Средств В Воспитании Молодежи. *Актуальные Проблемы Современной Науки*, (5), 80-83.

**ANALYSIS OF THE MEDICINAL PROPERTIES AND SOIL
COMPOSITION OF CASSIA ACUTIFOLIA DEL**

Sharipbaeva Yulduz Muzafarovna*; Sadriyeva Zevarxon Nasim kizi**

*Assistant Teacher,
Chirchik State Pedagogical University,
UZBEKISTAN

**Student,
Chirchik state pedagogical university,
UZBEKISTAN

Email id: yu.sharipbayeva@cspi.uz

DOI: <https://doi.org/10.5281/zenodo.7483226>

ABSTRACT

Today, great attention is being paid to the development of the agricultural and pharmaceutical economy organized by our President (April 10, 2020 Presidential decision №4670 the importance of medicinal plants). Medicinal plants and safety importance in Central Asia Republic, Uzbekistan. Types of phytonematodes that cause sufficient damage to plants, and species that cause sufficient damage to medicinal plants production of Uzbekistan. Cassia Acutifolia Del. is grown as an annual plant in Central Asia and the Caucasus. Cassia acutifolia Del. It is also called African, Egyptian or Alexandrian psalm because it was exported through the port of Alexandria. Cassia anugutifolia Wahl. It is called Indian hymn because it is grown in India.

KEYWORDS: *Nematode, Medicinal Plant, Eusaphrophyt, Deviosaphrophyt, Phytoelmints, Agriculture, Cassia Acutifolia Del.*

INTRODUCTION

Medicinal plants are valuable, but there are pests that damage them and cause various diseases, and the yield of medicinal plants is decreasing year by year. Various microorganisms that parasitize medicinal plants, including viruses, bacteria and fungi, their damage to plants have been well studied, and measures to combat them have been developed. As for phytonematodes, among them there are species that cause enough damage to various plants, and species that cause damage to medicinal plants has not been studied in the conditions of Uzbekistan. In the conditions of Uzbekistan, phytonematodes of medicinal plants have not been studied in comparison with their neighboring ecosystems. The purpose of the work is to determine the complex of phytonematodes found in the area where medicinal plants are planted and in neighboring ecosystems and their parasitic species. Leaf tincture, complex sano tincture (Liquor of Vienna), dry extract (released in the form of tablets), leaf powder (powder), complex licorice powder (powder), sano leaf and fruit are included in the composition of the kafiol complex preparation. Since the fruit does not contain tar, it has a milder effect.

Preparations made from Sano leaves in India are Senade and Glaxena, and a similar preparation produced in Uzbekistan is Senadexin.

Tea, which is used as a suppository and is used in the treatment of hemorrhoids, is also included in the preparations.

Material and Method

The following methods, based on the Baermann funnel technique, rely on the activity of nematodes to separate them from plant material; they are not therefore suitable for extracting sluggish or sedentary nematodes although the juveniles and males of such forms will usually be recovered. Where possible, plastic or stainless steel rather than brass/bronze gauze, rings or pans should be used because metallic ions, especially copper, released into small volumes of static water can be toxic to nematodes, especially dorylaims (Pitcher & Flegg, 1968). However, brief contact with metal sieves as in the sieving technique (section 16) does not appear to be harmful. A piece of rubber tubing is attached to the funnel stem and closed with a spring or screw clip. The funnel is placed in a suitable support and almost filled with water. Plant material containing nematodes is chopped into small pieces, placed in a square of muslin cloth, nylon gauze, etc, which is folded to enclose the material, and then gently submerged in the water in the funnel. Nematodes emerge from the tissues and sink to the bottom of the funnel stem. After some hours, or overnight, some of the water can be run off and examined for nematodes. Lack of oxygen at the base of the funnel stem often inactivates nematodes obtained by this method but these usually revive in fresh water.

27 species of phytonematodes belonging to 7 families and 12 genera were identified from the roots and soil around the roots of the tested medicinal plants.

Fig.1

№	Ecological groups of nematodes	0-30 cm	30-60cm
1	Pararhizobionts	4	-
2	Eusaprobionts	5	4
3	Devisaprobionts	1	3
4	Phytohelminths	8	2

Based on the ecological classification of A.A. Paramonov and in addition to it, O.Z. Metlitsky, T.V.Volkova, T.V.Volkova, A.S.Eroshenko. According to the systematics of phytonematodes of medicinal plants were divided into the following groups: pararhizobionts, eusaprobionts, devisaprobionts, phytohelminths. Systematical position of nematodes:

1. *Proteroptectus longicaudatus* (Buetschli, 1873) Paramonov, 1964

Order *Enoplida* Chitwood et Chitwood, 1933.

Suborder *Enoplina* Chitwood et Chitwood, 1933.

Family *Prismatolaimidae* Micoletzky, 1922.

Genera *Prismatolaimus* de Man, 1880

2. *Prismatolaimus dolychurus* de Man, 1880.

Туркум *Mononchida* Jairajpuri, 1969.

Кенжа туркум *Mononchina* Jairajpuri, 1969.

Family *Mylonchullidae* Jairajpuri, 1969.

Mylonchulus (Cobb, 1916) Altherr, 1953.

3. *Mylonchulus solus* Mulvey, 1961.
Туркум *Dorylaimida* (de Man, 1870) Pearse, 1942.
Кенжа туркум *Dorylaimina* Pearse, 1942.
Кенжа оила *Dorylaimoidea* (de Man, 1876) Thorne, 1934.
Оила *Nordiidae* (Jairajpuri & Siddiqi, 1964) Siddiqi, 1969
Кенжа оила *Nordiinae* Jairajpuri & Siddiqi, 1964.
Авлод *Enchodella* Khan, 1964.
4. *Enchodellus macrodorus* (de Man, 1880) Siddiqi, 1964
Genera *Xiphinema* Cobb, 1913
5. *Xiphinema index* Torne et Allen, 1950 (2-расм)
Subfamily *Aporcelaiminae* (Heyns, 1965) Siddiqi, 1969.
Genera *Aporcelaimellus* Heyns, 1965.
6. *A. obtusicaudatus* (Bastim, 1865) Alther, 1968.
Family *Qudsianematidae* (Jairajpuri, 1965) Siddiqi, 1969.
Subfamily *Qudsianematinae* Jairajpuri, 1965.
Genera *Eudorylaimus* Andrassy, 1959.
7. *Xiphinema index*
8. *Ditylenchus dipsaci*
9. *Pratylenchus pratensis*
10. *Helicotylencus multicinctus*
11. *Paratylenchus hamatus*

CONCLUSION AND DISCUSSION

As a result of the research, the following type of ectoparasitic nematodes belonging to the *Xiphinema* genus was found: *Xiphinema index*. In the established ectoparasitic phytonemato, a viral infection begins. The hosts of this phytoparasite include sugar cane, grapes, cotton, figs, cultivated and wild fruit trees. In our story, *Cassia Acutifolia* Del., the master plant, made us. *Ditylenchus dipsaci*, *Pratylenchus pratensis*, *Helicotylencus multicinctus*, *Paratylenchus hamatus* were identified from the parasitic species causing special diseases. They are common in cultivated fields and cause great damage to vegetables, rice and other crops.

REFERENCES:

1. Mirziyoev Sh.M. The Decision "On Measures To Expand The Scope Of Scientific Research On The Development Of Cultivation And Processing Of Medicinal Plants, Their Seed Production." November 26, 2020.

2. Azizova E.P., Abdurakhmonova G.Va. Text Of Lectures From The Special Course Of Phytohelminthology. - Tashkent. 2000. -24 P.
3. Ginatullina, Y. N., Tuychiev, K. S., & Sharipboyeva, Y. M. (2022). Growing Chlorella For Fisheries In Uzbekistan. *Pedagogs Jurnal*, 17(1), 77-82.
4. Sharipboyeva, Y., Ne‘Matov, H., & Ibroximov, M. (2022). Analysis Of Soil Nematods Plantations Planted In Melilotus Officinalis Descr. *Academic Research In Modern Science*, 1(9), 299-302.
5. Abdullayeva Guzalxan Vladimirovna (2022). Orol Atrofi Nukus Shahrda Yashovchi Yoshlarda Arterial Bosimning O‘Zgarishi. *Science And Innovation*, 1 (D3), 82-86. Doi: 10.5281/Zenodo.6659374

THE ROLE OF AESTHETIC EDUCATION IN THE PREPARATION OF FUTURE FINE ART TEACHERS FOR PROFESSIONAL ACTIVITY

Tojiboev Jakhongir Umidjon ugli*

*Teacher,
Department of Pedagogy,
Fergana State University, UZBEKISTAN

DOI: <https://doi.org/10.5281/zenodo.7483230>

ABSTRACT

In this article given information and discuss the content and essence of the concepts of "aesthetics", "aesthetic culture", as well as the social and pedagogical necessity of developing the aesthetic culture of students in the process of globalization.

KEYWORDS: *Students, Aesthetics, Aesthetic Culture, National Values, Ideological-Aesthetic, Sociology, Psychology, Art History, Pedagogy, Immunity.*

INTRODUCTION

On the initiative of President Shavkat Mirziyoyev, ambitious projects in every field and extensive artistic endeavors are being carried out in our nation, significantly altering not only our people's way of life but also their outlook on the world.

An illustration of such a noble process is the emphasis placed on the advancement of culture, the arts, and creative individuals. About 20 decrees and rulings pertaining to this area have been adopted in recent years. To put them into practice, efforts are being done. As a significant document intended to address current issues and deficiencies in this area, the President's decision of November 28, 2018, "On Approving the Concept of Further Development of National Culture in the Republic of Uzbekistan," is of particular significance.

Therefore, if culture and art do not advance in our nation, society will not advance, according to the words of our head of state. Additionally, there are several historical examples that show how national culture rather than riches or power are the genuine indicators of development. According to British art historian F. R. Martin, the Timurids were the only kings in Central Asia to place such a high value on the arts and culture.

The advancement of art will foster attributes like aesthetic culture, aesthetic education, and aesthetic taste in the next generation and raise their interest in and passion for this field. This in turn helps pupils develop ideas like liking beauty, having the ability to create it, and maintaining current beauties in their minds. What does enjoyable aesthetic education entail?

"Aesthetic education is the formation of all kinds of ideas, situations, events, and artistic-aesthetic thinking that excite pleasure in a person and encourage him to action, bravery, and heroism," according to the definition of aesthetic education.

"Aesthetic development is a long-term process that involves a person's aesthetic consciousness, attitudes, and behavior emerging and improving. This process has different levels determined by social factors. It depends on the person's acquisition of the aesthetic culture of the society and is carried out using various ways and forms.

It provides understanding of the aesthetic culture of the society in various spiritual and material aspects.

The content of aesthetic education of students is mainly:

- Existence of interest and need for aesthetics;
- Aesthetic knowledge;
- Formation of aesthetic knowledge and skills;
- Perfection of aesthetic feeling;
- The presence of abilities, emotions and abilities to enjoy a little work and evaluate the result;
- Consists of a set of human qualities, such as the pursuit of beauty and the ability to cultivate tastes.

The main objective of aesthetic education is to teach students how to appreciate beauty on a spiritual level, to develop a high aesthetic sense and a love of art, to instill respect for history and holy sites, to awaken the imagination of a conscious attitude toward our beloved nature, and to develop knowledge and skills to recognize the wealth of society and nature. Based on the primary objective of aesthetic education, it is evident that, with its aid, it is required to educate the next generation as a socially engaged individual who appreciates the best representations of creative culture in our nation and around the world.

The goal of aesthetic education is to develop the artistic and creative skills of the next generation—students.

Realizing the basic objective of aesthetic education is one of its tasks. Our sovereign republic's efforts to reform education should also be taken into consideration.

The following directions, each of which includes tasks aimed at achieving aesthetic education's primary goal, should be followed in higher educational institutions when implementing aesthetic education: determining whether kids require aesthetic education. It is determined that the spouse has a sense of respect for the nation, parents, and friends, and other things, in this. Their spiritual sense of beauty; the presence of aesthetic consciousness and taste; aesthetic reasoning and interests; students like to improve their aesthetic taste; respect for national and spiritual values; etc.

A set of certain elements known as aesthetic needs motivate people to organize and, to some extent, learn about their surroundings aesthetically.

To ascertain students' aesthetic preferences. The presence of positive emotions like excitement, judgment, attitude, artistic and aesthetic taste, curiosity, sensation, perception, and evaluation is what determines whether or not they are present.

Figuring out how aesthetic consciousness develops. It is crucial to focus on how artistic education and training shape the concepts, ideas, views, theories, and doctrines that are developed via direct interaction with social reality, nature, and art. Aesthetic perception, which emerges when someone experiences beauty and is distinguished by its particular goal orientation, is the foundation of aesthetic consciousness. It is possible to teach students and young people the true meaning of pairs like beauty and ugliness, generosity and stinginess, cheer and rudeness,

happiness and melancholy, joy and sorrow, salvation and disaster through the development of aesthetic consciousness.

Through this, a correct conscious attitude towards the environment and an understanding of beauty are formed in students and young people;

- Formation of knowledge, expertise, and skills in students' minds regarding the fundamental concepts of the categories of aesthetic education. This comprises aesthetic culture and cultural heritage in students' and children's' minds. the ability to understand the fundamentals of concepts like aesthetic culture of a person, aesthetic consciousness, aesthetic perception, aesthetic debate, aesthetic ideal, aesthetic interest, aesthetic knowledge, aesthetic inclination, aesthetic taste, aesthetic feeling, aesthetic judgment, aesthetic need, aesthetic relations, and aesthetic activity;
- Creation of the scientific worldview's spiritual image. In doing this, it's important to focus on learning about life, understanding aesthetics, and strengthening a person's overall image, which includes his sentiments and aesthetic will; organizing aesthetic education based on national-spiritual ideals. In this sense, it is important to pay closer attention to the Uzbek people's spiritual heritage from the 1960s;
- Wide prospects for a fair education in aesthetics are created, in particular, by the aesthetics-related materials found in the lives and works of encyclopedic scholars, hadith scholars, poets, writers, historians, statesmen, and heroes of the people;
- Getting students ready for artistic pursuits. Not to be overlooked is the fact that aesthetic action is characterized by the presence of advantageous skills, expertise, and knowledge. So it is reasonable to think of this procedure as a group effort. This is due to the fact that this type of instruction enhances instructors' aesthetic and artistic awareness by having them participate actively in aesthetic and artistic activities while carrying out group projects.

Development of artistic and creative sensibilities. This situation calls for the teacher to carry out pedagogical activities taking into account the development of general and individual artistic and creative abilities, the ability to be emotionally present, and the improvement of spatial thinking in each child. The rich national-spiritual heritage of the Uzbek people in the 1960s, in particular, artistic wealth and art, becomes an important didactic basis.

LIST OF REFERENCES:

1. Tojiboyev, J. U. O. G. L. (2022). Talabalarda Estetik Madaniyatni Rivojlantirishning Pedagogik Shart-Sharoitlari. *Academic Research In Educational Sciences*, 3(1), 585-594.
2. Karimova, B. K., & Oripova, M. S. (2021). Formation Of National Pride Based On Hadiths In Primary School Children Of Houses Of Kindness. *Academica: An International Multidisciplinary Research Journal*, 11(4), 652-665.
3. Karimova, M. O., & Saidullaeva, A. R. (2020). Pedagogical Basis Of The Use Of Universal And National Values In The Spiritual And Moral Education Of Children In The Family. *Palarch's Journal Of Archaeology Of Egypt/Egyptology*, 17(7), 8547-8555.
4. Muhammadjonovna, U. N., Makhmutovna, T. H., & Kurbonovich, M. U. (2020). Improving The Mechanism Of Increasing The Social Activity Of Young People In The Development Of A Democratic And Legal Society. *Jcr*, 7(12), 3133-3139.

5. Mukhammedovna, U. N., & Oyturaxonovna, I. S. (2019). Improving Social Activity Of Youth In Uzbekistan As The Democracy And Development Of Legal Society. *European Journal Of Research And Reflection In Educational Sciences Vol*, 7(12).
6. Saidkulovich, S. B., & Ugli, T. J. U. The Social Pedagogical Necessity Of Developing Students' Aesthetic Culture In The Process Of Globalization. *International Journal Of Innovations In Engineering Research And Technology*, 8(1), 75-77.
7. Shermukhammadov, B. (2022). Creativity Of A Teacher In An Innovative Educational Environment. *Journal Of Higher Education Theory And Practice*, 22(12), 127.
8. Siddikov, B., & Djalalov, B. (2020, December). Modernization Of Education-The Future Innovative Competence Of Teachers As A Main Factor Of Formation. In *Конференции*.
9. Tuychieva, I., Aripov, S., Madaminova, D., & Mustaev, R. (2021). The Pedagogical System Of Preparing Boys For Family Relationships In General Secondary Schools. *湖南大学学报 (自然科学版)*, 48(8).
10. Umidjon O'g'li, T. J. (2022, November). Kreativ Yondashuv Asosida Talabalarning Estetik Kompetentligini Rivojlantirish Dolzarb Pedagogik Muammo Sifatida. In *Interdiscipline Innovation And Scientific Research Conference* (Vol. 1, No. 3, Pp. 42-44).
11. Urinova, N. M., & Abdullaeva, N. (2021). Opportunities To Use Project-Based Teaching Technology In The Development Of Students' Research Competence. *Academicia: An International Multidisciplinary Research Journal*, 11(3), 2344-2348.
12. Urinova, N., & Abdullaeva, N. (2020). Opportunities For Formulating Research Skills For Higher Education Students. *Молодой Ученый*, (11), 193-195.
13. Абдулазизова, Н. А., & Закирова, Д. С. (2016). Value Of Distance Learning In Continuing Education. *Учёный XXI Века*, (12 (25)), 42-45.
14. Ахмедов, Б. А. (2020). Сиддиков Бахтиёр Саидкулович, Джалалов Бахромжон Бегмурзаевич Модернизация Образования-Основной Фактор В Формировании Инновационной Компетенции Будущих Учителей. *Academy*, 9, 60.
15. Ахмедов, Б. А., Сиддиков, Б. С., & Джалалов, Б. Б. (2020). Модернизация Образования-Основной Фактор В Формировании Инновационной Компетенции Будущих Учителей. *Academy*, (9 (60)), 20-22.
16. Охунова, Д. К., & Шоюсупова, О. А. (2016). Pedagogical Bases Of Harmonious Education Of Students. *Учёный XXI Века*, (5-1 (18)), 42-45.
17. Сиддиков, Б. С., & Джалалов, Б. Б. (2016). Objectives Of The Youth Activity By Teaching Training. *Учёный XXI Века*, (6-2 (19)), 41-44.
18. Туйчиева И.И., & Ганиева Г.В. (2016). Характеристика Принципов Планирования Работы По Развитию Речи. *Ученый XXI Века*, (11 (24)), 48-53.
19. Туйчиева, И. И. (2019). Вопросы Обеспечения Активизации Мыслительной Деятельности Детей В Процессе Дошкольного Образования. In *Psycho-Pedagogical Problems Of A Personality And Social Interaction* (Pp. 22-25).

20. Уринова, Н. М., & Байджанов, Б. Х. (2016). Социально-Педагогические Особенности Подготовки Будущих Учителей К Воспитательной Работе. *Учёный XXI Века*, (4-2 (17)), 21-24.
21. Шермухаммадов, Б. (2012). Использование Различных Методов, Форм И Средств В Воспитании Молодежи. *Актуальные Проблемы Современной Науки*, (5), 80-83.

APPLICATION OF GENETIC TESTING METHODS IN SPORT

Yakubov Mirakbar*; Dilbar Dalimova**

*Researcher,
Center for Advanced Technologies under the Ministry of Innovative Development,
Almazar district, Talabalar shaharchasi, 3a,
Tashkent, UZBEKISTAN

**Researcher,
Center for Advanced Technologies under the Ministry of Innovative Development,
Almazar district, Talabalar shaharchasi, 3a,
Tashkent, UZBEKISTAN
Email id: mirakbardan@yahoo.com

DOI: <https://doi.org/10.5281/zenodo.7483232>

ABSTRACT

A study to determine the frequency of occurrence of genotype polymorphism C34T AMPD1 gene to assess physical performance Uzbek athletes. AMPD1 gene polymorphism, which is involved in the energy supply of muscle activity and metabolism was analyzed among Uzbek athletes and in the control group. Based on the comparison of the distribution of genotypes and alleles rates of AMPD1 gene, the CC genotype of AMPD1 gene association with a predisposition to the high physical performance and endurance was found.

KEYWORDS: *Gene Polymorphism, DNA, Genetic Predisposition To Sport.*

INTRODUCTION

The use of molecular-genetic markers in sports science significantly increased the predictive ability of sports orientation and selection which led to the formation of a new scientific discipline - molecular genetics of sports. The central idea of which is that the individual differences in the degree of development of certain physical and mental qualities largely depend on DNA polymorphisms.

Genetic testing in sports provides assistance to teachers, coaches and sports doctors in determining the predisposition of children and adolescents to a certain type of motor activity, in rising of athletic performance through the optimization and adjustment of the training process, and in the prevention of various diseases associated with the sportsmen occupation.

In the future, every person will be able to get the individual genetic map - data of variations (polymorphisms) in certain parts of the genome, which are the markers of susceptibility to locomotor activity and health risk factors. Such information has great practical importance, because it allows a person to know the potential strengths and weaknesses of his/her body and helps in the selection of optimal sports specialization, as well as in the optimization of the training process, nutrition, and will significantly limit the impact of hazards on health.

Muscle adenosine monophosphate deaminase (AMPD-M) is an important regulator of muscle energy metabolism during exercise. AMPD-M is one of the integral enzymes of purine nucleotides cycle which catalyzing the deaminization reaction and plays an important role in the metabolism of adenine nucleotides, and determines the energy potential of the cell. In resting

muscle, more than 90% of AMPD-Min sarcoplasm is inactive and unbound with myosin. During vigorous muscle contraction 50-60% of AMPD-M binds to myofibrils. At a constant level of general activity in the period of rest, the amount of bound enzyme returns to its initial level¹.

Specific for skeletal muscle AMPD-M is encoded by AMPD1 gene, localized in the short arm of the first chromosome (1 p13.1). During the muscle biopsy it was found that about 2% of the samples had decreased activity of AMPD-M². Individuals with reduced activity of AMPD-M may experience weakness, fatigue, even after the exercise with average intensity³. Deficiency of AMPD-M in human occurs generally because of the single nucleotide substitution of cytosine for thymine at 34th position in the second exon of AMPD1 gene, resulting in the glutamine CAA codon is transformed into a stop codon TAA (C / T gene polymorphism). The frequency of mutant T allele is 12% among people in Europe, 19% for Afro-Americans, and 0% in the Japanese population. Mutant allele homozygotes have very low concentration of AMPD-M in skeletal muscle so during short but highly intensive exercise does not use the entire pool of adenine nucleotides, therefore there is no accumulation of inosine monophosphate (IMP) and ammonia.

Homozygotes with the normal allele, on the contrary, use almost all ATP and concomitantly accumulate more IMP and NH₃. These characteristics for heterozygotes have an average value^{3,4}.

Increased formation of ADP is a consequence of reduced concentration of AMPD-M, which reduces the maximum speed of contraction and increases the time of skeletal muscles relaxation. It was found that after the high intensity training individuals who are homozygous for the mutant allele (genotype TT) or heterozygous (genotype CT) have worse aerobic indicators than those lacking the mutant allele in the genotype (CC genotype)⁵. When performing anaerobic Wingate test, carriers of the CT and TT genotypes showed the maximum capacity of 10% less than carriers of the CC genotype². The first research regarding the distribution of AMPD1 genotypes among athletes, showed a significant decrease in the frequency of mutated T allele in elite cyclists and long-distance runners as compared with the control group⁶.

A genetic background to the diversity seen in the clinical progression of heart disease is well documented. Genetic variants that lead to halted or delayed disease progression are particularly interesting as they may provide a basis for new therapies. Genetic diversity in pathways involving nucleotide metabolism are particularly important due to the latter's direct links to myocardial function and metabolic regulation⁷. Several polymorphisms of the AMP deaminase 1 (*AMPD1*) gene have been described⁸. The C34T (Glu12Stop) mutation in exon 2 is by far the most common in the general population with an allele frequency of 10–14 %⁹. Lohet al.¹⁰ were the first to describe a benefit of the C34T mutation in patients with heart disease. This study conducted in a group of 132 patients with dilated cardiomyopathy demonstrated that the probability of surviving without transplantation for more than 5 years is 8.6 times greater in patients carrying the C34T allele. Anderson et al.¹¹ confirmed a protective effect in ischemic heart disease demonstrating prolonged survival associated with the C34T mutation in a prospective study in 450 patients. Another study by Gastmann et al.¹² conducted in a group of 90 patients with congestive heart failure demonstrated better prognosis in patients possessing the C34T *AMPD1* mutation. Analysis of a consecutive group of 390 patients with left ventricular dysfunction revealed better survival in C34T allele carrier patients within a subgroup with ischemic cardiac dysfunction¹³. Other independent studies demonstrated a beneficial effect of the C34T mutation on metabolic aspects related to the cardiovascular system such as a lower level of an inhibitor of plasminogen activator and soluble von Willebrand factor in patients with coronary

heart disease¹⁴. In contrast, three studies have indicated a lack or even a deleterious effect of the C34T *AMPD1* mutation in patients with heart disease. A large population study conducted in 935 post myocardial infarction and 433 heart failure patients with long term follow-up indicated increased mortality associated with the C34T mutation within patients with a history of myocardial infarction¹⁵. A prospective study in 686 patients with stable congestive heart failure did not demonstrate any impact of the C34T polymorphism on tested clinical, biochemical, echocardiographic, radionuclide or exercise parameters¹⁶. Analysis of 161 patients undergoing coronary revascularization for clinical parameters including heart failure and cardiac death revealed lack of any impact of the C34T mutation¹⁷. In case of C34T polymorphism, assessment of impact on cardiovascular system could be complicated because this mutation was found to exert deleterious effects on muscle performance¹⁸.

In this regard, the purpose of our study was to determine the rate of genotypes with C34T polymorphism of *AMPD1* gene in athletes involved in football.

Materials and Methods

Blood samples for molecular genetic analysis of *AMPD1* gene polymorphism were taken from 201 Uzbek athletes involved in football and 101 individuals of the control group. The venous blood from the cubital vein in the amount of 1 ml was used as the material for DNA extraction. For the collection, storage and transportation of blood samples, vacutainers or disposable plastic tubes with 0.5 ml of anticoagulant (conservative) were used. For further processing blood samples were stored at the temperature of not more than +4 °C.

For extraction of DNA from whole blood, *PureLink Genomic DNA Mini Kit 250* was used ("Invitrogen, Carlsbad, CA, USA").

AMPD1 genotyping was performed using specific oligonucleotide primers with fluorescent probes, as well as RT-PCR Kit (manufactured by *Applied Biosystems Corporation*). Ready-made amplification reagents, containing liquid inhibited "hot start" Taq DNA polymerase, deoxynucleoside triphosphates (dNTP) and magnesium chloride with final concentrations, 200 μM and 2,5 mM respectively, and optimized buffering system for Real Time PCR were used. Into the sterile tubes 0.5-1.0 μl Primer Mix with final concentration 10 pmol/μl, 10 μl 2.5x Reaction Mix, 7 μl dH₂O, and 1-2 μl of target DNA were added. Real Time PCR was performed according to standard protocol. For Real Time PCR *GeneAmp® PCR- ABI 7500 Fast Real-Time PCR System* with 96-well block was used. Real Time Amplification program included: pre-denaturation at 95 °C - 100 seconds; 40-45 repetitions 56-60 °C - 40-50 seconds; 95 °C - 15 seconds. FAM and ROX detectors were entered into the program.

Results and Discussion

When analyzing the distribution of genotypes and alleles rates for C34T polymorphism of *AMPD1* gene in the control group and among athletes, the following results were obtained: 81% of examined athletes belonged to CC genotype. Distribution of these genotypes rates corresponded to the distribution of Hardy-Weinberg equilibrium ($\chi^2 = 5.16$; df=1; p=0.02). Distribution of genotypes observed in the control group - CC (75%), CT (23%) and TT (2%) – also obeyed Hardy-Weinberg equilibrium.

CONCLUSION

The information-analytical search of gene markers, whose polymorphisms are associated with specific cellular metabolism of athletes and might be used as predictors of competitive success, was performed. AMPD1 gene polymorphism, which is involved in the energy supply of muscle activity and metabolism, was analyzed among Uzbek athletes and in the control group. Based on the comparison of the distribution of genotypes and alleles rates of AMPD1 gene, the CC genotype of AMPD1 gene association with a predisposition to the high physical performance and endurance was found. The correlation analysis of the gene polymorphism with indicators of physical performance in athletes showed its association with CC genotype of AMPD1 gene.

REFERENCES

1. Rundell K.W., Tullson P.C., Terjung R.L., Altered kinetics of AMP deaminase by myosin binding. *Am. J. Physiology*, 263, (1992) 294-299
2. Fischer S., Drenckhahn C., Wolf C., Eschrich K., Kellermann S., Froster U.G., Schober R., Clinical significance and neuropathology of primary MADD in C34-T and G468-T mutations of the AMPD1 gene. *Clin. Neuropathol*, 24/2 (2005) 77-85
3. Norman B., Sabina R.L., Jansson E., Regulation of skeletal muscle ATP catabolism by AMPD1 genotype during sprint-exercise in asymptomatic subjects. *J. Appl. Physiol*, 91, (2001) 258-264
4. Norman B., Mahnke-Zizelman D.K., Vallis A., Sabina A., Genetic and other determinants of AMP deaminase activity in healthy adult skeletal muscle. *J. Appl. Physiol*, 85, (1998) 1273–1278
5. Rico-Sanz J., Rankinen T., Joannis D.R., Leon A.S., Skinner J.S., Wilmore J.H., Rao D.C., Bouchard C., HERITAGE Family study: Associations between cardiorespiratory responses to exercise and the C34T AMPD1 gene polymorphism in the HERITAGE Family Study. *Physiol. Genomics*, 14, (2003) 161-166
6. Rubio J.C., Martin M.A., Rabadan M., Gomez-Gallego F., San Juan A.F., Alonso J.M., Chicharro J.L., Perez M., Arenas J., Lucia A., Frequency of the C34T mutation of the AMPD1 gene in world-class endurance athletes: does this mutation impair performance? *J. Appl. Physiol*, 98/6, (2005) 2108-2112
7. Binkley P.F, Auseon A, Cooke G., A polymorphism of the gene encoding AMPD1: clinical impact and proposed mechanisms in congestive heart failure. *Congest Heart Fail*, 10, (2004) 274–278
8. Safranow K, Suchy J, Jakubowska K, Olszewska M, Binczak-Kuleta A, Kurzawski G, et al. AMPD1 gene mutations are associated with obesity and diabetes in Polish patients with cardiovascular diseases. *J Appl Genet*, 52, (2011) 67–76
9. Toyama K, Morisaki H, Kitamura Y, Gross M, Tamura T, Nakahori Y, et al., Haplotype analysis of human AMPD1 gene: origin of common mutant allele. *J Med Genet*, 41/6 (2004) 74
10. Loh E, Rebbeck T.R, Mahoney P.D, DeNofrio D, Swain J.L, Holmes E.W., Common variant in AMPD1 gene predicts improved clinical outcome in patients with heart failure. *Circulation*. 99, (1999) 1422–1425

11. Anderson J.L, Habashi J, Carlquist J.F, Muhlestein J.B, Horne B.D, Bair T.L, et al., A common variant of the AMPD1 gene predicts improved cardiovascular survival in patients with coronary artery disease. *J Am Coll Cardiol*, 36, (2000) 1248–1252
12. Gastmann A, Sigusch H.H, Henke A, Reinhardt D, Surber R, Gastmann O, et al., Role of adenosine monophosphate deaminase-1 gene polymorphism in patients with congestive heart failure (influence on tumor necrosis factor-alpha level and outcome) *Am J Cardiol*, 93, (2004) 1260–1264
13. Yazaki Y, Muhlestein J.B, Carlquist J.F, Bair T.L, Horne B.D, Renlund D.G, et al., A common variant of the AMPD1 gene predicts improved survival in patients with ischemic left ventricular dysfunction. *J Card Fail*, 10, (2008) 316–320
14. Agewall S, Norman B., Association between AMPD1 gene polymorphism and coagulation factors in patients with coronary heart disease. *Pathophysiol Haemost Thromb*, 35, (2006) 440–444
15. Collins R.P, Palmer B.R, Pilbrow A.P, Frampton C.M, Troughton R.W, Yandle TG, et al., Evaluation of AMPD1 C34T genotype as a predictor of mortality in heart failure and post-myocardial infarction patients. *Am Heart J*. 152, (2006) 312–320
16. de Groote P, Lamblin N, Helbecque N, Mouquet F, Hermant X, Amouyel P, et al., The impact of the AMPD1 gene polymorphism on exercise capacity, other prognostic parameters, and survival in patients with stable congestive heart failure: a study in 686 consecutive patients. *Am Heart J*, 152, (2006) 736–741
17. Andreassi MG, Botto N, Laghi-Pasini F, Manfredi S, Ghelarducci B, Farneti A, et al., AMPD1 (C34T) polymorphism and clinical outcomes in patients undergoing myocardial revascularization. *Int J Cardiol*, 101, (2005) 191–195
18. Fischer H, Esbjornsson M, Sabina RL, Stromberg A, Peyrard-Janvid M, Norman B., AMP deaminase deficiency is associated with lower sprint cycling performance in healthy subjects. *J Appl Physiol*, 103, (2007) 315–322

APPROACHES TO STUDYING THE SCIENTIFIC HERITAGE OF ALIKHANTORA SOGUNI

Zarifjon Arslonov Zokirjonugli*

*Basic Doctoral Student,
Department of IRCICA,
Islamic History and Source Studies,
International Islamic Academy of Uzbekistan,
Tashkent, UZBEKISTAN
Email id: zarifjonarslonov@gmail.com

DOI: **10.5958/2278-4853.2022.00357.3**

ABSTRACT

Alikhantara Saghuni's (1885–1976) scientific heritage consists of his works and books translated by him. In this article, Saghuni's works such as "Shifa al-Ilal", "Sorrow of Turkestan", and "History of Prophet Muhammad", their history of writing, content and specific aspects are studied and analytical conclusions are given. General information about the period in which the scientist lived and his personality is also presented.

KEYWORDS: *Alikhantura Saghuni, East Turkestan, Shifa Al-Ilal, Body Science, Sorrow Of Turkestan, History Of Prophet Muhammad.*

INTRODUCTION

There are different approaches to Alikhontora Soghuni's life path, activities and scientific heritage, which differ from each other according to space and time. For example, during the time of the former Soviet Union, there was almost no attention paid to the scientist's life activity and scientific heritage in its territories. The only reason for this is that Alikhontora resisted the Soviet regime by promoting national and religious identity. It is self-evident that such a view was not acceptable to the communist society promoting the slogan "religion is opium". Despite this, due to the realities that happened in the world and our region in the 40s of the 20th century, the political activities of Alikhontora were written by some Soviet researchers. For example, one of the Russian researchers Viktor Petrov in his "Myatezhnoe "serdtse" Azii. Sintsjian: short history of national history and memories"¹ (Rebellious Heart of Asia. Shinjong: A Brief History of People's Movements and Memories), it can be observed that Soguni's activities were approached negatively through some incorrect information. However, despite this, V. Petrov personally participated in the battles against the national army of East Turkestan, so this work of his is considered important in the eyes of researchers.

Another Soviet researcher, famous for his military actions, Vadim Obukhov, "Shvatka shesti imperial. Battle for Xinjiang"²

There is also a work entitled ("The Fall of the Six Empires, the War of Shinjong"), which contains information about the population of Russian nationality who moved to East Turkestan and their place in the Republic of East Turkestan. In addition, Soguni's political activities in East Turkestan were discussed.

In the 60s of the 20th century, a positive approach to the scientific heritage of Alikhontora Soghuni began to appear in the territory of the Uzbek SSR. This is due to the scientist's work "Tuzuklari Temur", translated by the scientist in 1962. This work was published in the first issue of "Guliston" magazine in 1967³. "Guliston" magazine journalist Rustam Rahmonni has a special role in the publication of this historical translation work. Because, during that autocratic regime, Amir Temur was included in the history books as a "blood thirsty who built a tower out of heads", "tyrant", "invader". R. Rahman was among those who tried to justify Amir Temur through this translation of Soghuni. The publication of this translated work was supposed to be completed in the September issue of this year. However, with the efforts of the communists, this work was stopped. The work has not yet been published. It can be concluded that in the 60s of the 20th century, that is, when Alikhantora Soghuni was still alive, there was individual interest in the scientist's scientific heritage in Uzbekistan under the Soviet regime. But on the other hand, it was seen as a threat to the scientific heritage by the communists.

After the independence of Uzbekistan, a number of scientific researches were conducted on the life path, activities and works of Alikhontora Soghuni. In all of them, Alikhontora is described as a nationalist, humanitarian, religious, mature scientist. The first research written in this way was carried out by his son Qutlug'khan Shokirov - Edikut. In 1992, he began to inform the general public about his father through an article entitled "Two Prides of Turkestan" published in the "Eastern Star" magazine⁴. In the first parts of the article, information is given that Soghuni translated works such as "Temur's Tuzuklari" by Amir Temur Taragai Bahadir's son, "Navodir al-vaqae" by Ahmad Donish, "Music Treatise" by Darveshali Changi into Uzbek. In the sequel, what Alikhantora was called by the people, the place and year of his birth, his parents and the strange events that happened to him during his childhood are given. Political and scientific activities of Alikhontora Soghuni, moments of imprisonment and oppression, as well as poems are described in a concise and understandable manner in the continuation of the article.

Another scientific work, which positively approached Alikhantora Soghuni's work, was carried out by her grandson Uvayskhan Shokirov. "Alikhontora Soghuni" based on the memories of his father Asilkhontora⁵ the work named is finished. When Soghuni's work "Sorrow of Turkistan" was first published in Tashkent, it reflected the events that happened before 1938⁶. Asilkhontora memories are considered as a logical continuation of this work.

Yaqubjon Khojamberdiev's work entitled "Soghuni: Three-Book Manoqib"⁷ intended for the general public is very important in terms of illuminating Alikhontora Soghuni's life path and scientific activity based on historical facts and memories. Because the author received the information in this work in the form of oral hearings and letters from Soghuni's children and people who knew him. When composing the sentences in the work, the author used the word "History" followed by historical information, and the author himself, his interlocutors, and most importantly, Soghuni, narrated the events. In this work, the events that took place in the world during the time of Alikhantora Soghuni's life were covered in connection with the policy of the Soviet state. Because there is a historical basis for this. In the 1930s and 1940s, the Xinjiang region, although obeying the government of Chang Kai-shi, actually had its own currency⁸. The stability of this currency was ensured by the former Soviet Union. Even in the city of Khami, an aircraft factory was built, and the production of Il-16 military aircraft produced in the territory of the Soviets was started. The governor of Xinjiang, Sheng Shitsai, also operated under the constant support of the Soviets. This can be seen through his work with Allen S. Whiting⁹. In the course of his work, Yo. Khojamberdiev provided valuable information about Soghuni's religious science,

political activities, and the processes of creating his scientific heritage. For example, he gave the history of the writing and publication of all his works and translations, except for "History of Muhammadi".

There is also a work written by Shamil Almazbekov, which consists of memories about Soguni, and it is called "Benazir ustoz or A look at the medical heritage of Alikhantora Soguni"¹⁰ is called. *In his youth, the author Sh. Almazbekov personally received medical knowledge from Alikhantora Soghuni himself. From this point of view, this work is considered important in the study of Soghuni's legacy of medical science.*

Some aspects related to the subject of this research were also carried out by researchers from Europe, Russia, Turkey and China, and most of them gave information about Alikhantora Soghuni's political activities in East Turkestan. One of them is "Warlords and Muslims in Chinese Central Asia" published in 1986 by AD Forbes¹¹ "Military Leaders and Muslims in China's Central Asia" is a book that describes the political history of East Turkestan between 1911 and 1949. This work also covers aspects such as China's general policy and its influence on East Turkestan. But the main emphasis in it is on the life of the Turkic and Muslim population living in East Turkestan, their leaders and the republics formed by them. From this point of view, Alikhantora Soghuni's presidential period in the Republic of East Turkestan and the political processes that took place with it are addressed in seven places of the book. However, information about Soghuni's scientific activity and heritage is not included in this information.

One of the works that helps to understand the policy of the Soviet government in East Turkestan during Alikhantora Soghuni's life was written jointly by Allen S. Whiting and the Chinese general and governor of East Turkestan, Sheng Shitsailar, which is called "Sinkiang: Pawn or Pivot?"¹² ("Shinjong: Infantry or Bullets?") is called. The work consists of two parts, the first part deals with the Soviet strategy in Xinjiang between 1933 and 1949. The second part consists of the memoirs of the Chinese general Sheng Shisai, who mediated between China and the Soviet state. It should also be noted that this work does not contain specific information about Alikhantora.

Several of the freedom fighters of East Turkestan published their memoirs in the form of a book, in which information was also given about Alikhantora Soguni. One of them was the Uyghur politician Mehmed Amin Bugro, one of the organizers of the Islamic Republic of East Turkestan, who wrote his memoirs in the book "East Turkestan: Tarihi, Geğrafive Şimdiki Durumu" ("East Turkestan: History, Geography and Current Situation"). In it, the author gave information about the activities of Alikhantora, as well as the Russian intervention in the politics of East Turkestan. Iso Yusuf Alptegin, who served as the general secretary of the Republic of East Turkestan, also turned his memories into a book, which is called "EsirDoğuTürkistaniçin" ("For East Turkestan in Captivity"). This book contains valuable information about the general situation of East Turkestan and the political activities of Alikhantora Soghuni.

In Turkish, several scientific works on the life, political and scientific activities of Alikhantora Soguni have been carried out, the most famous of which is written by Yılmaz Polat "Şerqi Türkistanın Azadlığı Uğrunda Mübarizede Ali Xan Töre Saquninin Tarixi Rolu"¹³ ("The historical role of Alikhantora Soghuni in the struggle for the freedom of East Turkestan") is a work named. Within this topic, the author first completed his doctoral work at Azerbaijan Caucasus University¹⁴, and then published his scientific work in the form of a book in Istanbul.

He is also considered the author of articles covering P. Yilmaz Soghuni's science and statesmanship and his activities as the president of the Republic of East Turkestan¹⁵.

The book from Chinese sources ("Xinjiang region of China: past and present situation") is important from the point of view of knowing how the Chinese side reacts to Alikhantora Soghuni and his military-political activities in East Turkestan. This book is written based on the information of several Chinese historians. It is interesting to note that in this book, the terms "pan-Turkist" and "pan-Islamist" used in the territory of the former Soviet empire were used by China in relation to Ali Khan Töre. Some of his comrades were interpreted as heroes “سنجاڭ تارىخ ماتېرىياللىرى”¹⁶ In the collection ("Shinjong History Materials"), the events of Alikhantora's life are covered based on today's Chinese ideology.

REFERENCES:

1. V.Petrov. Myatejnoye “serdse” Azii. Sinszyan: kratkayaistoriyanarodnyxdvijeniyyvospomnaniya. – Moskva: Kraft, 2003.
2. Polat Yılmaz. Şerqi Türkistanın Azadlığı Uğrunda Mübarizde Ali Xan Töre Saquninin Tarixi Rolu. – İstanbul: Sembol Group, 2013.
3. Allen S. Whiting, Sheng Shih-ts'ai. Sinkiang: Pawn or Pivot?. – East Lansing: Michigan State University Press, 1958. 314 pp.
4. Polat Yılmaz. Ali Xan Töre ve Onun Şerqi Türküstan Azadlığı Uğrunda Mübarizesi. Doktora tezi. – Bakü, 2000.
5. Polat Yılmaz. Alihan Töre Sağuni Türkistanın son yüzyılda önde gelen mücadeleci, ilim ve devlet adamı // Altay Dünyası Beynelhalk Jurnalı, sayı 1-2. – Bakı, 1997. 105-115 s.; Doğu Türkistan İslam Cumhuriyeti Cumhurbaşkanı (1944-1949) Ali Han Töre Sağuni // Journal of Qafqaz Universit, C III, sayı I. – Bakı, 2000. 57-68 s.
6. I.To'xtiyev. Tangalartilgakirganda. – Toshkent: Fan, 1989. – B. 28-29.
7. Sh.Almazbekov. Benazir ustozoyudAlixonto'raSog'uniytibbiyotmerosigabirnazar. – Toshkent: Navruz, 2015.
8. سنجاڭ تارىخ ماتېرىياللىرى. سنجاڭ خەلق نەشىرىياتى. ئۈرۈمچى، 1996. 444 ب.

THE TECHNOLOGY OF “PROJECT” EDUCATION AND THE EFFECTIVENESS OF ITS APPLICATION IN PREPARING STUDENTS FOR PROJECT ACTIVITIES

Sayimbetova Nasiba Zinatdinovna*

*Teacher,
Karakalpak State University named after Berdaq
Karakalpakistan, UZBEKISTAN
Email id: s.nasiba.86@mail.ru

DOI: **10.5958/2278-4853.2022.00358.5**

ABSTRACT

The article analyzes issues related to the effectiveness of educational technology “project” and the practice of its application in preparing students for project activities, and also provides information on the main types of educational projects.

KEYWORDS: *Project, Design, Project Activities, Modeling, Educational Project Activities, Preparation Of Students For Project Activities.*

INTRODUCTION

Particular attention is paid to the development of practical competencies in the field of research, design, management, technological and production in students around the world, increasing competitiveness and social mobilization, preparing their future career for independent planning, taking into account the situations in the labor market, the formation of skills for independent assessment of their capabilities.

The role of “project” educational technology in the preparation of students of higher educational institutions for project activities is high. Before we dwell on the technology of project education, let's consider the content of the concepts “project”, “design”. A project is a product of an action aimed at developing the content of pedagogical activity, guaranteeing its result on the basis of a specific plan, goal.

The project appears in the form of a program, model, technological map and others. The basis of the project is an idea of a scientific or creative nature.

Design is a practical action aimed at developing the content of an activity or process through the assumption, prediction, planning of the expected result, based on initial data. The design is based on the “idea – goal – expected result – guessing – forecasting – planning” system. Design various tools, namely material object, weapons, m: computer technology, Watman or ordinary work paper, drawing, pen, marker, copy machine (printer) and so on. it is carried out with the help of.

Pedagogue to create a project:

- Project creation;
- Step-by-step process lighting;
- Clear goal setting;

- Identification of tasks suitable for the purpose;
- Formation of the content of educational material;
- Development of a system of questions and tasks;
- Justification of the methodological structure of a process or event;
- It is necessary that the student has skills and competencies such as diagnosing the level of knowledge and evaluating the level of its upbringing.

Design of the educational process-development of its project (scheme), taking into account all factors for the effective organization of the educational process received separately. Laws of the design of the educational process:

- 1) The effectiveness of the design of the educational process is ensured by the targeted illumination of all components (technological process, technological process management, motor, information, socio-economic support) in the project;
- 2) Technological means of education are selected depending on the individual characteristics of students;
- 3) Design strategies are selected in accordance with the individual style of the educator;
- 4) The quality of design depends on the scale of feedback (between the educator and the student), the content of the design and the effectiveness of all factors.

When designing educational processes, it is considered appropriate to correctly determine the content of education, the purpose of education, the expected result, the correct choice of methods, forms and means of education, to develop specific criteria for assessing students' knowledge, skills and abilities in advance, to focus on their correct implementation and harmonization with each other in the time allotted for training.

The main stage of preparation for training sessions is considered to be the blurring of the educational process. This process is organized in the following steps:

- 1) Determination of the purpose and result of the lesson;
- 2) development of control tasks and evaluation criteria;
- 3) selection of educational resources;
- 4) determination of teaching and reading strategies;
- 5) selection of the type of Lesson;
- 6) development of a technological map of the lesson.

Setting the goal and result of the lesson is the most important factor in the processes of teaching and learning, and it is they who occupy the leading place in the educational process. The purpose and result of the lesson are determined based on the requirements of the SES. At the same time, it should also be noted that the purpose of the lesson should be determined not from the point of view of what knowledge, skills and abilities are given by the teacher to the student, but from the point of view of what knowledge, skills and abilities are mastered by students in the lesson. In its essence, the purpose of the lesson is determined by the fact that the teacher and the students move according to the overall results. Therefore, the purpose of the lesson should be expressed in a diagnostic way. That is, the purpose of the lesson should be clear.

To achieve a clear lesson goal, the teacher is required to pay attention to:

- 1) The didactic process that occurs in the lesson is able to fully ensure the achievement of the educational goal in certain conditions and in the specified time;

2) The presence of the opportunity to draw a clear conclusion about the level of implementation of the goal at the end of the training process.

Accordingly, it can be said that the results of education are determined, the goals of which are expressed in the actions of students.

The next most important component of educational technology is the expected result. Consequently, it reflects the effectiveness of the teaching process and characterizes the level of achievement of the goal, the process of teaching and reading is completed when the result corresponds to the set goal.

Development of control tasks and evaluation criteria – the didactic goal of the lesson, the expected result, the development of control tasks based on the content of the educational material, the development of assessment criteria according to their size, level of completion, quality of execution, time.

Selection of educational resources – provides for the appropriate selection of educational tools for the organization of the teacher, student and lesson, based on the existing conditions, their correct use in the educational process.

Teaching and learning strategy-provides for the practical application of the selected methods, forms of education, the ways of bringing the specified educational materials to the minds of students. The choice of the type of lesson – the didactic goal of the lesson according to the teacher's skills, the content of the educational material, the time allotted for the lesson, as well as the selection of the necessary conditions.

Technological map of the lesson – forms the main core of the lesson development. It can vary depending on the type of lesson and the techniques chosen. A special mention will be made in the next places of the lecture on the technological map of the lesson.

Educational process design: is the creation of a project that serves to comprehensively express the general essence of pedagogical activity, organized on the basis of a project-content-activity triad.

The design of the educational process is reduced to the following stages (fig. 1):

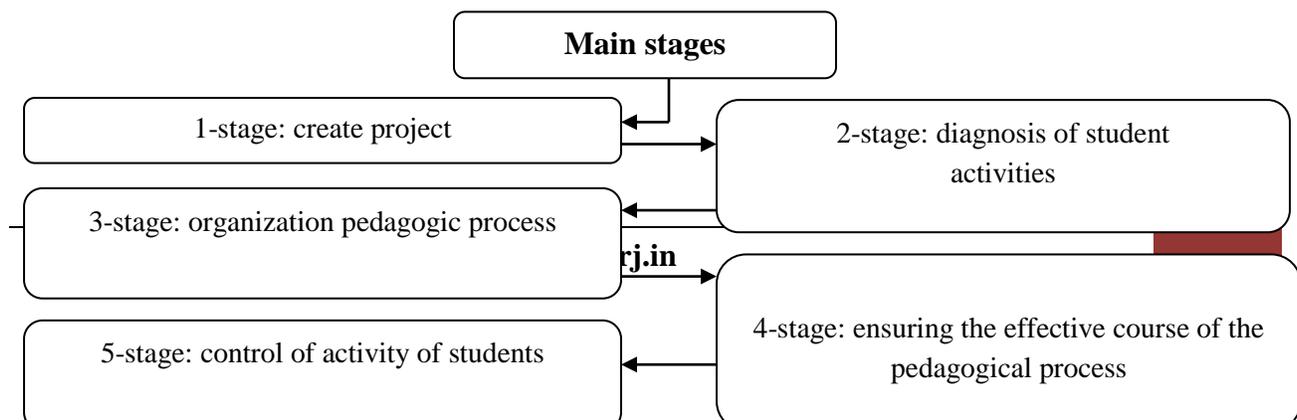


Figure 1. Stages of designing the educational process.

The main tasks performed in the design of the educational process are:

- 1) Analysis of the content of pedagogical activity;
- 2) Know the results according to your previous;
- 3) Creation of a project for the implementation of planned activities.

Lesson development is a project of educational content, as well as a document, the structure of which is mandatory by the teacher. When compiling it, the goal is to plan the activities of the teacher in the lesson process, enrich the content of the lesson, increase the effectiveness of Education. It should be updated with the improvement and perfection of the lesson development from year to year, the application of new techniques, the introduction of new materials. Consequently, with the introduction of new SES, educational programs, modern educational technologies in the educational process, the use of new information technologies, modern technical means by the teacher, the requirements for lesson development also change. Ready for lesson project (development)ni, standard template is not available. Because it is necessary that the lesson be organized “live”. According to this feature of the lesson, it cannot be put in any mold. It can vary depending on the type of lesson and the techniques chosen.

A Model is a simplified, reduced (enlarged) or similar copy of a real, actually existing object. Modeling the general essence of a phenomenon, process or system creating a full-fledged lighting model.

In the learning process, the following types of models are used:

1. Educational models (used in the educational process; guided weapons, visual aids, simulators, educational programs).
2. Experimental models (used to carry out scientific, practical experiments; an enlarged or reduced copy of the object being designed).
3. Scientific and technical models (used in the research of processes and phenomena; device, device, instrument, equipment and mechanisms).
4. Game models (used in different situations with the aim of generating skills, competencies by performing different actions by the object; computer, Sports, economic, military, workaholic games, etc.).
5. Imitation models (are used not in order to simply accurately reflect real reality to one degree or another, but precisely in order to resemble it; various simulators, mechanisms that serve to perform practical actions).

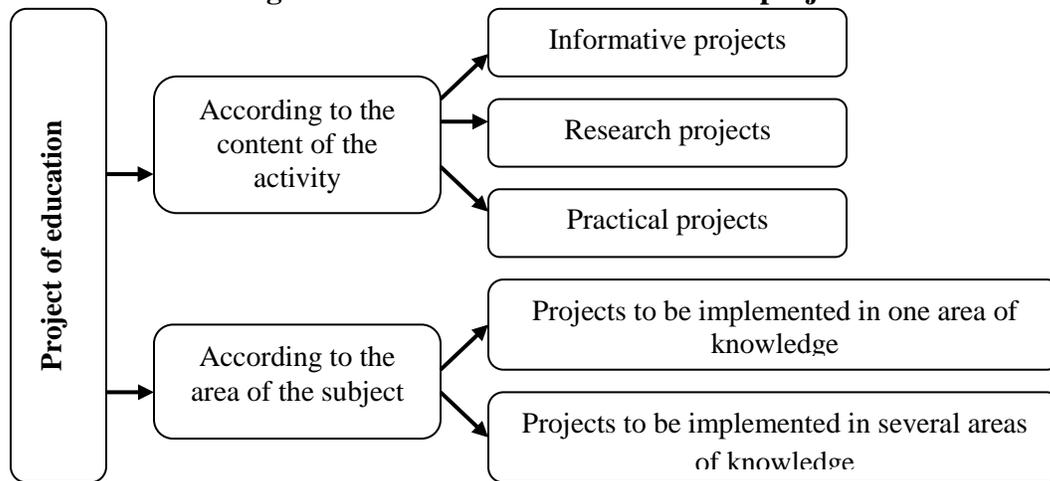
Today, in the educational process, attention is also paid to the preparation of various educational projects by students.

So what is the training project itself? How does the process of preparing educational projects take place?

Educational project: 1) a method of organizing independent educational activities aimed at the search, research and solution of problems of requirements, formalization of the result (solution) in the form of a product; 2) a means of educational action aimed at solving practical tasks on the basis of theoretical knowledge; 3) is a didactic tool aimed at developing, educating, educating, enriching knowledge, strengthening

Educational projects are classified according to the content of activities, their preparation in the field of knowledge (Sciences) as follows (fig.2):

Figure 2. Classification of educational projects.



Each training project will belong to a certain type according to its purpose and expected result. The main types of training projects are as follows (Table 1):

TABLE 1. THE MAIN TYPES OF EDUCATIONAL PROJECTS

Informative projects	Research projects	Practical projects
Purpose		
Collection of information on the problem, their analysis, generalization, coverage of the essence, description of methods and means of solving the problem, justification of their significance.	Implementation of the study, justification of the problem explanation based on the study, justification of new problems for further development.	Development of methods and means of solving the problem
Result		
Article, abstract, lecture, keys and etc.	Report, lecture, keys and etc.	Action program, business plan, keys, strategy, recommendation, reference set and etc.
Project topics (sample)		

<p>Can the pedagogical's innovative approach to the educational process guarantee the quality and effectiveness of teaching? What exactly is reflected in the innovative activity of the educator?</p>	<p>Can every educator be an innovator regardless of work experience? The degree of innovative activity of the educator</p>	<p>Pedagogical program for mastering the skills of innovative activities. Pedagogical strategy for organizing innovative activities</p>
<p>Module Module</p>		

In the use of project education technologies in educational practice, the concept of “educational project activity” is also used. Educational project activity is a set of actions that are consistently carried out by students on the way to achieving a learning goal or solving a problem, problem situation. Educational project activities of students are organized at certain stages (fig.3)

They are as follows:

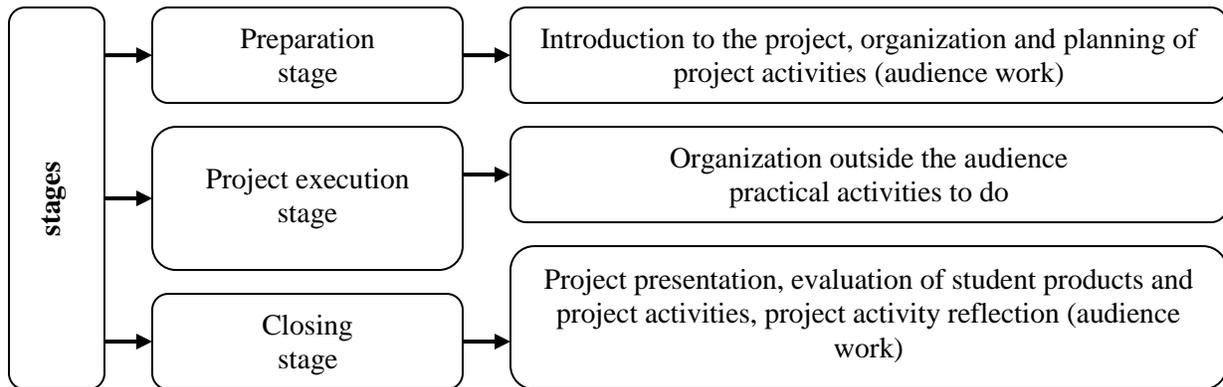


Figure 3. Stages of educational project activities of students

Students ' preparation of educational projects on various topics based on pairs, subgroups or teams takes place in the following process (fig. 4):

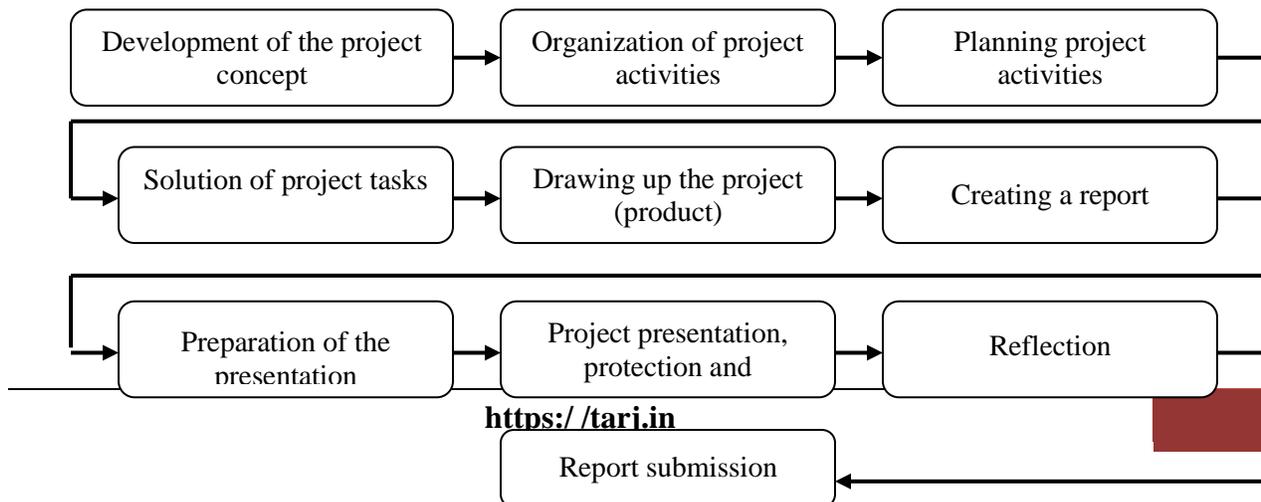


Figure 4. Scheme of the process of preparation of projects of students.

Hence, the preparation of students for project activities develops in them the skills of developing a project concept, organizing project activities, planning project activities, solving project tasks, drawing up a project (product), preparing a presentation, preparing and presenting reports.

REFERENCES:

1. Азизхўжаева Н.Н. Педагогик Технология Ва Педагогик Маҳорат. – Т.: Тдпу, 2006.
2. Йўлдошев Ж., Усмонов С. Педагогик Технология Асослари. – Т.: Педагог, 2004.
3. Педагогик Технология Ва Педагогик Маҳорат / С.А.Мадиярова Ва Б. – Т.: “Iqtisod-Moliya”, 2009.
4. Сайидахмедов Н., Очилов А. Янги Педагогик Технология Моҳияти Ва Замонавий Лойиҳаси. – Т.: РТМ, 1999.
5. Толипов Ў., Усмонбоева М. Педагогик Технологияларнинг Татбиқий Асослари. – Т.: Фан, 2006.
6. Khaitboevich, B. B. (2020). Some Features Of Protection Of Students From The Threat Of Harmful Information In The Educational Process. *European Journal Of Research And Reflection In Educational Sciences*, 8 (10), Part Ii, 69-72.
7. Baydjanov, Bekzod. "Higher Education Prospects and Issues Of Developing Information Security Culture Among Students (On The Example Of Fergana Region): [https://Doi.Org/10.47100/Conferences.V1i1.1284](https://doi.org/10.47100/Conferences.V1i1.1284)." *Research Support Center Conferences*. No. 18.05. 2021.
8. Baydjanov, B. K. . (2022). Methodology Of Pedagogical Science And Its Axiological Possibilities. *American Journal Of Social And Humanitarian Research*, 3(10), 352–363. Retrieved From <https://www.grnjournals.us/index.php/ajshr/article/view/1622>
9. Baydjanov B. K. Pedagogical And Psychological Features Of The Development Of Information Competence In Future Teachers //Theoretical & Applied Science. – 2021. – №. 7. – С. 171-178.
10. Baydjanov B. Compatibility Of New Renaissance Pedagogy And Jadid Enlighteners’views On Education And Information Security //Конференции. – 2021.
11. Байджановб. X. Таълимжараёнидаилғорхорижийтажрибаларнисамаралиқўллашмеханизмлари //Science And Education. – 2020. – Т. 1. – №. 2. – С. 514-519.
12. Baydjanov B. Protection From The Threat Of Harmful Information That Negatively Affects The Physical And Mental Development Of Students As A Pedagogical Problem.“Innovative Technologies In Sports And Physical Education Of The Younger Generation”. Collection Of Materials Of The International Online Conference.(1). – 2021.

LINGUOCULTURAL FEATURES OF WEDDING CEREMONIES IN ENGLISH AND UZBEK LITERARY WORKS

Sayitkulova Zilola Xusniddinova*

*Doctoral Student,
SamIFL
Samarkand, Uzbekistan
Email id: zilola.sayitqulova@gmail.com

DOI: **10.5958/2278-4853.2022.00359.7**

ABSTRACT

The article shows the views of the English and Uzbek people on the problem of marriage, traditions, customs of the wedding ceremony and their linguocultural aspects. National, cultural, and linguocultural features of the people are proved by excerpts from literary works.

KEYWORDS: *Linguocultural Features, National Mentality, Tradition, Literary Work.*

INTRODUCTION

Wedding ceremonies have long been the main ritual practiced until now, and people have become an integral part of your social cultural life. [1.65] Traditions, customs and wedding ceremonies characteristic of English and Uzbek nationality are clearly visible in works of art. Careful reading of works of art helps to vividly imagine the life and culture of the lifestyle that the ancestors went through, and also encourages the reader to analyze in honesty, truthfulness and critical spirit. Below we will see the views on the issue of marriage specific to both nations, the linguocultural aspects of traditions and customs in wedding ceremonies.

We can see different relationships between people of both nationalities when it comes to getting married. In the British, the guy who wants to start a family first receives consent from the girl herself, and then informs her parents and gets their permission. Usually parents do not go against the ray of their daughter, happily accepting such a message.

“Jane, I congratulate you. You will be a very happy woman.”

Jane went to him instantly, kissed him, and thanked him for his goodness.” [3. 428]

The father is very pleased with the young man whom his daughter chose, and openly expresses this, wishing him happiness. The girl also did not hide her joy from anyone. We know that Mr. Bennett, the hero of this work, has four more daughters besides Jane. Although the chosen spouse of the first married daughter Lydia did not please her father, she also did not resist him for the sake of her daughter's disappointment. Even the sympathy of his mother's youngest daughter to get married first are characteristics of English nationality. And in Uzbek households we see the opposite of this situation.

“- Erga kim tegadir?

- Kumush.

- Kumushbibi kuyavni yoqtiradirmi, yo ‘qmi? Bu to ‘g ‘rida uning fikrini bilish kerak emasmi?

- *So 'zlash ham kerak emas, bildirish ham*

- *Nega?*

- *Chunki odat shu! Kumush ota-ona yoqtirg 'an kishiga rozi bo 'lish uchun majbur" [2. 49-50]*

And in Uzbek households, the future groom is chosen by the father. Unlike English households, the father is the head of the family (in English households, the couple is equal in family management). Only the father decides the most important issues of the family. Despite the fact that by nature he is calm, calm, sensitive and intelligent, Oftob oyim is a supporter of tradition, obeying her husband, his desires, will and desire. The girl has no what right to choose a spouse; she is forced to start a family with a man chosen by her father. It is considered indecent for a girl to express her opinion on this matter, to show her feelings even with the groom liking. Shame in girls, the sacrifice of one's own life for the consent of the father is a linguoculturological feature found in the Eastern mentality.

National, spiritual manifestations characteristic of peoples are also manifested in folk wedding ceremonies. The main reason for the survival of rituals and habits at both nation weddings is characterized by the fact that they are aimed at ensuring the continuity of the future generation. Even so, the English and Uzbek wedding ceremonies differ dramatically from each other. Wedding ceremonies in the British take place mainly in two stages: civil ceremonies – a ceremony held in a marriage recording organization, white weddings – a ceremony usually held in a church [6. 97].

"Now, we have the plain marriage certificate," said the minister; "that's three dollars. Or the special, with the gold lettering that's six dollars. Or the deluxe, with gold letters and the sparkly stuff on it that's twelve dollars which do you want."...

"Now if you two will sign right here ..."

We signed.

"The photographer will be fifteen dollars. ..."

"We can skip that," I said. "We don't need photographs."

"The chapel fee is fifteen dollars. . . ."

"We'd just as soon not have a ceremony. Of any kind."

"No ceremony?" She looked questions at us, which we didn't answer, and she shrugged. "OK. I pronounce you man and wife." [5. 228-229]

English weddings also have a long history. They also have their own traditions and customs of a lot. All these traditions and rituals were created with the aim of bringing the experience of the ancestors to the next generation. In particular, the corridor between the church, where the father or close relative of the bride leads to the groom and the monk – aisle, pieces of paper thrown after the bride and groom for good luck after the ceremony-confetti, rings worn by the bride and groom to each other - wedding band, who drank to be together in the good – bad days of the bride and groom swearing-wow, like a buffet where guests eat – buffet, a musical group called for a wedding – band [7. 63]. In addition, the presence of a horseshoe-shaped bracelet in the hands of brides, white gloves with a bouquet of red petals are among them. The brides' white dress and groom's distinctive dress style, which is common all over the world today, are an example of English culture [8]. The English people know, respect their traditions well, but do not

always prefer to hold a luxurious wedding ceremony, fulfilling all traditions to the fullest. They often specify how to hold a wedding ceremony based on their own economy, or they begin to live as a couple, formalizing their marriage in a marriage recording organization. The fact that after the wedding all young people go on a wedding trip, regardless of whether the rich is poor, is also a tradition typical of English culture. As can be seen from the passage, the marriage ceremony is held according to the wishes of the young. They can choose from three different types of simple, special or luxurious marriage certificates. In all three, sentences of the same content are written in simple, golden letters. The bride and groom pay for obligatory rituals, they can also skip voluntary rituals. Their choice is taken correctly, it does not embarrass them, although the wedding is not lavish.

At the wedding of the Uzbek people, such rituals as *sovchilik*, *unashtirish*, *fotiha to'yi*, *qiz bazmi*, *kelin salom*, *quda chaqiriq* call are still celebrated. There are also a number of rituals that not many celebrate nowadays, which we can mainly find in works of art.

“ – O'lar joydamisiz, Salim aka! Bitta-yu bitta o'g'lingiz... El ichida yurgan odamsiz... Biz sizga ko'pkari qilib sovringa ho'kiz qo'ying deytoganimiz yo'q, olish qilib, tovoq qo'ying deytoganimiz yo'q. “Qo'y so'ydi” qiling, “kuyov qochdi”, “supra qoqdi” qiling demadik! Nima qilsak, elimizning obro'si ketmasin deb qilyapmiz. Ana, “Pravda” kolxozida bir suvchi o'g'lini to'y qildi. Olishning sovriniga tuya qo'yibdi, azamat! O'shalardan kam joyimiz bormi?! Yaxshimada!” [4. 194]

A few more that will be held at Uzbek weddings, which we did not know about through the quoted passage *ko'pkari*, *olish*, *qo'y so'ydi*, *kuyov qochdi*, *supra qoqdi* we can see that there are rituals that are characteristic only of Uzbek nationality. Unfortunately, at Uzbek weddings, the focus is more on the expenses that the parties have made for the wedding, rather than the happiness of young people. Our people, in order to comply with some traditions, spend a lot on a wedding, even if they take out a loan, and not in accordance with their income. They spend all their life finding at the wedding, not thinking much about what kind of life the young people, after the wedding, live themselves. Sometimes traditions also turn into the “kim o'zar” competition. Such a tradition, an increased number of rituals leads to waste, and this is calculated from the painful points of the culture of our people.

Also in the conduct of wedding ceremonies, relatives are advised to gather the older people of the neighborhood, which is also found only in eastern culture. The passage also describes the “chairman called “ceremony, which is also called the “advice soup”. At weddings, which are usually at home, relatives are distributed tasks to neighbors. While these people are not paid in any way, they will gladly fulfill their task. Like, for example, a wedding chairman, a culinary assistant, a samovar, those who are engaged in wedding gifts. The chairman of the wedding is the person who controls the location of the guests, their service, stage, singers, maintains order at the wedding. Wedding chairmen are chosen from older, more experienced people. Since chefs at Uzbek weddings are mostly male, culinary assistants, drink providers are selected from nimble mid-aged guys. Young guys are given chores like samovarlik. Samovarists provide all memes with hot tea, which is drunk by Uzbeks. Samovar himself is also a part of the human marriage and shows the cultural edges characteristic of the Uzbek people. In ancient times, samovars or samovars were considered a place where people, after breaking free from their daily chores, gather with friends and drink hot tea and chat with pilaf, which became the national dish of the Uzbek people. The samovars are the righteous ones who keep the signs of humanity, hold back the end of kindness, share love with the people who ate a plate of soup, show our nationality, do

not deny any representative of the Uzbek people, pull the tongue and remove grief. This place testifies to the unique values of the Uzbek people from their national culture.

At Uzbek weddings, guests are also treated to dresses. Female and male representatives appointed by close relatives will be responsible for delivering wedding dresses to their owners, gifts brought to the wedding to the wedding owners. And the needlewomen open the gifts after the wedding and send a minnow letter for all gifts. Both folk cultures, traditions and customs are closely related to the way of life of people. Each tradition and tradition has its own history of origin, some of which, associated with a religious character, go back to the distant past. Rituals and traditions are created on the basis of life experiences of people, their attitude to each other and the conclusions they draw from these relationships, and are vividly manifested in folk culture.

When the works of art are carefully studied, the traditions inherent in the national mentality, people of that time, relations between them are clearly understood, in which the content in them, together with the essence, embodies the views of people. In works of art, the relationship between people is imbued with a pure folk spirit, expressing national, spiritual manifestations characteristic of peoples.

REFERENCES:

1. Ashirov A.A. O'zbek xalqining qadimiy e'tiqod va marosimlari. –T., 2009.
2. Abdulla Qodiriy. O'tkan kunlar / roman / “Adabiy barhayot asarlar” turkumi / Nashrga tayyorlovchi: Xondamir Qodiriy – T.: “Navro‘z”, 2019. – 400b.
3. Jane Austen. Pride and prejudice / novel. – Barnes & noble classics, – 432 p.
4. Hoshimov O'tkir. Ikki karra ikki – besh: roman / O'tkir Hoshimov. – Toshkent, Global books. 2021. – 256b.
5. Richard Bach. The bridge across forever / novel / love story. – E book, - 276p.
6. Sternin, I.A. Communicative behavior in the structure of national culture Text. / I. A. Sternin // Ethnocultural specificity of linguistic consciousness: collection of articles. scientific. articles. Moscow: IYa RAN, 1996. - pp. 97-112
7. Umurova Xushvaxt. Ingliz va o'zbek tillarida to'y marosimi atamallari xususida. Integration of pragmalinguistics, functional translation studies and language teaching processes. International scientific conference, December 18-19, 2021. – 63-65p.
8. <https://minikar.ru>.

IMPORTANCE OF FIRST LANGUAGE (L1) TEACHING METHODOLOGY (UZBEK LANGUAGE)

Gulchiroy Sadullakizi Muhiddinova*

*PhD Student,
Alisher Navo'i Tashkent State University of Uzbek Language and Literature,
UZBEKISTAN

Email id: gulchiroy.mukhitdinova@bk.ru

DOI: 10.5958/2278-4853.2022.00361.5

ABSTRACT

In the article, examples of the work of A.Gulomov, M.Saidov, Sh.Yusupova, I.Ya.Lerner and M.N. Skatkin, who contributed to the development of L1 education, were given. The importance of First Language (L1) teaching methodology is necessary for quality education.

KEYWORDS: *Linguistics, Methodology, Language Didactics, Competence.*

INTRODUCTION

The L1 is not the rules invented for the child, it is equal to the soul of its people, like breathing air. Teaching students their L1 solves the following tasks: firstly, to develop their innate mental ability, which is called the gift of speech; secondly, to introduce students to the conscious acquisition of native language treasures; thirdly, children should learn the logic of this language. It is necessary to achieve these goals and tasks not one after the other, but in stages [1]. Educational assignments play the main role in this.

Today, L1 education is gradually moving towards the development of speaking skills through working with the text. In such conditions, usefulness and practical application should be the main principle when choosing educational materials that are the basis for creating an educational task.

In particular, R. Safarova's emphasis in the 90s that the development of communicative skills and competences is the main task of L1 education, in particular, educational tasks, as well as the issue of assessment, Uzbek language learning. It should be noted that he researched important issues related to the teaching of both the L1 and the state language in the conditions of national revival in Uzbekistan [2].

In her doctoral dissertation, Sh. Yusupova conducts research on the scientific-methodical basis of the development of students' thinking in modern Uzbek literary language classes [3, p. 270]. Along with the development of the scientific-methodical basis for the development of students' thinking in the education of the L1, special attention is also paid to educational tasks that develop thinking.

Kh. Muhiddinova carried out significant work on systematization of the education of the Uzbek language as a state language, ensuring its integrity and continuity. In particular, it has been improving educational tasks based on the principle of continuity for the continuous education system [4; 10].

The methodological basis of the L1 teaching method is the theory of knowledge. The main task of this subject is to ensure that students fully master the vocabulary of the Uzbek language.

THE MAIN FINDINGS AND RESULTS

It is known that language is a necessary means of communication between people in society. The importance of language as a means of communication is constantly increasing. Language is a means of rational, logical knowledge of existence. Only with the help of language units, in the process of cognition, generalization, connection of understanding with discussion and conclusion is carried out.

Language and speech are inextricably linked with thinking. Along with learning the language and developing speech, the student's thinking ability also increases. The task of the school is to make the language a sophisticated tool of communication between people. As a methodical science, the methodology of teaching the L1 fulfills the tasks set by the standard of primary education, that is, to expand thinking activities, to be able to think freely, to be able to express one's opinion fluently orally and in writing, society develops methods and methods for developing skills and abilities to freely communicate with members [17, pp. 272-281; 18, pp. 30-34].

During the 50s and 70s of the last century, many manuals were created in the field of teaching methods of the L1 in primary classes. In these years, the methodology of teaching the L1 began to develop as a science, the results of general pedagogical, didactic and psychological scientific investigations made it possible to improve the methodology of teaching the L1 and create a new methodology. Successes in the field of Uzbek linguistics also provided significant support to the process of language acquisition and the development of methodology. Also, the study and generalization of the public work experiences of teachers had a great positive effect on the development of this science. Dozens of methodical articles were published in magazines of that time.

Since 1955, faculties for training primary education teachers have been opened under pedagogical institutes. This also had a positive effect on the growth of the L1 teaching methodology, that is, the level of general and special training of primary school teachers increased. The scientific staff working in the departments of the institutes tried to solve methodological issues on a deep, scientific basis.

Language plays an important role in forming and expressing thoughts, expressing impressions and feelings. Language is a means of communication between members of society. The more this tool improves, the more clearly and effectively the idea is expressed. So, people's interactions, feelings, experiences and situations are determined through language. The need for in-depth study of the L1 at school arises from the main functions of the language.

K. D. Ushinsky attached great importance to the L1 in the system of primary school subjects and considered it the central and leading subject. "The L1, which is an excellent teacher, teaches a child a lot... A child learns so much in two or three years that he learns so much that 20 years of diligent methodical even when he reads properly, he cannot learn half of it. That is the great pedagogy of the L1" [5, p. 49; 11; 16], he says.

That's why learning L1 is very important in elementary grades. Elementary school students learn to read and write well in their native language classes, learn the rules of oral and written speech. Skills in the field of L1 - skills (speech, reading and writing skills) are a necessary condition and means of students' educational work. In addition to acquiring reading skills, the student should first of all learn his native language, because the native language is the key to knowledge and

intelligence. The L1 is also a means of teaching other subjects: social history and natural sciences are taught using the L1. Therefore, the L1 plays a special role in the general development of the child and in awakening the desire for knowledge and work.

Language is an important educational tool. A child who reads fiction, newspapers, and magazines cultivates the best qualities in him and acquires the culture of behavior. Since the L1 occupies the main place in the elementary grades, it is necessary to cultivate interest and love for the L1 in every student.

Certain studies have also been conducted on the issue of essentially distinguishing between the terms “*mashq*– exercise” and “*topshiriq*– assignment” in L1 education.

In particular, the methodologist-scientist M.Saidov distinguishes between three types of educational tasks in his educational materials, and, often, teachers use “*mashq*– *exercise*”, “*topshiriq*– assignment” and “*masala*– problem” during their work. ” emphasizes the confusion of concepts. The scientist agrees with the opinion of A. Gulomov that “exercise is both a form of an educational task and a specific method of teaching” and the task is a part of the exercise; basically, it is expressed in the conditions of the exercise, and the assignment expresses a narrower concept than the exercise [6, p. 25; 14, pp. 890-898].

It is known that language textbooks mainly use “*mashq*– *exercise*”, “*topshiriq*– assignment” and “*masala*– problem” terms, and natural and concrete sciences use the term problem. All of them are a type of work included in educational tasks; this term is also interpreted as educational tasks in some studies [7].

The most important indicator that determines the quality of education is the tools involved in the formative and testing process - the system of exercises, as well as questions and assignments. These are the content of L1 education and the basis of teaching methodology. The concept of educational content is interpreted differently in scientific and methodological sources. In particular, Russian pedagogues-scientists I.Ya.Lerner [8, p. 186; 13, pp. 255-232] and M.N.Skatkin consider the content of education as a part of rich social experience, which is selected for learning and intended for students' assimilation.

Along with the concept of “educational content”, the term “learning material” is also used in scientific sources. In didactics, the concept of educational material is used in broad and narrow senses. In a broad sense, it is equal to the concept of “educational content”, and in a narrow sense, it is understood as a system of knowledge, skills and competencies that should be learned to a certain extent, adapted to the students' learning.

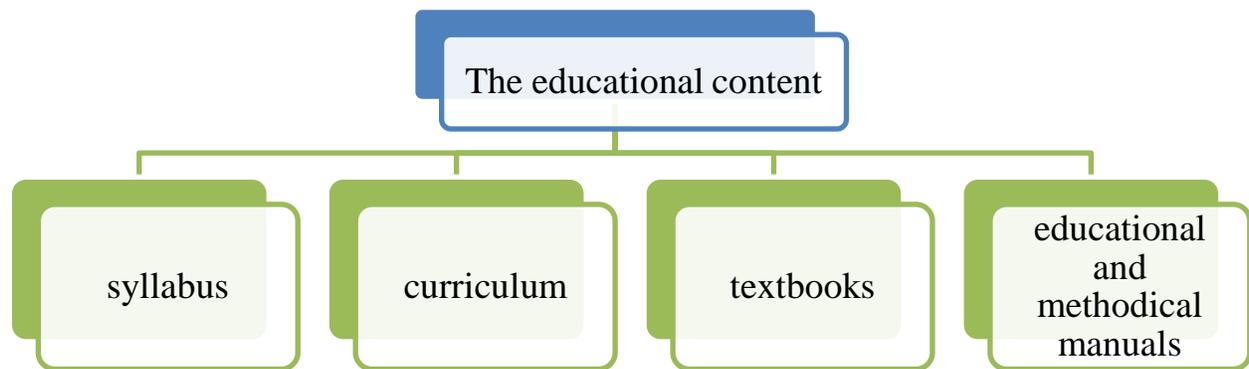


Figure 1. The educational content

The program and textbooks from the L1 contain language materials selected for students' learning and adapted to their mastery [9, p. 128; 12; 15, pp. 53-56].

CONCLUSION

Current programs and textbooks should encourage students to do independent research in accordance with the goal of L1 education. In such conditions, the most important part of the textbook should not be a theoretical database, but educational tasks that teach the student to use the countless opportunities of our native language effectively and appropriately. Because L1 education at school does not aim to train a linguist, but to deliver to the society a creative thinker who can widely use the possibilities of the language. Therefore, it is possible to consider the educational tasks as demanding only if they can encourage the student to search. Not all the tasks in the current school textbooks are at the required level.

REFERENCES

1. <https://ru.wikipedia.org/wiki/>
2. Safarova R. Theory And Practice Of L1 Education In Schools Of Uzbekistan In The Conditions Of National Recovery. Diss... Dsc. – Tashkent. 1995. –P. 242.
3. Yusupova Sh.J. Scientific-Methodological Foundations Of Developing Students' Thinking In Modern Uzbek Literary Language Classes: Diss... Dsc. – Tashkent: Tspu, 2005. – P. 270.
4. Muhiddinovakh. Improvement Of The Scientific-Methodical Foundations Of Ensuring The Continuity Of Uzbek Language Teaching At The Educational Stages. Diss... Candidate Of Philological Sciences. Tspi. – Tashkent. 2011. – P. 270.
5. Ushinskyk.D. Selected Pedagogical Works. — Tashkent: “Uzdavnashr”, 1959. – P. 49.
6. Saidov M. Teaching Tasks That Develop Thinking In The Process Of L1 Education In The 5th Grade Of Uzbek Schools And The Methodology Of Their Use: Abstract Of Diss... Candidate Of Philological Sciences. Tspi. – Tashkent. 2000. – P. 25.
7. Kochkarova F.M. Didactic Parameters Of Structuring Educational Materials Presented In New Generation Textbooks Based On The Principle Of Concentrism: Diss... Candidate Of Philological Sciences. (Phd). – Tashkent. 2018. – P. 13.

8. Lerner Ya. Didactic Foundations Of Teaching Methods. Text. / And I. Lerner. – Moscow: Pedagogy, 1981. – P. 186.
9. Ghulomov A., Nematov H. Content Of L1 Education. A Guide For Teachers Of The L1. – Tashkent: Teacher, 1995. – P. 128.
10. Khursanov, N. I. (2022). Sociopragmatic Features Of Verbal Components In Dramatic Works. *Acta Nuuz*, 1(01), 2022.
11. Raupova, L. R., &Pulatova, S. (2022). Lexical Field Of The Concept “Pride”(On The Material Of The Russian And Uzbek Languages). *Academicia: An International Multidisciplinary Research Journal*, 12(6), 425-429.
12. Davletnazarova, L. B. (2021). The Notion Of Critical Period Hypothesis And Its Role In Learning Foreign Languages. *International Journal Art Of The Word*, 4(2).
13. Xursanov N.I. (2022) Discursive Analysis Of Dramatic Works. Uza - National Information Agency Of Uzbekistan, 01 (1), 2022. – Pp. 255-253.
14. Sharipova, S., &Raupova, L. (2021). The Problem Of Literary Language In The First Half Of The Written Sources Of The 19th Century. *Society And Innovation*, 2(4/S), 890-898.
15. Davletnazarova, L. B. (2021). Causes Of Pragmatic Failure And Ways To Avert Them In Teaching English Language. *International Journal Of Discourse On Innovation, Integration And Education*, 2(2), 53-56.
16. Xursanov, N. (2022). The Social Characterization Of The Speech Of The Protagonists Of Dramatic Works. *Computer Linguistics: Problems, Solutions, Prospects*, 1(1).
17. Raupova L.R. (2022) Principles Of Creating An Electronic Dictionary Of Grammatical Terms. *Asian Journal Of Multidimensional Research*. Year : 2022, Volume : 11, Issue : 10, First Page : (272) Last Page : (281), Online Issn : 2278-4853. Article Doi : 10.5958/2278-4853.2022.00263.4
18. Davletnazarova, L. B. (2021). The Importance Of Language Testing And Assessment At State Schools In Uzbekistan And Ways To Improve The Process. *The American Journal Ofinterdisciplinaryinnovations Research*, 3(01), 30-34.

THE TEXT AS A SPEECH-CREATIVE PROCESS

Madina Norbekova*

*PhD Student,
Alisher Navo'i Tashkent State University of Uzbek Language and Literature,
Tashkent, UZBEKISTAN
Email id: madinabonushuhratovna@gmail.com

DOI: 10.5958/2278-4853.2022.00360.3

ABSTRACT

The article talks about the fact that the text is the result of a speech-creative process, the specific features of the text and its specific features are effective in studying its hidden meanings.

KEYWORDS: *Text, Communication, Subject, Addressee, Hidden Meaning.*

INTRODUCTION

The general trend of research conducted in recent decades is characterized by the fact that language is not only a means of reflecting the linguistic image of the world, but also the importance of its functional, communicative aspects. Thus, on the basis of anthropocentric principles, the dichotomy of the role of language in human life and the human factor in language development created the basis for the formation of linguistic pragmatics. If earlier the main attention was focused on the formal nature of words and sentences, immanent variants as a subject of research, then pragmatics turned the communicative content of speech into an object of research.

In today's linguistics, the text is interpreted as a separate large unit of the language (supersyntactic whole) and the main object of the field called text linguistics. When studying a text, it is said that it should be distinguished from a phrase and a sentence, and that the text also has its own category and laws. Linguist M.Kh. Hakimov writes about this in his dissertation on scientific text research: "In the dictionary meaning of the word text, the existence of the concepts of connection and connection, therefore, it means that the content of the text is connected to each other with the help of some connectors. learning has become one of the main problems of the field of "Text Linguistics". Repetition, which expresses the interconnection of text units, and its several forms, some words related to the pronoun family, the functions of the appearance of the sentence characteristic of the interrogative form in the creation of a text are of special importance in text linguistics. holds rin. In this work, the author emphasizes that the term "text" should be distinguished from other linguistic terms such as "speech", "context". Speech is manifested in oral and written forms. The written form of the speech corresponds to the content expressed by the text term. "Speech is a speech activity directed from the subject to the addressee. And the text is not only the objective information, but also the material appearance of the speech, which includes the pragmatic content" [1, p. 6].

THE MAIN FINDINGS AND RESULTS

The issue of large units of speech, "cooperation of sentences" was raised in German linguistics almost in these years, especially in 1949. K.Boost, in his study of the most important tools that structurally form connections between sentences, such as lexical repetition, articles, pronouns,

ellipsis, verb tenses, repeated conjunctions, interrogative words, writes: “It is drawn from one sentence to another the threads are so numerous and form such a dense web that one can speak of the intertwining of sentences, of their being woven as a single web, because each separate sentence is closely connected with the others” [2, pp. 5-6].

In Uzbek linguistics, effective work has been done on the text and its research. Academician G. Abdurakhmanov was one of the first in this regard to give a lecture on text theory at the III conference of Turkic scholars of the former Union held in Tashkent in 1980, and expressed his opinion about the essence and solutions of the problem, at the same time distinguished a number of text types [3, p. 93].

Linguist E. Qilichev in his book "Linguistic analysis of the text" gives the definition that “Text is a complex structure expressing nominative-aesthetic information, all elements of which are closely related and directed to a certain goal from the author's point of view”. I.R. Galperin provides information about the existence of eight categories of text: information, divisibility, cohesion (system of communication), continuum (consistency of time and space), autosemantic of parts, retrospection and prospection, modality, integrity and completion. In general, a text should be understood as a speech work that is a product of the speech process, a finished, existing in written form, a literary form, composed of superphrase units, connected by lexical, grammatical, logical, stylistic connections, with a specific purpose and pragmatic device. According to the linguist I. Rasulov, a larger unit than a sentence is a complex syntactic whole, which consists of a union of sentences that are conceptually and syntactically interrelated. Then the thought will be more complete than the sentence [11; 16]. Currently, the definition of text types and their characteristic features continues. We consider the characteristics of the text to be informative, composed of independent sentences or a complex syntactic whole, the existence of meaningful and syntactical connections between the components, consistency of space and time, integrity and completeness, and having a common theme. The text is a complex communicative-syntactic whole that incorporates such signs [4, p. 103].

It is natural that the specific features of the text are effective in learning its hidden meanings. In order to perceive and understand them, along with the linguistic ability, the stock of general knowledge in the mind comes into play.

According to N.D. Arutyunova, in some cases it is necessary to “wrap” and “hide” the pragmatic content according to the requirements of the speech situation. There is not always a connection between the hidden meaning and the expression of the sentence. Thus, the boasting of the speaker also applies to speech expressions that hurt the addressee's pride or flatter him. Inquiring into and revealing the secrets of others is certainly subject to limitations, but it meets the requirement of telling the truth. On the other hand, implicit expressions do not always deviate from the communicative order. If the modified expressions are "soothing" introductions such as “let's say”, “I guess”, forming hypotheses such as “let's imagine”, “let's think” or perform an open therapeutic function in relation to the author of the sentence, they constitute a legitimate component of speech activity. Such verbs reveal that the content of the sentence does not correspond to reality. Speaking openly can lead to an awkward situation depending on the speaking situation [5, pp. 21-38].

M. Hakimov uses the term “general hidden” to express the concept of implication and covers all hidden meanings; but although no researches have been conducted in Uzbek language in this

regard, theoretical sources of classical literature emphasize that they are extremely rich in factual materials related to this direction [6, p. 176].

N.A. Panina was one of the first to pay attention to the issue of implication. “Implicitness is the ability to understand the meaning of a sentence indirectly and to get additional information from it”. I.V. Arnold admits that “additional meanings that appear in the micro-context and are not directly indicated by language units” appear in implication.

Ye.V.Yermakova states that while G.G. Pochepsov, I.P. Susov, L.V. Lisochenko, Yu.S.Martemyanov, N.D. Arutyunova, V.V. Bogdanov studied the main characteristic features of implicitness within the framework of syntactic semantics, the issue of implicitness in the direct artistic text is relatively less studied.

As we mentioned above, in Uzbek linguistics, views on the external and internal meanings of the artistic work have long existed within the framework of classical literature, but the research on the implicitness in modern artistic texts is just taking shape.

The researches of N.M.Turniyozov, B.Yoldashev, A.Mamajonov, E.Qilichev, M.Hakimov, M.Yoldashev, S.Boymirzayeva, L.Raupova, G.Niyazova, Sh.Sultanova, G.Safarova were of great importance in bringing text theory to Uzbek linguistics and raising it to a new stage of development. In this way, in Uzbek linguistics, the text has been studied in various aspects, and the research in this regard continues [12; 13; 16; 18].

In general, the text as a linguistic unit began to emerge relatively recently. And the main reason is that specific texts are very diverse, depending on the conditions of communication, participants of communication, their individual characteristics, personal characteristics, etc. extremely difficult. At the same time, the ability to construct a text is very important, because if a person has not developed the appropriate skills, he simply cannot communicate effectively with others.

The text is the result of the speech-creative process. Every national culture and human culture in general has a system of texts:

- Artistic texts using features of figurative representation and modeling of reality;
- Spoken texts based on associative thinking;
- Scientific or theoretical texts based on logical and conceptual reproduction of knowledge results;
- Instructional or practical texts based on the presentation of ready-made knowledge and intended for direct implementation of the specified;
- Informative texts (dictionaries, reference books, etc.) consisting only of lists of facts;
- Propaganda texts affecting the minds of the applicants;
- Mass media texts that combine the characteristics of informational and propaganda texts.

Each type of text has its own characteristics. At the same time, it is possible to single out the most general features, the rules for building the text as a whole.

REFERENCES:

1. Matveeva T.V. Functional Styles In Terms Of Text Categories.–Sverdlovsk, 1990, - P. 6.

2. Moskalskaya O.I. Grammar Of The Text. –Moscow: Higher School, 1981, P. 5-6.
3. Iii All-Union Turkological Conference // Soviet Turkology. – Baku. 1981, No. 1, P. 93.
4. Hakimova M.K. Lexical Units With Meaning Of Time In Uzbek Language And Their Possibilities Of Text Formation. Diss. Candidate Of Philological Sciences.–Fergana. 2004, P. 103.
5. Arutyunova N.D. Origins, Problems And Categories Of Pragmatics. // Linguistic Pragmatics. – Moscow. Progress, 1985. Issue 16. – Pp. 21-38.
6. Hakimov M. Basics Of Uzbek Pragmalinguistics. – Tashkent: Akademnashr, 2013. – P. 176.
7. Raupova, L. R., &Pulatova, S. (2022). Lexical Field Of The Concept “Pride”(On The Material Of The Russian And Uzbek Languages). *Academicia: An International Multidisciplinary Research Journal*, 12(6), 425-429.
8. Xursanov, N. (2022). The Social Characterization Of The Speech Of The Protagonists Of Dramatic Works. *Computer Linguistics: Problems, Solutions, Prospects*, 1(1).
9. Davletnazarova, L. B. (2021). The Notion Of Critical Period Hypothesis And Its Role In Learning Foreign Languages. *International Journal Art Of The Word*, 4(2).
10. Saifullaeva, R. R., &Saifullaev, Sh. R. (2013). Monolingual Effect Named After Fs Ubaeva-2. *Journal Of Scientific And Applied Research*, (5), 41-58.
11. Xursanov N.I. (2022) Discursive Analysis Of Dramatic Works. *Uza - National Information Agency Of Uzbekistan*, 01 (1), 2022. – Pp. 255-253.
12. Sharipova, S., &Raupova, L. (2021). The Problem Of Literary Language In The First Half Of The Written Sources Of The 19th Century. *Societyandinnovation*, 2(4/S), 890-898.
13. Davletnazarova, L. B. (2021). Causes Of Pragmatic Failure And Ways To Avert Them In Teaching English Language. *International Journal Of Discourse On Innovation, Integration And Education*, 2(2), 53-56.
14. Saifullaeva, R. R., Gorbunov, A. A., Jayasekara, Sh. P., Lukoyanov, V. V., Saifullaev, Sh. R., &Tyminsky, V. G. (2010). New Economic Theories And Thoughts About Society And Philosophy. *Scientific Analyst. Collection Ean.*, (1), 88.
15. Raupova L.R. (2022) Principles Of Creating An Electronic Dictionary Of Grammatical Terms. *Asian Journal Of Multidimensional Research*. Year : 2022, Volume : 11, Issue : 10, First Page : (272) Last Page : (281), Online Issn : 2278-4853. Article Doi : 10.5958/2278-4853.2022.00263.4
16. Khursanov, N. I. (2022). Sociopragmatic Features Of Verbal Components In Dramatic Works. *Acta Nuuz*, 1(01), 2022.
17. Davletnazarova, L. B. (2021). The Importance Of Language Testing And Assessment At State Schools In Uzbekistan And Ways To Improve The Process. *Theamericanjournalofinterdisciplinaryinnovationsresearch*, 3(01), 30-34.
18. Raupova, L. R., Saifullaeva, R. R., Khamraeva, H. H., &Zaripboeva, N. M. (2019). The Use Of The Linguistic Corpus In Language Teaching. *Academy*, (8(47)), 45-47.

A STUDY ON DALIT IDENTITY, SOCIAL AND ECONOMIC MOBILITY AND CHALLENGES IN INDIA

Ankush Kumar*; **Ankit Kumar Bharti****

*Senior Research Fellow,
PhD,
Centre for Political Studies,
Jawaharlal Nehru University, New Delhi, INDIA

**Senior Research Fellow,
PhD,
Centre for the Study of Social Exclusion and Inclusive Policy,
Jawaharlal Nehru University, New Delhi, INDIA

DOI: 10.5958/2278-4853.2022.00379.2

ABSTRACT

This paper argues that Dalits today are not only passive participants, now they have a systematic programme. In the era of globalization and liberalization, they are not only restricted to the government job, but now they are also increasingly venturing into other forms of occupations, professions and as a result, they are forming a new form of Dalit identity based on their occupational shift accrue significant levels of achievements in socio-economic and politico status but not as compared to the caste Hindus. Dalits seem to have slowly made an entry into the professions and occupations of modern times, this happened out of the rigorous social, economic and political interventions, which enabled social and economic mobility. Several policies induce by the states' such as reservation in education and subsequent employment in particular help in the upward social and economic mobility of Dalits. Dalits face the question of identity both at the social-collective level and at an individual level. Regarding mobility, their reference point is individual and collective, consisting of Dalit identity and ideology which further leads to the agenda of Dalit empowerment and hence makes them identify with both.

KEYWORDS: *Increasingly, Venturing, Systematic, Dalit Empowerment, Political Interventions.*

INTRODUCTION

Dalits today are not only passive participants, now they have a systematic programme. In the era of globalisation and liberalisation, they are not only restricted to the government job, but now they are also increasingly venturing into other forms of occupations, professions and as a result, they are forming a new form of Dalit identity based on their occupational shift accrue significant levels of achievements in socio-economic and political status but not as compared to the caste Hindus. In contemporary times several caste groups aim to harness similar objectives and goals of education, employment and mobility on the socio-economic and occupational ladder. Consequently, individuals compete for the same kinds of positions belonging to the different castes. "Occupational mobility is an indicator of both social and economic mobility. Sociologists

take occupation, income and education as the determining variables of the class positions of the individuals and the families.”(Judge, 2008)

To protect the interest of the marginalised and weaker section of society Ambedkar favours the role of the state. In his book ‘States and Minorities’ published in 1947, Ambedkar emphasised that key and basic industries in a country should be owned and run by the state. Corporations should be established by the state. To provide the equitable distribution of wealth, he proposes the obligation on the state to plan and secure the economic life of the people. “The internal social structure factor that led to the upward and downward mobility in Hindu society was the dispersion and the concentration of the property.”(Silverberg, 1968)

Dalit identity, Social Stratification and Mobility in India:

Dalit leaders believe that ‘dalit term’ or category provides a sense of self-assertion and self-pride. It is a gateway to help to reach the level of cultural identity. Now there is no feeling of shame about being Dalit. ‘Dalitness’ provides the energy for confrontation and increases the possibility of becoming one total being. (Bharati, 2002, pp. 4339-40)For “Dalits, identity is a concept not limited to relation and experience of oneself with others. Still, it is a matter of positive mutual recognition, self-respect and dignity like any other human being on this planet.” (Kumar, 2021, p. 158)Traditionally the system of caste is a non-competitive character, which means each caste has its predefined occupation and none of them is allowed to voyager in others’ occupational territory. Though a little flexibility or some degree of social mobility was found to be allowed for non-Dalit shockingly it was ardently impossible for Dalits to move upward in the hierarchy of caste (Pillai, 1976)

Occupations do not change in a makeshift way, as there is a certain relationship between economic change and the rise of new occupations that requires a definite and certain skill. Industrialisation and capitalism are attributed to making occupational changes that broke the hereditary and traditional character. In India, caste and occupations have a close relationship to the extent that even the names of caste reveal the nature of the traditional and hereditary occupation. There is a difference between caste mobility and class mobility; caste mobility deals primarily with the enhancement of status, on the other hand, class mobility deals with economic upliftment.

Social mobility can be described as a movement from one stipulated social position to another. Social mobility is considered within the framework of occupation, income and economy. Social mobility can be classified as horizontal and vertical mobility. Horizontal mobility refers to the movement where the social recognition or status inter alia doesn’t change with respect to the movement on the economic scale. The individual and the group undergoing the horizontal social mobility don’t find any desired altercation in their social receptivity and they are still considered as their prior social recognition, irrespective of their economic shifts (if any). Vertical mobility refers to the movement or shift of a group or an individual between positions of unequal status. Vertical mobility is also referred to as upward and downward mobility.

The struggle against the caste system goes back to the Buddha’s time and the bhakti movement time for an egalitarian society. It rejected the practice of untouchability and the caste system. During colonial rule, the emergence of the social reform movement against the rigid caste system raised the hope for the downtrodden. While advocating the important role of education for scheduled castes to achieve social mobility. Vishwanathan and Reddy argued that the dalit community have not monopolized the socially valued skills and the economic profits.Both

suggested that they utilize education as the means for economic independence through the entry into the modern occupations to generate the profit for economic independence.”(Vishwanathan, 1985)

“Within the caste system, the inequalities are not merely religiously ordained but are a consequence of the unequal distribution of privileges and power in a society. Accordingly, the higher castes have control over the scarce goods or have access to the privileges and the power.” (Pimpley, 1990)The emergence of new secular occupation and access and the policies of affirmative action’s did lend a helping hand to some marginalized Dalits in terms of social and economic opportunities; therefore, this developmental Endeavour also reflects a shift in Indian society from caste-based social reform to the class-based. Now the new occupational structure lays greater emphasis upon the values of achievements and less on ascription. The calls to dismantle the developmental state proposed by Nehru gained strength during the phase of 1990s when India shifts towards the system of capitalism. The system of capitalism promised to realize the economic potential of India and the freedom of markets is the ultimate condition of liberty from the control of the state and it was a prerequisite to achieving the vision of development and prosperity that the Nehruvian developmental state had failed at.

In the shift toward capitalism, the role of the state is reduced to obsolete. “The market forces would control the project of creation of wealth while allowing the prosperity to trickle down to the citizens at the lowermost rung of the economic ladder. Even though in the age of the markets the role of states has never been rendered obsolete.” (Kaur, 2016)The intervention of the state was even seen as a necessary course correction to contain ‘out of control’ markets and as an instant to rethink the idea of unrestrained capitalism. It is a condition where we are witnessing the state although as a reluctant agent when it is effaced within the small state, big market in neoliberal discourse.

In the age of the market, this reluctant state becomes visible, particularly in the influential discourse of what is known as ‘Dalit Capitalism’ where the accumulation of capital appears as the mode of the Dalit resistance against the oppression by the upper caste. The idea behind Dalit capitalism is to promote the social inclusion of Dalits through the free-market path that requires access to financial credit and opportunities for business enterprises and eventually levels out the disadvantages. “The inspiring stories of Dalit millionaires who turn the harsh conditions into opportunities are increasingly invoked to showcase the business entrepreneurship as the tool of social empowerment.”(Kapur, 2014)

The entrepreneurs are presented as the agent of social mobility to overcome the traditional and the static pre-modern norms through the liberal infusion of the free market and the financial credit among the historically marginalised and excluded from society. “The entrepreneurship and Dalit business are not just about the lack of credit flows but the main question is about that how the caste-based prejudices and the discrimination based on the traditional sayings of ritual purity and pollution shape and outline the exchanges of goods and services in the contemporary market forces.”(Prakash, 2015). In the age of markets, the caste-based old prejudices are transformed into the questions of individual qualifications, skills and the capabilities of Dalits to carry out managerial tasks or enter into any other profession that is unrelated to their caste. So, in an era of liberalisation, the translation of caste prejudices into the market-responsive language signals the limitations of the market itself as the liberating force. The argument here is not about dismissing the phenomenon of Dalit Capitalism, but rather drawing attention to the social restrictions and the barriers that constitute the markets too. To celebrate capital as human emancipation now, it

has become challenging to explain away the constraints and the inadequacies as the inequality grows in different parts of the world.

About Dalit capitalism, much of the educational progress among the Dalit and the social and economic mobility was initiated by the reservation policy led by the state in the public sector. The phenomenon of the emergence of the Dalit middle class is also an outcome due to the continuous state policies over some decades. (Jaffrelot, 2008)The work of Piketty calls to bring the state back to play the role of social leveller at the moment when the gap of wealth stock increased even in the middle of the ruins of the financial crisis.

Dalit Entrepreneurs in Urban Markets:

Despite the superficially conflicting views on the role of the state, there is no challenge to the fact that in India the economic growth over the last two decades has not significantly benefitted historically depressed groups and the Dalits. Kannan's viewpoint is that "irrespective of levels of economic development and the political regime in the state or region, the poor are more likely from the historically deprived sections of society."(Kannan, 2009)

The advent of the neoliberal economy with the professed goal to make a profit and economic growth before the group identity has led scholars that post-liberalization the capitalist economy in India is the ultimate weapon to eradicate discrimination and social exclusion in a caste hierarchical society of India. The liberalization of the Indian economy has given rise to the 'New Middle Class' and along with the expansion of the new middle class, there has also been a simultaneous rise in the economic mobility of Dalits. Many scholars distinguish the Dalit middle class from the new middle class because of the incongruences between the class and social status.(Srivastava, 2015)"The middle class belonging to the Dalit community are not only relatively new contestants to the middle class, they are better understood as the subaltern middle class where they emerge from and also remain tied in various ways with the stigmatised lower caste."(Pandey, 2010). With the erosion of the caste-based economy, there may have been changed in the relations of the production but the social divisions manage to be visible in newer ways and the flow of capital flourishes in such manifestations.

Despite the economic upliftment and securing the secular occupation, the caste identity continues to hinder the lives of Dalits from the mainstream middle class. Regarding the upward Dalit mobility, it is argued that the social environment of middle-class Dalits is still different from the community of other origins and they are yet to fully integrate into the culture and social recognition/acceptance of mainstreamed middle class which is by and large dominated by the high caste. And also, the middle-class Dalit faced specific problems such as recent or newly acquired economic statuses. Therefore, it can be inferred that in the case of a Dalit, social mobility doesn't correspond to economic mobility. Dalits who struggle and eventually manage to find a way towards socially and economically mobilities are not recognized and fully assimilated and accepted similarly into the cultural and social realms of other caste groups which otherwise are in the Hindu social system.

The Dalit also have opted for the mainstream middle-class occupations. The policy of reservation helped the historically marginalised sections of society to raise their living standard and enter into the new arena of life and the occupations which are predominantly controlled by the caste Hindus. The representation of Dalit in modern occupations has been minuscule in all population scales. The dalit middle class have also shown inclination towards the occupations of the mainstream middle class. At the same time, Dalit youth today are equally or more driven by the

aspirations to become entrepreneurs, businessmen and independent professionals. The upward mobility of Dalits faces the question of identity both at the social-collective level and at an individual level. Regarding mobility their reference point is individual as well as family aspirations intersect with their observations of Dalit identity and ideology and the agenda of Dalit empowerment and hence make them identify with both.

“Dalit middle class is both the vehicle and the stabilizer of Dalit identity and ideology. The middle class of Dalit play a role in modernization among the Dalit because as a catalyst they assist and inspire the Dalit to emerge as the self-asserting individual with the consciousness of the community.”(Sachidananda, 1974) Post-independence, Dalits seem to have slowly made an entry into the professions and occupations of modern times, this happened out of the rigorous social and political interventions, which enabled the social, economic and political mobility induced by the states’ policy of reservation in education and subsequent employment in particular.

The Dalit Middle Class and the Experience of Mobility:

The engagement of Dalits in modern occupations is commonly associated with the middle class; it is seen through the approach that is conventional to study the social mobility where it involves and comparing the father’s occupational status, education, and social class with his attainments in the similar terms.(Krishna, 2013) The upward shift in an occupational hierarchy helps Dalits to move away from the occupations that are traditional in nature where it only suggests that this change only in his class position but the shift of class has not been congruent with the socio-economic improvement for many of them.

The caste identity of Dalits mediates and intervenes in their status and class position as the new entrants to the middle class. The caste identity of occupationally mobile Dalit still intervenes with their social status and interpersonal relations in their social life. The workplace, neighbourhood and the community are the spheres where Dalits have traditionally been excluded from society to engage equally with the upper castes. Dalits who have attained the status of middle-class identity, somehow it does not mean that their identity of caste no more interferes in their social relationship with their own class members. Rather it is the identity of caste as a Dalit which expresses their experience of mobility into the new class, now what becomes important is the way of dalit responding to such intervention of caste identity and the social exclusion.

The year 2016 has been observed as Ambedkar’s 125th birth anniversary across the country and the world. The following year that 2017 it has been marked as the centennial jubilee year of his entrepreneurial start-up because he had launched his own start-up in 1917 but despite putting his exceptional ingenuity and hard work into the business, he could not succeed in the long run it was not successful due to the social bias and subsequent rejection against the downtrodden low caste. Some associations of Dalit entrepreneurs such as the Bahujan Udyog Federation, New Mumbai, Bahujan Entrepreneurs Network (BEN), Buddhist Industrial Manufactures & Trade Associations (BIMTA), in Aurangabad, Buddha International Chamber of Commerce and Industry (BICCI), Mumbai, Dalit Indian Chamber of Commerce and Industry (DICCI), Pune have made their presence through the business expos, trade fairs and negotiations with the government as well as collaboration with the corporate.

The presence of Dalit Entrepreneurs heralds a new discussion on Dalit capitalism in academia as well as the corporate. Capital is arguably considered an effective weapon to fight against the social system of caste. The idea of capitalism to fight against caste is a novel idea but it is quite

challenging at the same time. Some of the challenges faced by the Dalit entrepreneurs are persisting with the system of caste hierarchy induced social structure along with the cultural practices and correspondingly beliefs extra.

“Social scientists argue that the delinking of occupation and the caste has gained a momentum in secular spaces such as the offices, industries in India theorizes that the tenacity of caste has become a myth.”(Bateille, 2012) Dalits were denied equal opportunity in social life, no hereditary wealth, least opportunities in the corporate sector, and caste identity extra, so it is also difficult to become an entrepreneur. “The experiences of the Dalit entrepreneurs and the available literature show that the Dalit entrepreneurs have to face the caste identity hurdles in their entrepreneurship as the notion of caste persists in Indian society.”(Indurkar, 2015)

Economic Mobility of Dalits and challenges:

From 1980 onwards the economic position of Dalits has shifted from traditional occupations to modern occupations. There is improvement in pay, working conditions and working hours. They came out of the agricultural and bonded labour into the other kind of work and for better opportunities in jobs, they migrate from the village and shifts in the part attributed to the changing and improving the economy. In the neoliberal age, economic growth allows the state government to invest more to ensure the full welfare of the poor. Welfare measures for Dalits have been introduced in different parts of the country and important measures are the provision of subsidised food through the Public Distribution System, basic household provisions and the employment guarantee scheme in 2005.

Despite the inadequate provisions, problems of caste discrimination, implementation of social policies and corruption within the system, in some measure, the social and economic welfare programmes have contributed to the rise in the living conditions of Dalits and the life changes in some parts of the country. “Although not linked to the age of liberalisation as such the affirmative action policy and the education have a considerable impact on the deprived section but even though Dalits are still lagging.”(Chalam, 2007) Now with advanced opportunities in an era of globalisation, the greater section of the Dalit population can read and write, and many Dalits now have a chance to escape the traditional occupations and occupational destiny of their parents. Education armed the Dalit with the confidence to come out of the professions of exploitative nature like labour discrimination and bonded labour and to seek the better option of employment. The majority of educated Dalit youth did not find a job due to not matching their education, it is now regarded as a transformative potential and engendering the sense of claim altogether absent earlier.

Due to the reservation policy, Dalits have access to reserved places in the government sector job and get state employment which begin to constitute a new class i.e., middle-class Dalits. On the other hand, at the same time, there are severe criticisms of the system of reservation because critiques argue that reservation provided benefits to the already privileged and the self-perpetuating Dalit elite. The state sector was rapidly shrinking due to the liberalisation and privatization and thereby largely reducing the number of public sector jobs available to the beneficiaries. Due to the privatization, the role of government is shrinking so many are realising that it is the energy is being wasted on the struggle for a fair share in public sector resources when the state is rolling back. There is a serious concern about the Dalits when the private sector is growing and it leads to the Dalits would cut and drift from the growing sectors of the economy and they become marooned in low-waged work. The agriculture and wage labour.

For Dalits to succeed in a free market without capital in the economic, social, political and educational spheres is not possible, and similarly without the affirmative action policies to ensure the historically marginalised section the equality of opportunity would push back the Dalits all over again. (Sukhadeo, 2007) Inequality has increased in the post-reform period where the growing economy is resulting in a wider gap between the rich and the poor.

Challenge of Marginalisation and Social Mobility of Dalit:

The story of economic mobility cannot be separated from the story of social mobility. Dalits are continuously under-represented not only in the private sector and business enterprises but are also under-represented in the prestigious professions due to the lack of social skills and attributes requisite in high-earning businesses and professions. They are debarred from the industrial networks also. As the studies of 'enterprise culture' shows that it is not a matter of qualification, but it is also a matter of culture, exposure, attitude, confidence, manner and body language extra. These values are characteristics of the privileged class due to education in private schools and personality development courses so it means that forms of distinction led to success in economic growth and development that are out of Dalits' reach all over again. This brings us back to Pierre Bourdieu's view who shows how the forms of cultural distinction are wielded and influenced by the educated and middle class in French society as the main principle of mechanisms for class reproduction. (Bourdieu, 1984)

It is no coincidence that things are happening and enabling the elites to be a success in the new economic era and it continually eludes the Dalit. It is not only difficult for Dalits to obtain qualifications and well-paid jobs they also face pressure from the transition itself. Naudet argues that socially mobile Dalits are in a dilemma between the obligations and the attachments towards their determination for the original community and the desire for social legitimacy in the new group.

Unlike the upper caste students, the upward mobile Dalit cannot depend on financial support from their families not only this they often bear the burden for the sustenance of their family while they are studying. Those who are succeeding and moving in the class position often report that feel the psychological shame that restricts them from full adaptation to the new site while they also feel the uncertainty towards the community they left behind. Naudet¹ (2008) suggests that this tension presents a major challenge for the socially mobile Dalit. The experience of upward mobile Dalits may help account for the persistence of the caste endogamy even among the Dalit middle class who have the opportunity of marrying into those families that are unconcerned about the caste.

Neoliberal discourses dovetail with the idea of laissez-faire in surprising ways. One of the aspects of neoliberalism for Dalits pertains to the construction of poverty itself. Gooptu² (2009) examines the discourses of neoliberalism where she shows how the poor are responsible for their failure. She shows how the poor in urban areas including Dalit are both represented as and coached to be 'entrepreneurs', which means self-maximising individuals who make something themselves based on their initiative, so in this context, poverty is reduced to a problem of individual attitude rather than the inequalities produced by the liberalisation and privatization.

Gooptu argues further that in framing the poor in this way so the development agencies and the state de-politicise the problem of poverty and step down from the responsibility for ameliorating the widening and deepening stratification. In 1966, Srinivas predicted that as more and more Dalits become educated and seek better enforcement of constitutional rights then the clashes at

the local are likely to increase. Although there are laws to protect the Dalit from the ultimate form of discrimination and on the one hand casteism is open abuse and it may be decreasing day by day. However, it resurfaces the critique of those policies and the laws that helps the Dalit.

CONCLUSION:

The emergence of new secular occupation, access and the policies of affirmative action's did lend a helping hand to some marginalized Dalits in terms of social and economic opportunities; Moreover, this developmental endeavour also reflects a shift in Indian society from caste-based social reform to the class-based. Therefore, it further pushes the socio and economic mobility of Dalits and forms a new Dalit identity. These mobilities are also pushed and induced by the states' policy of reservation in education and subsequent employment in particular. Now the new occupational structure lays greater emphasis upon the values of achievements and less on ascription. In the age of markets, the caste-based old prejudices are transformed into the questions of individual qualifications, skills and the capabilities of Dalits to be able to carry out managerial tasks or enter into any other profession that is not related to their caste. So, in an era of liberalisation, the translation of caste prejudices into the market-responsive language signals the limitations of the market itself as the liberating force. The shift in the occupation of the Dalits brings tangible (material betterment) and intangible (gain dignity and self-respect) changes which create conditions for economic and social mobility. Furthermore, the mobility has been constructing a new dalit identity based on their occupation shift and transporting change in class and status.

However, despite the economic upliftment and securing the secular occupation, the caste identity continues to hinder the lives of Dalits from the mainstream middle class. Regarding the upward Dalit mobility, it is argued that the social environment of middle-class Dalits is still different from the community of their origin and they are yet to fully integrate into the culture and social recognition/acceptance of mainstreamed middle class which is by and large dominated by the high caste. The upward mobility of Dalits faces the question of identity both at the social-collective level and at an individual level. Regarding mobility, their reference point is individual and collective, consisting of Dalit identity and ideology which further leads to the agenda of Dalit empowerment and hence makes them identify with both. The Dalit middle class further engaged themselves in redefining and sustaining the Dalit identity and its ideology.

Works Cited

Bateille, A. (2012). The peculiar tenacity of caste. *Economic and Political Weekly*, 41-48.

Bharati, S. (2002). A Term Asserting Unity. *Economic and Political Weekly*, 4339-4340.

Bourdieu, P. (1984). *A Social Critique of the Judgement of Taste*. (R. Nice, Trans.) Massachusetts: Harvard University Press.

Chalam, L. (2007). *Caste-Based Reservation and Human Development in India*. New Delhi: Sage Publications.

Indurkar, C. (2015). The emergence of Dalit entrepreneurship and debate on Dalit Capitalism. *Indian Journal of lifelong Learning and Development*, 14-27.

Jaffrelot, C. (2008). Why Should We Vote? The Indian Middle Class and the Functioning of the World's largest Democracy. In P. Jaffrelot, *Patterns of Middle-Class Consumption in India and China* (pp. 35-54). Delhi: Sage Publications.

- Judge, P. (2008). Understanding the Paradox of change among Dalits in Punjab. *Economic and Political Weekly*, 49-55.
- Kannan, K. (2009). Dualism, Informality and Social inequality: An Informal Economy Perspective of the Challenge of Inclusive Development in India. *Indian Journal of Labour Economics*, 1-32.
- Kapur, D. (2014). *Defying the Odds: The Rise of Dalit Entrepreneurs*. Delhi: Random House India.
- Kaur, R. (2016). Snakes and Ladders: Rethinking Social Mobility in Post-Reform India. *Contemporary South Asia*, 229-241.
- Krishna, A. (2013). Making It in India: Examining Social Mobility in Three Walks of Life. *Economic and Political Weekly*, 38-49.
- Kumar, A. (2021). Dalit Identity, Cultural Assertion and Mobilisation in Jammu. *International Journal of Political Science and Governance*, 156-161.
- Pandey, G. (2010). *Subaltern Citizens and their Histories: Investigations from India and the USA*. New York: Routledge.
- Pillai, D. (1976). *Aspects of Changing India*. Bombay: Popular Prakashan.
- Pimpley, P. (1990). Social Reforms for the Untouchables: Some Issues for Examination. In R. Prasad, *Social reforms: An Analysis of Indian Society*. Agra: Y.K Publications.
- Prakash, A. (2015). *Dalit Capital: State, Markets and Civil Society in Urban India*. New Delhi: Routledge Publishers.
- Sachidananda. (1974). *The Harijan Elite*. New Delhi: Thomson.
- Silverberg, J. (1968). *Social Mobility in the Caste system in India*. Netherlands: Mouton.
- Srivastava, A. (2015). Dalit and Social Mobility: A Discussion on the dalit Middle Class. *Asian Journal of Multidisciplinary Studies*, 127-134.
- Sukhadeo, T. (2007). Caste and Economic Discrimination: Causes, Consequences and Remedies. *Economic and Political Weekly*, 4121-24.
- Vishwanathan, G. (1985). *Scheduled Castes: A Study in Educational Achievement*. Hyderabad: Scientific Services.

PEDAGOGICAL CONDITIONS FOR THE INTELLECTUAL DEVELOPMENT OF PRESCHOOL CHILDREN

Aleulova Rayxan Sharinayevna*; **Aytmuratova Komila Aytamuratovna****

*Master 2 Course Preschool Education Specialists,
Department of Preschool education p.f.n,
Nukus State Pedagogical Institute,
UZBEKISTAN

**Master 2 Course Preschool Education Specialists,
Department of Preschool education p.f.n,
Nukus State Pedagogical Institute,
UZBEKISTAN
Email id: komila.aytmuratova@mail.ru

DOI: 10.5958/2278-4853.2022.00362.7

ABSTRACT

The key and decisive factor in a child's development in the educational process is the complexity of the way of knowledge and activity. For instance, the Swedish psychologist Piaja observes that children under the age of eight are not capable of activities involving numbers based on the research he conducted. Also extensively researched in the writings of Hungarian, Galperin, Elkonin, Davidov, and others was the impact of changes in educational material on children's mental development. Physical, mental, moral, vocational, and aesthetic education are the core focuses of preschool education. This page keeps input and feedback on the educational settings of preschoolers' intellectual growth.

KEYWORDS: *Preschool Education, Youth, Children, Intellectual, Pedagogical, Development, Potential.*

INTRODUCTION

Older preschoolers' intellectual development is influenced by a variety of cognitive processes, including attention, perception, thinking, memory, and imagination. The child must get ready for schooling, which is the main activity of primary school age, in senior preschool. In this situation, it will be crucial for children to grow intellectually and gain the necessary skills. A preschooler's development can only be accomplished through natural activities, and the game is by far his favorite. A child who is fixated on the idea of a game does not feel as though he is "learning," even when he is having trouble doing so. The use of educational games and puzzles in the pedagogical process makes it possible to reconstruct educational activities, switch from the usual activities with children to cognitive gaming activities organized jointly or independently with adults. The teacher should only take advantage of the natural need to involve children in more complex and creative forms of gaming activity. In this article, opinions and feedback on the methods of developing children's intelligence are kept.

According to psychologists, a youngster at this age picks up new information quickly since his cognitive processes are still developing. New sorts of perception and thought motions that are

generated in the kid form the foundation of mental growth in childhood. At this age, the child's intellect develops swiftly thanks to self-teaching, autodidactic toys like Matryoshkas, boxes, cubes, and mosaics. One of the primary tools in the development of a child into a complete person in every aspect is intellectual and psychological games. The main instrument in forming a preschooler into a fully realized human being in all regards is didactic games. The three following categories can be used to categorize all intellectual-psychological games:

1. Games with items (toys, natural materials)
2. Games played on the table
3. Word games

The use of modern interactive methods in the educational process has a positive effect on children's intelligence. On September 30, 2017, President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev adopted the decree "on measures to organize preschool educational activities and radically improve the management system" dated September 30, 2019 No. 5198, in which the main goal was to further expand the state and non-state branches of preschool educational institutions, create conditions for the formation of a competitive environment of the sog lom between state and non-state preschool educational institutions, introduce new forms of preschool educational institutions under the conditions of public and private partnership, as well as to ensure the effective organization of the activities of the Ministry of preschool education of the Republic of Uzbekistan. In the development of the intellectual potential of children of preschool age, the button ability and talent in them is important.

Our youngsters swiftly master and bring to life every educational, professional, and training that adult impart thanks to their intrinsic ability. However, not every young person is born with the same aptitudes, skills, and capabilities. Therefore, our educators and the general public, i.e., the managers of the family, educational institutions, corporations, organizations, and workshops, are principally responsible for such an essential task as the formation of abilities and expanding talent of young people. Adults enjoy standing in the way of young toddlers with button minds. They talk to the youngster a lot, telling them things like, "Don't do it," or "It won't help you". They do not allow him to make mistakes, draw conclusions and create conditions for him to find a way to correct it. Tired of the demands and duties of adults, children are gradually disappointed and desperate and hide their cheerful convictions, and do not share what is in their hearts. They do not express their opinions openly. To treat a child like this means to feed them into their inner world. As a result, it will be difficult for them to return from the world.

Preschoolers' intellectual potential is developed by a shift from visual-moving, visual-figurative to abstract, theoretical intellectual activity. In a youngster, a system of concepts and conceptions is regularly developed. The more sophisticated the child's understanding and cognitive growth, the more difficult the topics he has mastered. Thus, the process of a child's psychic development can often be separated into three key areas:

1. Development of methods of knowledge and activity in the educational process,
2. Development of psychological mechanisms of application of mastered methods,
3. Development of general personality traits.

In a child, intelligence begins to develop from the mother's womb. The main stage of intellectual development in children is mountain ri for preschool and school age. Genetics and heredity show

their influence on intellectual potential. Someone by nature counts quickly, someone loves mathematics from the very birth, someone sings before speaking. It is possible to develop intelligence in children by ensuring the regularity of activities that develop communication and cognitive abilities. The study of Temperament and character traits is a factor that develops the intellect of a preschooler. Relationship with parents and bringing the emotional environment in the family to a normative level serve as the foundation for the development of the child's intellect. A conversation was organized with the parents of children of preschool age about the actual issues of intelligence, intellectual potential and its development. Parents got the information they needed.

Once the overall activity type is identified, children can apply specific techniques to differing degrees. For instance, it is important to teach students how to tie concrete and abstract information to relatively high forms and types of activity (along with mental activity) and how to calculate the ratio between them. The more the child's perspective is frequently considered, the more confident he feels. Only a change and complexity of knowledge and ways of action do not happen during the development process. The psychic development of a child includes changes in his entire personality, that is, the development of general personality traits. In the process of development, various aspects of the mental activity of children change, the assembly and change of methods occur. The child is able to perform a large number of different actions, his knowledge and imagination change.

Another crucial element is the requirement to choose a style of life in order for girls and boys to develop into flawless, mature adults. It also involves using modern information technologies shrewdly. A significant role in this is played by parents and the family unit. Before the technological world, which has taken over the world like a spider web, entirely takes over children's consciousness, it is imperative that we instill in them the ability to discern the norm of everything in life and to follow it ourselves. In the end, a child acts upon what he observes, not what he is told. Our main goals are to educate the owners of high intelligence through the development of the intellectual potential of children of preschool age.

The main specificity in the mental development of a preschool child is a bright manifestation in the acquisition of figurative cognitive forms (perception, figurative thinking, imagination). The cognitive processes that develop in a child are reflected in a wide variety of activities. The knowledge that the child is mastering not only grows his circle of thinking, but also decides the attitude towards people towards their behavior, such as nature, art. For the correct Organization of mental education for children of preschool age, it is necessary to know the laws and possibilities of their mental development. In preschool age, a child is observed to progress at a higher rate of mental development than in other age periods. Deficiencies in the mental development of children of this age are difficult to eliminate later.

In Conclusion, the cognitive functions of memory and imagination are crucial to preschoolers' mental development. A person's memory is crucial to their lives. A newborn baby is helpless and knows nothing when they are born. To perform useful tasks, it should be brought up to a slightly higher degree of development and be able to remember and retain a great deal of information. Memory development is influenced by a child's environment, education, and upbringing. A special form of mental activity fantasy plays an important role in the mental development of children of preschool age. Imagination is necessary for creative activity, so it is of great importance to develop it from preschool age. Imagination is formed in the process of a child's life, in his activities, under the influence of education and upbringing.

REFERENCES:

1. Education law. September 23, 2020.
2. The law of the Republic of Uzbekistan was approved by the Senate on December 14, 2019, adopted by the legislative chamber on preschool education and education on October 22, 2019.
3. N.M Aksarina, the upbringing of infant children:1983.
4. R.G.Kadyrov, age periods and pedagogical psychology. 2005.
5. G.R Takhtasinova, T.I. Ofordova, intellectual psychological games in the children's garden 2005.
6. A complex of psychological and pedagogical methods for early detection of children's giftedness, 2010.

HISTORICAL FACTORS OF FORMATION AND DEVELOPMENT OF INTERCULTURAL COMMUNICATION AS A SCIENCE

Kinjaeva Gulbokhor Sattarkulovna*

*Associate Professor,
Head of the Department of Applied German Language,
Uzbek State World Languages University,
UZBEKISTAN
Email id: gkenjayevawsu@mail.ru

DOI: 10.5958/2278-4853.2022.00363.9

ABSTRACT

This article reveals the historical factors of the formation and development of intercultural communication as a science, the fact that the term intercultural communication has been given different definitions by world scientists, but the communication between representatives of two cultures is at the center of them. The fact that intercultural communication is a collection of knowledge, skills and competences requires students not only to learn about other cultures, but also to develop the skills, skills and competence to successfully communicate with representatives of other cultures as in the brochure. Intercultural communication is a communication between two or more people from different countries and related to different cultures.

KEYWORDS: *Intercultural Communication, Linguistics, Linguoculturology, Psycholinguistics, Ethnolinguistics, Country Studies, People, Nation, Society, Humanitarianism.*

INTRODUCTION

In today's 21st century, when the processes of globalization are accelerating in the world, the acquisition of several foreign languages has risen to the level of demand not only for specialists, but also for all subjects of society. By the decision of the President of the Republic of Uzbekistan No. PQ-5117 of May 19, 2021, teaching foreign languages was defined as a priority of the educational policy, the introduction of a continuous educational chain based on the principle of "kindergarten-school-higher education organization-enterprise" and highly qualified and competitive personnel of state bodies in order to fill it with the state authorities, it is determined that the employees of the state bodies should also learn foreign languages. At this point, intercultural communication first appeared in the world of science in the 1960s as a separate discipline in the United States of America, and efforts to deal with the theory of intercultural communication began in 1947 for the practical interests of US businessmen, diplomats, and politicians. In order to prepare its citizens for foreign trips, the government of the United States of America established the Foreign Service Institute, and famous scientists and anthropologists Edward T. Hall, Rhea Birdwistella, and linguist George Tredger were involved in this work.

These scientists, in the process of working on the educational program in this direction, founded a new science called "Intercultural communication". Initially, the purpose of training in intercultural communication was to prepare diplomats and politicians, businessmen and military

professionals for successful activities abroad, to help foreign students who come to America to adapt to the country, and to help resolve conflicts between different races and ethnic groups in the country and facilitate communication with them. In addition, according to the sources, thousands of volunteers are sent to 3rd countries to help with development within the framework of the "Peace-Corps-Programs" of the USA. Another factor that led to research on intercultural communication is the human rights movement that demanded racial equality in the United States of America. This situation in America in the late 1960s and early 1970s led many scientists and practitioners to call it "Intercultural Communication". is the main reason for regularly engaging in science.

The term "intercultural communication" gained the attention of the scientific community for the first time when it was mentioned in the book "The Silent Language" (Сукунатли жим тил/ Molchalivyy yazyk) (1959) by the American anthropologist, ethnologist Edward Taylor Hall. The emergence of this book plays an important role for the study of intercultural communication as a science. In his book, Hall revealed that culture is closely related to communication, on the one hand, and on the other hand, he showed scientists that it is necessary to study not only culture as a whole, but also its internal system related to moral norms. Here, Hall compares the study of foreign culture to the study of foreign languages, and, according to his analogy, it is necessary to study a culture in its parts, just as a language is divided into grammatical categories.

If we look at the stage of development of the science of intercultural communication, it is initially characterized by its orientation to practice, because for the purpose set by the US government, practical instructions about intercultural communication, rather than an abstract theory, a comparative characterization of cultures according to various parameters were needed. For this reason, trainings are developed in order to familiarize with the culture of other peoples and ethnic groups, their cultural norms and to teach effective communication with them. released The founders of intercultural communication created three main directions for the study of intercultural communication: Proxemics (intimate, personal, social and collective distance) was introduced by Edward Hall, a direction that studies the distance in communication between people. Ray Birdwhistle introduced the theory of non-verbal language (the language of kinesic body movements) which became part of linguistic and anthropological theory. And linguist George Trager founded paralinguistics, which studies the influence of prosodic language devices on the meaning of a sentence. In this way, the science of intercultural communication was initially formed on the basis of descriptive theory.

Serious efforts to study intercultural communication that began in the United States in the second half of the last century neglected Europe, especially Germany. In the 1960s, the lack of emphasis on the study of intercultural communication in the development policy of the government of the FRG proved to be a mistake. This was particularly relevant when there were many difficulties in communication with representatives of other nations who came to Germany as guest workers. It was only in the 70s that they realized that it is impossible to carry out development reforms without having knowledge about the culture of other nations. Therefore, by 1977, the first seminar-training on intercultural communication was organized in Bad Honnef (Bad Honnef) by the German Foundation for International Development, the Central Office for Foreign Studies (Deutsche Stiftung für Internationale Entwicklung, Zentralstelle für Auslandskunde (DSEZA)), and for the first time In Germany, the training methods used in practice in the USA ("Edward Stewart's Contrast-Culture-Methode" (Edward Stewarts Contrast-Culture-Methode)) were

introduced to the scientific community. Five years later, the first German-language cross-cultural studies were developed.

In the sister countries of the Russian Federation, the study of intercultural communication as a science began in the mid-90s of the last century. The study of intercultural communication in the world of science and in the educational system was first proposed by foreign language teachers. They realized that knowing a foreign language alone is not enough to effectively communicate with representatives of other cultures. "The practice of communicating with foreigners has proven that even a person who has a deep knowledge of a foreign language can encounter misunderstandings and conflicts when communicating with a native speaker."

For this reason, an additional subject of "Country Studies" was included in the teaching of foreign languages in many higher educational institutions. In the framework of this subject, the goal is to familiarize students with the history, customs, traditions, and social structure of the country where the language is being studied. However, practice has shown that theoretical knowledge of foreign culture alone is not enough for language learners to learn to communicate smoothly and effectively with representatives of other cultures. For this reason, a new subject called "Intercultural communication" was included in the curriculum in a number of higher educational institutions of Russia. According to Ter-Minasova, the most famous Russian scientist in this field, in 1996, with the decision of the Ministry of Higher and Vocational Education of the Russian Federation No. 1309 "On additions and partial changes to the Classification of Higher Vocational Education Areas and Specialties" "Foreign languages" the specialty was changed to the specialty "Linguistics and intercultural communication" (022600).

The Faculty of Foreign Languages of Moscow State University named after M. V. Lomonosov was one of the first in the country to study in depth the issues related to the communication of cultures and peoples in the teaching of foreign languages. In addition, in 1992, the Center for the Study of Cultural Cooperation (Tsentr po izucheniyu vzaimodeystviya kultur) was established, where linguists, historians, philosophers, psychologists, sociologists work together to this day. Since 1994, on the initiative of this Center, the international conference "Russia and the West: Dialogue of Cultures" has been held. Based on the materials of this conference, seven sets of scientific reports were issued. In 1993-1994, departments of comparative study of languages and comparative study of national literatures and cultures (kafedry sopostavitelnogo izucheniya yazykov i sravnitel'nogo izucheniya natsionalnykh literatur i kultur) were established at the Faculty of Foreign Languages of Moscow State University. Since 1996, the Scientific Council has been working on the defense of candidacy and doctoral theses in culturology. In 1997 and 1999, collections of training programs on "Intercultural communication" were published. Ter-Minasova regularly organizes lectures for students on intercultural communication, anthropology of cultures, "Language and culture" courses. In fact, the word "Kultur", which originated from the Latin language, was first used in the field of agriculture in the 3rd century BC.

In the case of *gan*, over the centuries, its meaning has been associated with human beings, and later with human spirituality and civilization. Although the word "culture" entered the Uzbek language from Arabic in the 7th century, it is not observed that it passed through various stages of development like the word "Kultur". The word culture has always been interpreted with the concepts of development, being literate, educated, and enlightened, and it has always been recognized in the works of scientists and thinkers.

Today, in the science of our country, the concept of anthropological culture based on the theory of relativism is used in such fields as intercultural communication, linguo-culturology, psycholinguistics, ethnolinguistics. Understanding culture as a part of a person (Boas, Benedict, Lévi-Strauss), recognition of culture as an external phenomenon that affects and shapes a person shows once again how closely culture is connected with language, the need to study them together. The study of intercultural communication as a science began in the middle of the last century in the United States, and the scientific research on the study of its linguistic aspects developed in Germany by the 80s of the last century. But in order to understand the problem of intercultural communication and scientific research, the main idea "Culture is language, language is culture" presented in Hall's famous work "The Silent language" determined the importance of intercultural communication in teaching foreign languages.

REFERENCES:

1. Casper-Hehne Hiltraud: Deutsch-amerikanische Alltagskommunikation. Zur Beziehungsarbeit in interkulturellen Gesprächen. Max Niemeyer Verlag. Tübingen 2006. P.27
2. Hans-Jürgen Lüsebrink: Interkulturelle Kommunikation. Interaction. Wahrnehmung. Cultural transfer. J.B. Metzler Verlag. 2. Auflage. Stuttgart Weimar. 2008 S.3
3. That source. p. 28 (Casper-Hehne Hiltraud: Deutsch-amerikanische Alltagskommunikation. Zur Beziehungsarbeit in interkulturellen Gesprächen. Max Niemeyer Verlag. Tübingen 2006. P.28)
4. Grushevitskaya T.G., Popkov V.D., Sadokhin A.P.: Osnovy mejkulturnoy kommunikatsii. Unit. Moscow 2003. Str. 9
5. Bolten Jürgen "Interkultureller Trainingsbedarf aus der Perspektive der Problemerkahrungen entsandter Führungskräfte" [Journal] // Klaus Götz (Hg.), Interkulturelles Lernen, interkulturelles Training. - München: Hampp, 2006. - pp. 57-75.
6. Weidemann Arne, Straub Jürgen, Nothnagel Steffe [Hg.] Wie lehrt man interkulturelle Kompetenz? Theorien, Methoden und Praxis in der Hochschulausbildung [Buch]. - Bielefeld: transcript, 2010.
7. Aziza Shamakhmudova Principles of interpretation of indirect speech acts (ethnopragmatic factors) [Journal]. - Samarkand: Samarkand State Institute of Foreign Languages, 2017. - 4 (65) /2017. - pp. 83-87.
8. Salomova Sh.G. Social-psychological analysis of students' intercultural competence [Journal]. - Tashkent: Education, science and innovation, 2021. - 2021/1.

STAGES OF DEVELOPMENT OF THE NATIONAL STRUGGLE

Mambetkasimova Kirmizi Baltabaevna*

*Assistant,
Department of Individual Struggle and Natural Sciences,
Nukus branch of the State University of Physical Culture and Sports of Uzbekistan,
UZBEKISTAN
Email id: kmambetkasimova@gmail.com

DOI: 10.5958/2278-4853.2022.00364.0

ABSTRACT

Increasing momentum and notoriety when they come into the public eye. The conflict that has captured the attention of millions also has a long history as one of the highest spiritual ideals in the world. Material proof that the age of conflict is at least 2.5–3 thousand years old has been uncovered as a result of research, research, and archaeological scientific searches, observations of historians, ancient scientists, elslumos, and philosopher scientists. Unique discoveries found in Surhan, the Zarafshan Oases, several old Fergana Valley villages, Asori-Atiqas, and samples of Fine Art engraved on rocks all bear full witness to this. Opinions and reflections on the stages of the national struggle's evolution are maintained in this page.

KEYWORDS: *Struggle, National Struggle, Development, Stages, Methods Of Struggle, Wrestlers.*

INTRODUCTION

There are six discoveries and tangible proofs that demonstrate the history of our battle scientifically. Chunonchi, a fresco depicting two pahlavons in struggle that was discovered in Panjikent, is regarded as a special memorial to Sogdiana statehood throughout the and Middle Ages. One such object is a ceramic vase with a cylinder shape that was discovered in ancient Bactria (Southern "uzbeksiton"). It shows two wrestlers, with one of them playing his opponent off his leg in one particular scene. The pahlavons also found their expression, lifting their hands and taking part in the conflict, in the statuettes in another dish flange. These bronze-aged containers attest to the fact that the history of the conflict spans yanayam longer, or 3.5 thousand years.

The following discovery is a Bronze Age two-horse chase. According to professor Gryaznov, the two horseshoes that detail various forms of conflict are constructed in accordance with the sak-Scythian tribes' pre-nomadic spiritual beliefs and date from the beginning of that period. The position that the two pahlavons are taking for granted to our wrestler is depicted on the surface of the silver scoop flange, which dates to the middle of the first millennium AD. The items from the past are also heard in the village of Bucket, which is close to Samarkand. Among these plates with geometric patterns, the package made of silver is particularly eye-catching. On the surface of its handle, it is expressed that two wrestlers are getting in the manner of Uzbek wrestling. This find dates back to the early medieval period.

Not for nothing did Benazir alloma become famous. In his book "The Laws of Tib," Abu Ali ibn Sina further stressed the significance of struggle for a person's mental and physical health. A person who frequently participates in physical education won't require a cure for the illness, according to the Great Physician. Oriental literary masterpieces like "Shahname" and "Baburnama" also included beautiful illustrations of the aristocratic world serzhilo as well as colorful paintings of their wrestlers' sirati-yu. The wrestlers disseminated Alisher Navoi's Highness' dowry among seven different climes, and he took pleasure in their hardship and joy. Therefore, in the works of koplav, the pahlavons wrote down wonderful events and tablets about their life and activities. In the special "Kholoti Palilavon Muhammad" manoqi (a work of biography) dedicated to the polvonzadeh, the creator, the unequal polvonzade of his time Pahlavon Muhammad, in addition to the art of struggle, perfectly mastered religious and secular sciences, including astronomy and mathematics, chemistry and philosophy, literary studies and art studies, jurisprudence and other knowledge.

The evolution of the conflict reached a new height in the ninth century AD. During customary holidays, weddings, and important public events, people living in the area that is now Uzbekistan exploited the conflict as entertainment and recreation at that time. Later, wrestling evolved from being a kind of entertainment into a sport and a means of physical preparation. Legends started to be created about the strongest wrestlers as they rose to fame among the populace. A prime example of this is Pahlavon Mahmud, who lived in the XII century. Even yet, his burial is regarded as a holy shrine and a preferred destination for travelers.

At the beginning of the 1980s, the famous Uzbek wrestling master, dyuzdochi and sambochi Kamil Yusupov began research work on the rich heritage of Uzbek wrestling. One of the activists of the revival of this sport, the main goal of this breed was to develop new rules of struggle that correspond to international norms. By the beginning of the 90s, he set himself the goal of successfully fulfilling this honorable task and bringing the Uzbek struggle to the international arena. At first, he brought the rules of struggle that he developed to the attention of the public, experts and enthusiasts. The new rules embodied the most arduous traditions of Uzbek wrestling and international sports norms such as a special dress head, the place of holding competitions and the duration of the competition.

Sports experts recognized that the rules of struggle developed by Kamil Yusupov fully meet the requirements of international sports. One of the main advantages of wrestling rules is that they do not allow the competition to continue lying down. As soon as the knee of one of the athletes touches the carpet, the referee stops the competition and continues the competition with the wrestlers standing. This circumstance ensures that the fight is carried out at a fast pace and is interesting and exciting for fans. In addition, the rules of struggle prohibit the use of styles that grip the lower part from the belt or provoke pain and suffocate. In this way, the fight has become one of the safest sports in which injuries to athletes have been prevented. Uzbekistan's declaration of independence in 1991 gave a new life to the struggle.

Millions of wrestling fans packed stadiums across the Republic in their fervor to watch these alluring competitions, even as thousands of wrestlers from all sections of the nation indicated a wish to compete. The activists' actions were not exclusive to Uzbekistan. They have been hosting promotions for Uzbek wrestling at a number of major sports conferences since 1992, taking place in South Korea, Canada, Japan, India, the United States, Monaco, and Russia. According to this, it appears that the struggle is a kind of subtle skill, a blending of knowledge and manners, in

which mutual sincerity, cooperation, solidarity, impartiality, and cordial relationships between the teacher and the students determine a great deal.

No matter how thoroughly the teacher can teach his student his knowledge, skills, knowledge of this struggle, direct his efforts towards a specific goal-the muddoos, it will certainly pay off. To do this, it is necessary for the disciple to regularly perfect his betinim exercise, talent and talent, listen to and accept the teacher's stepsons with the soul's ear and consistently follow them, to commit the best qualities and qualities of his own physique, only then will he find in him the content of the qualities worthy of our great ancestors, Every guy or girl who wants to fully study wrestling needs to comply with his laws, ethics and moral principles. With his actions and morality, he should never pour out the reputation of his homeland and, of course, the struggle, and remain faithful to his people, land, struggle in any case until the last moment of his life.

Alternatively, it is necessary that wrestlers do not speak too much during training or during shooting times (if this is not necessary), gather their attention in one place and do not look at other things, do not injure each other, express each other immediately to their partners even when they are struggling to learn a method. Wrestlers will be aimed at developing their physical qualities, strength, speed, metin will, endurance and flexibility. Strength is the ability to eat external influences with muscle tension. In the development of muscle strength, muscle tissue is observed with an increase in size and shape. It is possible to improve the body structure by increasing the volume of all muscle groups of the body. The quality of strength is important in types of struggle. The force generated during movements is called Dynamic Force. Without movements, the force generated at the expense of muscle tension, on the other hand, is called static force. The indicator of exposure to weight using muscle strength is called the absolute strength indicator.

When completing acts in conformity with the objective of the action, physical attributes are interdependently realized. When one physical quality is highly developed, other physical traits inevitably follow. The harmonious development of physical attributes should receive a lot of attention during the physical fitness activities. Wrestlers work to develop a distinct characteristic as their physical fitness levels rise. Such preparation frequently also results in the disproportionate development of physical traits. You may be unable to learn quick motions if you undertake static exercises with big loads. And for the development of speed, it is not advisable to perform heavy loads. An example of this is the difficulty of weightlifters in performing the movements of sports games or the difficulties that arise when sprinters carry heavy loads. Therefore, when organizing physical training of athletes, it is necessary to focus on the development of physical qualities in 57 interrelationships.

In Conclusion, for this, it is necessary to devote a day to the weekly schedule of classes for sports games, swimming, wrestling, gymnastics and acrobatics, as well as strength training. In the development of physical qualities of wrestlers, great attention should be paid to the upbringing of special qualities as well. A conscious approach to the processes of manifestation of strength, speed training and movement control when performing exercises leads to the formation of special physical qualities in wrestlers. Wrestlers will be aimed at developing their physical qualities, strength, speed, met in will, endurance and flexibility. Strength is the ability to eat external influences with muscle tension. In the development of muscle strength, muscle tissue is observed with an increase in size and shape. It is possible to improve the body structure by increasing the volume of all muscle groups of the body.

REFERENCES:

1. K.Yusupav. Technique and tactics of struggle international rules. Tashkent 2005.
2. N.X.Azizov. The struggle of belbagli Turkestan. Tashkent: Teacher 1998.
3. Goncharova O.V. Development of physical abilities of young athletes. Tashkent. 2017.
4. International rules, techniques and tactics of struggle. K.Yusupov Gafur Gulam publishing house 2005.
5. Fight A.Atayev T. "O'killer" 1987.
6. Physical education. Textbook for professional colleges. T.S.Usmankhajayev, S.G.Arzigulov, V.A.Kadirav. 2003.

**CREATION OF A NATIONAL NID EPIDEMIOLOGY MANAGEMENT
MODEL IN THE REPUBLIC OF UZBEKISTAN, MECHANISMS OF
EFFECTIVE PREVENTION**

Sh.B. Irgashev*; **N.N. Fayzieva****; **D.I. Ermetova*****; **U.I. Mamadaliyeva******

*Professor,
Doctor of Medical Sciences,
Head of the Department of Valeology (Preventive Medicine),
Center for the Development of Professional Qualification of Medical Workers,
UZBEKISTAN
Email id: sh.irgashev@gmail.com

**Ph.D. Assistant,
Department of Valeology (Preventive Medicine),
Center for the Development of Professional Qualification of Medical Workers,
UZBEKISTAN
Email id: nozima.fayz@gmail.com

***Assistant,
Department of Valeology (Preventive Medicine),
Center for the Development of Professional Qualification of Medical Workers,
UZBEKISTAN
Email id: d.ermetova@gmail.com

****Assistant,
Department of Valeology (Preventive Medicine),
Center for the Development of Professional Qualification of Medical Workers,
UZBEKISTAN
Email id: ulmas.mamadaliyeva61@gmail.com

DOI: 10.5958/2278-4853.2022.00365.2

ABSTRACT

In today's world, the issue of human health remains the most pressing one that requires close attention from the public and the health care system. The analyses of objective medical and demographic indicators, standardized assessment of the quantity and quality of health of the population, which most fully reflect the full range of socio-economic, genetic, natural and climatic, environmental, public, medical factors - affecting the health of the population are the main subjects of study of modern researchers.

KEYWORDS: *Health, Quality Of Health, Quantity Of Health, Healthy Way Of Life, Prevention.*

INTRODUCTION

An analysis of the epidemiological patterns of the incidence and mortality of the population, where noncommunicable diseases (NCDs), including heart disease, stroke, cancer, diabetes and chronic lung diseases, together account for almost 70% of all deaths in the world.

Goal: Development of innovative national mechanisms for the prevention of NCDs in the Republic of Uzbekistan.

Objectives: Review of foreign literature to study the spread of NCDs in the world and in Uzbekistan, with an emphasis on identifying external and internal risk factors, followed by the development of effective prevention mechanisms at the national level.

Research Methods

The study will use historical, statistical, analytical, socio-epidemiological methods.

Results and Discussions

In the Decree of the President of the Republic of Uzbekistan dated December 18, 2018 No. PP-4063 "On measures to prevent non-communicable diseases, support a healthy lifestyle and increase the level of physical activity of the population", the indicators of morbidity, disability and mortality of the country's population are given. Unfortunately, these indicators not only remain at a high level, but also tend to increase (cardiovascular, oncological diseases, endocrinological and a number of others, i.e. non-communicable diseases, which account for 79% of the total mortality in the country). According to expert estimates, this situation in the country will be a constant cause of further growth in inefficient health care costs, a shortage of doctors and an increase in the consumption of medicines.

Demographic processes are characterized by their own patterns, which must be taken into account. One of the objective indicators for an in-depth analysis of the state of health is the study of life expectancy at birth - 67.2 years (65.0 for men and 69.5 for women) according to the UN [1]; epidemiological features of the spread of morbidity and the level of mortality of the population.

Many researchers in the world are studying more complex types of life expectancy at birth, such as the definition of:

- Qualitatively lived years (QALY - quality-adjusted life-year);
- Potentially lost years of life due to the burden of disease (DALY - disability-Adjusted Life Year) [2].

At the international level, models are used to determine the range of determinants and their impact on health, one of such models is Dahlgren's rainbow, which describes the levels of influence of determinants on a person's health potential (Fig. 1). This figure shows the social model of health, including factors such as age, gender and heredity.

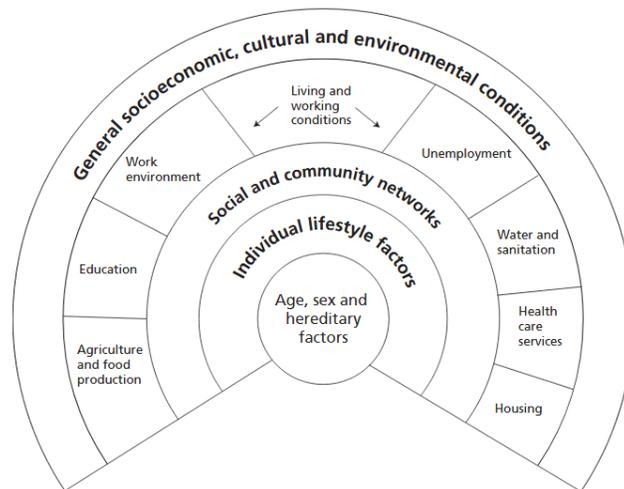


Figure 1. Dahlgren's rainbow indicating the main determinants of health

An analysis of the mortality of the population showed that its low level is more characteristic of economically developed countries: 6.5 in Japan, 12.0 in Canada and Austria, where they have remained practically unchanged for a number of years. Thus, in the countries of Europe in the last 40 years, the mortality rate has remained at the level of 10.0 - 11.0 with slight fluctuations. More than 60% of all deaths in developed countries and 30% in developing countries are over 70 years of age (48% in China, and 10% in sub-Saharan Africa) [4]. The leading causes of death, according to WHO, are - cardiovascular diseases (29.2%), malignant neoplasms (12.5%), injuries (9.1%), respiratory infections (6.7%), HIV / AIDS (4.9%), complications during childbirth and the postpartum period (4.3% of all deaths) [4].

Global statistics indicate that NCDs are more common among people living in low- and middle-income countries: for example, 75% of all deaths from NCDs and 82% of premature deaths - under the age of 70 years - occur in the population of these countries.

Tobacco smoking is the most important cause of CSD (myocardial infarction, cerebral stroke), malignant tumors, chronic obstructive pulmonary disease, acute and chronic stomach ulcers. The main reason for the development of chronic obstructive pulmonary disease in 1/5 of the examined patients was tobacco smoking [6].

Excessive alcohol consumption is the dominant cause of "ultra-high" mortality of the population from external causes, namely transport accidents, accidental alcohol poisoning. Also, excessive alcohol consumption is associated with high mortality from cardiovascular pathology [7] cirrhosis and other liver diseases [8].

A diet rich in animal fats and cholesterol and poor in vegetables, fruits, fish, and other seafood increases the risk of death from CSD, as well as some cancers. As you know, a high concentration of low-density cholesterol in the blood is a leading risk factor for vascular atherosclerosis and, accordingly, coronary heart disease and brain. Changing the type of diet in

the direction of reducing the consumption of animal products led to a significant decrease in mortality [9].

Studies of the impact of endocrine pathology as a cause of death in the population of Tashkent showed that in the structure of death from endocrine diseases, the largest number is diabetes mellitus (98%). The most common complications in DM were OSHF, stroke, AMI. These data are consistent with the results of studies and other authors on the predominance of cardiovascular and cerebrovascular pathology in the mortality of diabetic patients [9, 10].

Prevention is a public health priority in most developed and developing countries. The result is a significant reduction in mortality from CSD, CD, and lung diseases in these countries [12].

One of the directions of this area is the study of modern, standardized methods of the influence of a healthy lifestyle on the health of the population. Timely determination of the quantity and quality of health allows medical personnel to predict adverse health outcomes. Since, with the knowledge and skills of leading a safe life, the amount of health increases and the risk of early disability and death decrease several dozen times.

However, recent studies of a comprehensive level of quantitative and qualitative assessment of the health status of the population have not been conducted or are episodic. Targeted studies aimed at establishing the true level of somatic and social health of the population have not been carried out, and the assessment of the effectiveness of measures for the primary prevention of non-communicable diseases is not objective. The main focus of the healthcare system in developing countries, including Uzbekistan, is the reorientation from preventive medicine to specialized care. Specialized treatment and diagnostic medical care does not have scientific experimental health laboratories that would take into account the risk factors for the occurrence of diseases with the further development of effective methods for their prevention. Today, unfortunately, medical specialists are more focused on prescribing expensive diagnostic and therapeutic procedures.

However, preventive medicine, medicine that protects against diseases and forms a healthy mind and body, is little in demand today. A healthy lifestyle is introduced to the masses through the hard work of people involved in preventive health care. The main scientific research in the world is devoted to the definition of new forms of diagnosis and treatment of the disease. The preventive focus in each profile is no more than 10% of the main volume of work carried out.

To date, the republic does not have an effective system for covering the population with preventive examinations to identify risk factors for non-communicable diseases. All this leads to the fact that, despite the available documentary evidence of ongoing activities, the level of public health is not improving. The population is increasingly seeking medical help in emergency and specialized centers in a aggravated state of health with a predominance of complications of the underlying disease. The existing system of preventive examinations does not have a systematic character, when the quality of medical care requires mass coverage of risk groups with dispensary observation. Medical examination of the population should be massive, which requires the development of a roadmap for the introduction of effective health-saving technologies.

Modern work on the prevention of NCDs is based on the implementation of three strategies - population-based, high-risk strategy and secondary prevention. The population strategy involves

raising public awareness of NCD risk factors and motivating them to lead a healthy lifestyle. This strategy is very effective, but its results can be expected not earlier than in 5-10 years [12].

The high-risk strategy aims to identify people at high risk of NCDs in the population and correct their risk factors. This strategy is implemented mainly through medical examinations and preventive medical examinations of the population [12].

The strategy of secondary prevention proposes to provide quality treatment for people already with proven NCDs, correct their risk factors and increase patients' motivation for treatment [12].

The system of disease prevention in the form of promoting a healthy lifestyle has not shown its effectiveness, as it answers the question "what to do?", and today there is no way to improve the medical culture of the population by carrying out preventive work using old methods without innovative approaches.

The use of an innovative approach in solving the problem of the development of preventive services, the subject of which is Valeology, allows us to answer the most important question "how to do it?".

The analysis and practice of developed foreign countries shows that it is necessary to form a new national healthcare strategy in the republic, with an emphasis on preserving and strengthening the health of the nation, based on the principles of health science and primary disease prevention. According to the US National Institutes of Health, \$1 invested in preventive (health) activities saves \$8 spent on laboratory tests and \$326 spent on treating the disease.

The proposed new (innovative) system should be based on the widespread use of information technologies (digitalization of health care) and include: the widespread introduction of preventive health research at the individual, group and population levels at the preclinical stage.

The organization of the activities of health cabinets (valeo-cabinets) in primary health care institutions allows for examination and assessment of the patient's health level at the individual level (personal health card - health index (body reserves) - development of an individual health program). This program includes scientifically tested questionnaires and has no analogues in Uzbekistan. Conducting prenasological diagnostics will allow the most timely and effective adjustment of the lifestyle that contributes to the preservation, strengthening and regulation of the level of health of the individual.

At the level

Workers as well as the population. At the same time, the system of influencing the population should be comprehensive and cover different levels: family, preschool, school and higher education, mahalla, media, medical institutions, etc.

Organization of Health Centers (Valeocenters) in the form of private and public-private partnerships. In primary health care, it is necessary to create valeo rooms with trained specialists and special equipment. In clinics and hospitals, it is necessary to create special health-improving and preventive units. In all specialized scientific centers, departments of preventive and health-improving cardiology, urology, gynecology, etc. should be created at the expense of the internal staff reserve. Depending on the specialty.

Organization of training in the system of higher education (starting from 1-2 courses of medical institutes to introduce the subject "Valeology"), at the stage of postgraduate education - doctors,

clinical residents, masters, as well as advanced training for the leadership of the healthcare system.

Formation of educational valedological (health) programs in the Republic and their implementation in various sectors (including the system of preschool and secondary education), taking into account various target groups. To create a unified model for teaching health problems, taking into account the traditions and mentality of our people. The main goal: to change the thinking of doctors, and through them the population towards health, not disease.

Creation and continuous improvement of the legislative and legal framework, economically stimulating society as a whole and each person individually, state and non-state structures to preserve health as the main factor determining the welfare, level of culture and spirituality of the nation. First of all, it is necessary to develop and approve an effective State concept for preserving and strengthening the health of the nation, which should be based on a new innovative national health strategy.

The activities of the structures responsible for the formation of a healthy lifestyle of the population should also be based on the economic interest of a responsible attitude to their health for each and the population as a whole, which is another incentive to introduce the principles of insurance medicine in Uzbekistan.

Thus, in addition to the generally accepted model of nosological diagnostics, a new diagnostic model is being developed for the first time: assessment of the level of health of an individual - prenosological. Such an innovative approach in healthcare will: create a mechanism and then a system for the widespread introduction of primary prevention and the formation of a healthy lifestyle among the population directly related to it, the main scientific and practical subject of which is Preventive Medicine, as well as effectively reduce the incidence of chronic diseases in the population, in features of the spread of non-communicable diseases.

LIST OF REFERENCES:

1. Мировая статистика здравоохранения, 2017 г. Мониторинг показателей здоровья в отношении Целей устойчивого развития (ЦУР).
2. Weinstein M., Torrance G., McGuire A., Виллом И.А., Плавинский С.Л., Белоусов Д.Ю. QALY: основы. Качественная клиническая практика. 2015;(2):70-78.
3. Назиров Ф.Г., Асадов Д.А., Муталова З.Д. Деятельность лечебно-профилактических учреждений в 2002г // Медицинский журнал Узбекистана. - 2003. - №4. - С. 2-8
4. The global burden of disease: 2004 update // WHO Library Cataloguing-in-Publication Data, ISBN 978 92 4 156371 0, World Health Organization 2008
5. Нечаева О.Б., Актанова Н.В. ВИЧ-инфекция и туберкулез // Здравоохранение РФ. - 2003. - №2. - С. 33-36
6. Ge L., Ge J. The Reasons Coronary Heart Disease Mortality Has Increased in China // American Heart Hospital Journal, Volume 5, Issue 2, pages 97–99, Spring 2007, 5 (2), p.97-9, DOI: 10.1111/j.1541-9215.2007.06014.x
7. Mannino D., Kiri V. Changing the burden of COPD mortality // International Journal of COPD 2006:1(3), p.219-33

8. Boden R., Alba B., Sacco R. Lifestyle factors and stroke risk: exercise, alcohol, diet, obesity, smoking, drug use, and stress. // *Curr Atheroscler Rep.* 2000 Mar; 2(2): p.160-6
9. Ковалева Е.П., Лысенко А.Я., Никитин Д.П. Урбанизация и проблемы эндокринологии. - М. – 1982.
10. Koskinen S., Reunanen A., Martelin T. et al. Mortality in a large population-based cohort of patients with drug-treated diabetes mellitus // *Am J Public Health.* 1998 May; 88(5): p.765–770. PMID: PMC1508922
11. Соломонов А.Д., Дмитриев В.И. Оценка. Прогноз и рекомендации по улучшению здоровья населения Ставропольского края // *Здравоохранение РФ.* - 2007. - №5. - С. 22-27
12. Бойцов С.А., Оганов Р.Г. от профилактической кардиологии к профилактике неинфекционных заболеваний в России//*Российский кардиологический журнал* 2013, 4 (102), 2013.

**IMPROVING THE MECHANISMS OF USING INTERNATIONAL
ASSESSMENT PROGRAMS (BASED ON THE PIRLS INTERNATIONAL
ASSESSMENT PROGRAM)**

Tukhtasinova Munira Ibragimovna* ; Sadirova Dilnoza Murodovna**

*Teacher,
Department of Pedagogy of KSPI,
UZBEKISTAN

**Student of KSPI,
UZBEKISTAN

Email id: biloliddin19860419@gmail.com

DOI: 10.5958/2278-4853.2022.00365.2

ABSTRACT

The description of PIRLS international assessment program and the International Association for the Evaluation of Educational Achievement (IEA), the procedure for assessing the reading literacy of primary school pupils, modern methods and tools for improving the mechanisms of using international assessment programs for improving educational efficiency are provided.

KEYWORDS: *International Association for the Evaluation Of Achievement In Education, IEA, OECD, International Evaluation Programs, PIRLS, Educational Effectiveness, Rating, Result.*

INTRODUCTION

Special attention is being paid to the effectiveness of the educational process in the scientific researches carried out on the improvement of innovation, integration and teaching quality monitoring in the educational system. In researches in this direction, improvement of the theoretical and methodological foundations of monitoring the quality of teaching, implementation of state education standards based on the competence approach, scientifically based proposals on the introduction of innovative ideas, information and communication technologies into the continuous education system, development of a system of recommendations, affecting the quality of education and training, special attention is paid to the identification of factors, the automation of monitoring the quality of teaching.

The PIRLS international assessment program helps to identify the strengths and weaknesses of the education system. The results show that economic development has a proportional effect on the quality of education and its outcome. It is known that each educational institution solves a number of tasks related to the quality of education. In addition, the following methodologically important points should be made in researching the problem of educational quality:

- 1) The quality of education is a set of specific characteristics that allow solving issues related to comprehensive education and development of a learner, a well-rounded person;
- 2) It is appropriate to consider the quality of education as a whole, aggregated, from the point of view of both procedural and result-producing aspects;

3) The quality of education depends on the content determined by the system of the main types of human activity;

4) The quality of education as a process is manifested as interrelated teaching and learning activities formed within the organizational framework of the educational process;

5) The quality of education is determined, first of all, by the ability of learners to form a system of characteristics such as completeness, depth, speed, flexibility, accuracy, generalization, understanding and consistency of knowledge, as well as the effective, timely and mobile application of acquired knowledge in practice for society, institution and oneself.

Currently, all research materials: evaluation notes and questionnaires for the processes conducted in Uzbek, Russian and Karakalpak languages by the National Center for the Implementation of International Research on the Evaluation of the Quality of Education under the Education Inspectorate have been translated into the relevant languages and passed international certification.

The PIRLS main survey is a paper-based study in which 4th grade pupils complete reading comprehension tests and complete a student questionnaire that reveals their personal opinions about their educational interests and home and school environment.

Also, principals of participating schools and selected class teachers complete a school and teacher questionnaire that examines the educational environment in the educational institution, and parents or guardians of pupils complete a home questionnaire that examines the educational conditions of their children.

PIRLS research emphasizes that a successful education is the foundation of a successful individual, a successful future, and a successful career. As a result of its 15 years of research, the international association IEA has analyzed the activities of more than 60 countries, more than 12,000 schools, more than 340,000 students and more than 16,000 teachers. It is noted that the level of literacy of 4th grade pupils has increased significantly over 15 years. International experts evaluate 2 types of studies:

- Experience of reading new literature;
- Reading skills aimed at acquiring new information.

Participants in the study read information in 2 types of literature: fiction and informational. In this, 4 skills of the research participants are evaluated: finding the necessary information and reciting it, drawing the necessary conclusions from a certain part of the text, showing interpretations of the actions of the main characters, and confirming their opinions with examples from the necessary parts of the text. It is worth noting that Uzbek pupils participated in this research for the first time, but the positive changes taking place in the school education system show that our children are ready for any complex tests. Taking into account the fact that today representatives of the education sector have sufficient information about international assessment systems and their importance, it is urgent to improve the mechanisms of using international assessment programs to increase the effectiveness of education in educational institutions, the topic of our research work is "Improving the mechanisms of using international assessment programs to increase the effectiveness of education in primary grades (PIRLS in the example of the evaluation program)" was selected.

In fact, PIRLS - (The Progress in International Reading Literacy Study) international assessment program is designed to assess the level of reading and comprehension of the text of 4th graders. This international program prepares the root for successful continuation of studies at the next stage of education by making students understand the read text, interpret it, and make the right decisions in their independent life during the educational process organized in primary classes.

In the process of preparing for the PIRLS international assessment program, the following methods are used: observation, interview, socio-pedagogical questionnaire aimed at determining the literacy of primary school students, comparative analysis, PIRLS exercise books, educational materials and mathematical and statistical methods.

The results of this research work can serve as a theoretical enrichment of the collected data on raising the quality of education to the level of international standards, reforming the national education system, improving the content of education, the training of pedagogues and their professional development programs. The importance of the dissertation work is evident in solving issues related to improving the mechanisms of using international assessment programs to increase the effectiveness of education in primary grades. It will be possible to use their work to increase the effectiveness of education in general education schools. Raising the quality of education to the level of international standards, reforming the national education system, creating programs for improving the content of education, training of pedagogic personnel and their professional development programs. The research materials can be used for teacher training courses for elementary schools of public education, as well as in the creation of methodical manuals for teaching staff working in the field and to improve their knowledge in the field of pedagogy and methodology.

LIST OF USED LITERATURE:

1. Bulletin Intended To Prepare Students For International Studies. Number 3. Pirls. A Set Of Tasks Intended For Teachers And Students Of Public Secondary Educational Institutions. Tashkent - 2021.
2. Assessment Of Reading Literacy For Elementary School Students In International Studies (Pirls). Methodical Guide. Tashkent. "Sharq" Nmakbt. 2019 Year.
3. Shermatovna, Erkaboyeva Nigora, And Akbarov Sardar Sadiqjon O'g'li. "Conditions Of Inclusive Education." Web Of Science: International Journal Of Scientific Research 3.7 (2022): 1-4.
4. Turakulova, Feruza Aminovna, Madaminov Tolkinjon, And Nabiye Muhammadali. "Norbotabi Madrasah." Researchjet Journal Of Analysis And Inventions 2.06 (2021): 306-309
5. Kholmatova, Ziroatkhan Anvarovna. "Formation Of The Culture Of Communication-Based Relations Among Primary School Students Is A Social And Pedagogical Necessity." Central European Scientific Bulletin 22 (2022): 288-291.
6. Teshaboeva, F. R. "Technology Povysheniya Effektivnosti Prepodavaniya Modulya «Spetsialnaya Metodika Prepodavaniya Rodnogo I Russkogo Yazyka» V Vysshem Obrazovanii." Education Science. Culture: Tradition And Modernity. 2022.
7. Ibragimovna, Tuhtasinova Munira. "Today, There Are Prestigious International Organizations That Conduct Research On The Evaluation Of The Achievements Of The

- Educational System Of The Countries Of The World And Help In The Implementation Of Reforms." *Central Asian Journal Of Literature, Philosophy And Culture* 3.11 (2022): 137-140.
8. Aminovna, Feruza Turakulova. "The Technology Of Improving The System Of Using Pineapple "Master-Public" In The Preparation Of Future Specialists For Professional Activity." *Online Journal Of Innovation In Social Sciences* (2022): 191-194.
 9. Ibragimovna, Tuhtasinova Munira. "The Importance Of International Assessment Programs In Enhancement, Assessment And Development Of Reading Literacy Of Primary Students." *Central Asian Journal Of Literature, Philosophy And Culture* 3.11 (2022): 133-136.
 10. Obidjonova, Rano Nabieva, And Munira Ibragimovna Tukhtasinova. "Pedagogical Features Of Formation Of Self-Consciousness At Students." *Aktualnye Nauchnye Issledovaniya V Sovremennom Mire* 5-7 (2020): 174-177.
 11. Haydarov, Okhunjon. "How To Teach Students To Independent, Creative Thinking Through Practical Activities." *Academicia: An International Multidisciplinary Research Journal* 11.6 (2021): 43-47.
 12. Akramovna, Ortikova Nargiza. "Dialectical Relevance Of Political Culture And Political Ideologies: Social -Philosophical Analysis". *Journal Of Positive School Psychology* 6.11 (2022): 299-307.
 13. Asrorjon Bakhromovich Mahmudjonov, "Forms And Methods Of Work To Increase The Strong Motivation Of Students To Learn In Partnership With The Family, Community, School" *Middle European Scientific Bulletin Issn 2694-9970, Volume 22 Mar 2022*, 151-153
 14. Yuldashev, Elyorjon Sadikovich. "Learning Activities Of Students: Formation Of Positive Sustainable Motivation". *Central European Scientific Bulletin* 22 (2022): 257-260.
 15. .Ismailova, Gulbakhor Azamovna. "Development Of Ecological Culture In Students In The Process Of Uzbekistan History Education." *Sovremennoe Obrazovanie (Uzbekistan)* 11 (96) (2020): 45-51.
 16. Ayupova, Mukarram Yu. "Speech Preparation Of Preschool Children With Speech Deficiency For School Education." *Journal Of Pharmaceutical Negative Results* (2022): 2345-2353.
 17. Ayupova, Mukarram, And Aziza Jumabayeva. "Pedagogical And Psychological Characteristics Of Speechimpaired Children In Preschool Education." *Science And Education* 2.5 (2021): 544-549.
 18. Рахимова, Хуршидахон Содиковна. "Factors In The Formation Of Motivation For Independence In Children On The Basis Of Auditory And Speech Rehabilitation After Cochlear Implantation." *Scientific Bulletin Of Namangan State University* 2.10 (2020): 391-396.
 19. Maxmudova, Madinaxon, And Axmedova Vaziraxon. "Tayanch–Harakati A’zolari Falajlangan Bolalar Lug’atini Rivojlantirish Yo’llari." *Conference Zone*. 2022.
 20. Тешабоева, Ф. Р. (2020). Problems Of Teaching The Module" Special Methods Of Teaching The Mother Language" At The University. *Актуальные Научные Исследования В Современном Мире*, (5-7), 229-232

21. Sodiqjon O'g'li, Akbarov Sardor. "O'zbekistonda Inklyuziv Ta'limning Joriy Holati Va Mavjud Muammolari." Conference Zone. 2022.
22. Maxmudova, Madinaxon, And Babayeva Azizabonu. "Ruhiy Rivojlanishi Sustlashgan Bolalar Lug'atining Psixik Rivojlanish Bilan Bog'liqligi." Conference Zone. 2022.
23. Sodiqjon O'g'li, Akbarov Sardorjon. "Inklyuziv Ta'limning Maqsad Va Vazifalari." Conference Zone. 2022.
24. Shermatovna, Erkaboyeva Nigora, And Akbarov Sardor Sodiqjon O'g'li. "Conditions Of Inclusive Education." Web Of Scientist: International Scientific Research Journal 3.7 (2022): 1-4.
25. Sobirkhonovna, M. M. (2020, December). Professional Training Of Future Speakers In The Period Of Independent Study. In Archive Of Conferences (Vol. 10, No. 1, Pp. 75-76).
26. Rahimna, Teshaboeva Feruza. "The Use Of Computer Games To Develop Speech Capabilities For Children With Speech Deficiency." In Conference Zone, Pp. 130-132. 2022.
27. Тешабоева, Ф. Р. "Problems Of Teaching The Module" Special Methods Of Teaching The Mother Language" At The University." Актуальные Научные Исследования В Современном Мире 5-7 (2020): 229-232.
28. Raximovna, Teshaboeva Feruza. "Didactic And Motivational Opportunities For The Use Of Variable Approaches To Increase The Professional Competence Of Future Defectologists." Web Of Scientist: International Scientific Research Journal 3.4 (2022): 1256-1259.
29. Sadikovna, Phd Raximova Xurshidaxon. "Stages Of Pedagogical And Psychological Rehabilitation Of Children With Cochlear Implants With Hearing Impairments." International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 192-198.
30. Maxmudova, Madinaxon. "Technologies For The Development Of Professional Competencies Of Students Of Higher Education." *International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 249-254.*
31. Sadikovna, Rakhimova Khurshidaxon, And Bakirova Muhlisakhan. "Providing Psychological-Pedagogical Support To Hearing Impaired Children." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
32. Sodiqovna, Rakhimova Khurshidahon. "Use Of Innovative Technologies In The Formation Of Speech Skills In Children With Hearing Disabilities." Euro-Asia Conferences. Vol. 1. No. 1. 2021.
33. Yuldashevna, Ayupova Mukarramxon, And Rakhimova Khurshidahon Sodiqovna. "Correction-Pedagogical Work System Of Preparation Of Children For Independent Activity After Cochlear Implantation." Archive Of Conferences. Vol. 10. No. 1. 2020.
34. Sodiqovna, Rakhimova Khurshidahon, And Kadyrova Mahzuna Shamshidinovna. "Developing Hearing Perception In Hearing-Impaired Children Of Preschool Age." (2021).

35. Rakhimova Khurshidahon Sodiqovna. Preparation Of Preschool Children With Cochlear Implants For Independent Learning. European Journal Of Research And Reflection In Educational Sciences Vol. 8 No. 8, 2020 Part Iii, Issn 2056-5852. Pagey 159-161.
36. Sadikovna, Rakhimova Khurshidahon. "Objectives And Tasks Of Cochlear Implantation." Web Of Scientist: International Scientific Research Journal 3.4 (2022): 1250-1255.
37. Sodiqovna, R. K., & Zulfiya, A. Formation Of Independence Motivation Based On Rehabilitation Work With Children With Cochlear Implants. International Journal On Integrated Education, 3(10), 310-312.
38. Rakhimova Khurshidakhon Sadikovna, Hearing-Speech Rehabilitation Of Children With Cochlear Implants As A Socio-Pedagogical Problem. Asian Journal Of Multidimensional Research Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal, Pages 6-9.
39. Sadikovna, Rakhimova Khurshidakhon, And Bakirova Muhlisakhan. "Providing Psychological-Pedagogical Support To Hearing Impaired Children." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
40. Sadikovna, Rakhimova Khurshidakhon. "Methods Of Working On Dialogical Speech In Out-Of-Course Activities With Hearing-Impaired Students." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 521-527.
41. Raximovna, Teshaboeva Feruza. "Methodical Cluster-As an Innovative Mechanism To Increase The Efficiency Of Higher Education." International Journal of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 100-106.
42. Sobirkhonovna, Mahmudova Madina. "Development of Professional Competencies Of Future Speech Therapists In The Process Of Studying Independently."
43. Sadikovna, Raximova Xurshidaxon, and Abdalova Nodira Bahtiyarovna. "Koxlear Implantatsiyadan So'ng Ogzaki Va Yozma Nutqni Egallashidagi Muammolar." Conference Zone. 2022.
44. Sobirkhonovna, Mahmudova Madina. "Development of Professional Competencies Of Future Speech Therapists In The Process Of Studying Independently."

DEVELOPMENT OF STUDENTS' LITERARY-SPEAKING COMPETENCES IN LITERATURE LESSONS

Meilikulova Manzura Abdullaevna*

Angor District Of Surkhandarya Region,
Department of Public Education,
Creator Of The Subject Of Mother Tongue And Literature,
UZBEKISTAN
Email id: manzurameyliqulova@gmail.com

DOI: 10.5958/2278-4853.2022.00366.4

ABSTRACT

This article discusses the ways of developing students' oral speech in the 8th grade literature classes, listening comprehension of works of art, expressing their thoughts orally, and the role and role of the science teacher in developing students' speaking competence.

KEYWORDS: *Literary And Speech Competence, Personal Thinking, Technology, Oral Speech.*

INTRODUCTION

The future of every society is determined by the level of development of the education system, which is an integral part of it and a vital necessity. Today, reforming and improving the continuous education system of our country, which is on the path of independent development, raising it to a new level of quality, introducing advanced pedagogical and information technologies to it, and increasing the effectiveness of education have been raised to the level of state policy. Today's task of education is to teach students to be able to work independently in the conditions of information education environment, which is growing day by day, to use the flow of information wisely. In the era of advanced information and communication technologies, it is one of the important tasks to teach young students to think verbally, to strengthen and control their interest in fiction. Forming personal qualities in students, expanding their worldview, teaching them to think healthy, educating them in the spirit of patriotism, feeling a sense of homeland, teaching them to love their homeland, and similar qualities characteristic of our national character, in this regard, the ability to use modern methods of teaching effectively and in their place, is a skill of today's science teacher. requires great responsibility from the pedagogue. Nowadays, the youth of today are getting all kinds of information and resources from the internet.

This creates a "limitation" in the mind of the student. That is, the reader is looking for information only through physical action, but not thinking, he is looking for a source from a ready-made object without turning the pages of a book. "Internet information" is only viewed and copied. The student's ability to think independently. Competence is lost in the student. The student's ability to theoretically apply the knowledge gained during the lesson in life is limited.

Ishmukhamedov R., Abdukadirov A., Pardaev A. Innovative technologies in education. (practical recommendations for pedagogues-teachers of educational institutions.-) Tashkent 2008 year 3-p

Negative situations such as lack of development of independent thinking, verbal expression, and speech are allowed to occur.

Competence is the ability to apply the theoretical knowledge, practical skills and competences acquired in the field of science in everyday life. The purpose of education focused on the development of competence is to create opportunities for practical application of acquired knowledge, skills and abilities in their personal (family), professional (later work) and social activities (throughout life, in any situation). In this regard, the main task of teaching the science of literature is to ensure the development and development of students' oral speech based on the norms of the literary language, to develop their speech competence, and to form ways of rational and effective use of the influence of the artistic work.

In accordance with the laws of the Republic of Uzbekistan "On Education" and "On the National Program of Personnel Training", ensuring the continuity and consistency of teaching general education subjects, creating a modern methodology, improving the state educational standards of general secondary and secondary special, vocational education based on a competency approach, training - in order to organize the development and implementation of a new generation of methodological complexes, the goals and tasks of teaching literature in the state educational standard of general secondary and secondary special, vocational education, approved by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 of April 6, 2017, were defined as follows . In particular, by teaching rare examples of national and world literature, the development of the spiritual and moral world, literary and aesthetic taste of students, and the creation and development of independent thinking, figurative thinking knowledge, skills, and abilities, to interest students in fiction, and in the process of teaching works, the world and man nature, national and universal values, as well as expanding and strengthening the spirituality and worldview of students by forming a culture of reading.

The main task of teaching literature in general secondary and secondary special, vocational educational institutions is to ensure the development and development of students' oral speech based on the standards of literary language, to develop speech competence, in written speech

It was shown that high literacy, adherence to literary language standards, development of skills and qualifications to use methodological variety, and development of basic competencies in students based on the content of literary science.

Competences formed in students in the field of literature are literary-speech competencies, that is, the development of skills such as listening comprehension, oral expression of thoughts, reading, and written expression of thoughts is the main task of the literature teacher. After graduating from a general education school, a student can gain confidence in himself and his interlocutor only if he has the opportunity to express his opinion in front of the public, community, and influence the interlocutor in any social situation. How great and incomparable is the role of literary science in the development of oral speech in the student. Oral speech of students is formed in literature classes. Because literature is one of the fine arts of speech. The manifestation of influence on the student through words occurs by revealing his literary and speech competence. Verbal influence with words is important in student communication at the cultural level of the teacher. Because a person's intelligence, feelings, knowledge and level of culture, thinking are expressed in words to a certain extent. A teacher who uses verbal influence with words in his pedagogical activities must have the skills to manage his emotions and creative influence. Verbal influence in the communicative relations found in the activity of the teacher at

the present time is extremely diverse and embodies a relatively independent form of direct pedagogical influence.

In the 8th grade literature classes, it is necessary to organize the lesson using new pedagogical technology methods in order to develop students' oral speech, to form their literary-speech competences. For this, the teacher should know several new teaching methods. Special importance is attached to the students' reading and narrating of works of art in speech training. Teaching to retell works of art and staging them, memorizing poetry requires great skill and responsibility from the teacher.

The more clearly the content of the work is expressed, if the speech of the participants in it is meaningfully conveyed to the students, it excites the student, has a positive effect on the long memory of the events that happen to the characters of the work, and the grammatically correct development of the student's speech. Artistic works written at a high level affect the student's successful mastering of speech norms, the development of the ability to feel the emotional aspects of the language, and the development of intonation expressiveness of oral speech.

The "brainstorming" method serves to ensure the student's activities during training, to encourage them to think freely and to free them from the inertia of the same thinking, to collect diverse ideas on a specific topic, as well as to teach them to overcome the thoughts that appeared at the initial stage of the process of solving creative tasks. The main principle of this method is that new innovative thoughts and ideas are collected based on the given topic in the process of free communication and discussion. The stated ideas and opinions are neither discussed nor criticized. The discussion is held in a free and friendly atmosphere. A general opinion on the topic is formed based on the collected ideas and thoughts. The quality of the ideas expressed, the general idea formed on the basis of them, and the importance of the ideas are evaluated by an expert familiar with the problem or topic.

Husanboeva Q., Niyozmetova R. Literature teaching methodology. (Recommended as a study guide by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan. Tashkent.-2018)

Let's take the historical tragedy "Jalaluddin Manguberdi" by Maqsud Sheikhzada in the 8th grade literature textbook. The work is in the drama genre, and the author has historically accurately and truthfully described the bravery of the Khorezm king who fought against the Mongol invaders for the freedom and independence of his country. While reading the work, the reader does not see the history of the war in front of his eyes, but gets enthusiasm from every word of the work. When the work is staged and read with the students, the reader will quickly understand that the writer uses every word in its place, and the character of the positive and negative characters is expressed through words.

"Discussion" technology is aimed at students' independent thinking during the lesson, expressing their opinions, and developing the culture of debate and oral communication in them. Usually, such training is conducted by dividing students into small groups. The purpose of the technology is to determine the students' opinions and attitudes to this topic based on the chosen topic, problem, help them to think and draw conclusions independently, create conditions for them to argue freely, to engage in communication and teach them to be able to communicate.

This in technology, students are divided into small groups. Created by the teacher about the characteristics of Jalaluddin Manguberdi, the actions of Jalaluddin Manguberdi's father, the

heroism of his sister, the hero of the work and other works ask groups what do you know about information related to the name Jalaluddin Manguberdi. Groups briefly write down their thoughts on flipcharts. A dialogue begins between small groups on the main topic and its directions.

Question: Who is Jalaluddin Manguberdi?

Jalaluddin Manguberdi's feat?

Jalaluddin Manguberdi's father's actions? Do you justify it?

What other works were created about Jalaluddin Manguberdi? and h...

Students write answers to the above questions. Students in each group write the necessary examples, facts, materials to support their opinions, etc., based on the questions given to them. Appoints one person from the group for protection. After finishing the work of the groups, the teacher gives a speech for the defense. After a group member completes the protection, information can be filled in by other group members. Groups communicate in the same way. During the defense of both small groups, the teacher tries as much as possible not to interrupt them, not to express his opinion, not to ask questions. Manages communication without favoring any group. It is appropriate to use the technology of "Debate" in this topic. The use of such methods during the lesson helps the student to think freely, to express his opinion independently, and to develop his speech competence.

Ikromova R. Handouts on grammar, spelling and speech development "Teacher" 2003

REFERENCES:

1. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187 "On approval of state educational standards of general secondary and secondary special, vocational education.
2. Olim S., Ahmedov S., R. Kochkarov. 8th grade literature textbook.- Tashkent: creative house of publishing house named after G. Ghulom. 2019.
3. Ikromova R. Handouts on grammar, spelling and speech development "Teacher" 2003
4. Dolimov S., Ubaidullaev H. Literature teaching methodology T.-1967.
5. Yoldoshov Q. Scientific theoretical foundations of teaching literature.T.-1996.
6. Husanboeva Q., Niyozmetova R. Literature teaching methodology. (Recommended as a study guide by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan. Tosh.-2018)

EVELOPMENT AND PROSPECTIVE ISSUES OF THE PRE-SCHOOL EDUCATION SYSTEM IN NEW UZBEKISTAN

Bayjanov Tirkeshbay Jumadurdievich*

*Doctor of Philosophy, Ph.D,
Department of Pedagogical Sciences,
Republic of Uzbekistan, city of Nukus,
UZBEKISTAN

Email id: mansurhurrarov71@gmail.com

DOI: 10.5958/2278-4853.2022.00367.6

ABSTRACT

This article talks about the introduction of new innovative educational forms and technologies into the preschool education system, the conditions created for excellent education and upbringing in preschool education, and the scientific problems that should be implemented in the future, and the issues of their elimination.

KEYWORDS: *Preschool Education and Upbringing, Educator-Pedagogue Activity, Innovations, Problems in Science, Suggestions.*

INTRODUCTION

After the independence of our country, the main goal of the education sector was to fundamentally reform the education system, free it from the ideological views left over from the previous system, and train nationally qualified personnel with high moral and ethical qualities at the level of developed democratic countries. a number of works are being carried out.

It is in accordance with the concept of the development of preschool education system of the Republic of Uzbekistan until 2030, to create conditions for all-round intellectual, moral, aesthetic and physical development of children in front of the preschool education system, to increase the coverage of children with quality preschool education, to ensure equal access to it, the state in this field - the development of private partnerships, the introduction of completely new approaches to the training, retraining, qualification improvement, selection and development of preschool education system employees, ensuring healthy and balanced nutrition of children, quality medical care in preschool education organizations were defined and many planned works are being carried out on them [1].

Particular attention was paid to updating the content of the preschool education process, strengthening the material and technical base of preschool educational institutions, and the activities of new types of preschool educational institutions were launched, and special programs were implemented to effectively use the opportunities of preschool educational institutions. Alternative programs for the preschool education system were developed and put into practice, especially using the experience of advanced foreign countries. Updated programs serve to better prepare children for school, improve their intellectual ability and potential for logical thinking, learn to write and read better than before.

An alternative form of education and upbringing is a model of organizing an innovative educational process in the system of preschool education and upbringing. It aims to organize alternative forms of preschool education and increase the level of coverage of children with quality preschool education, to create conditions for children who are not covered by preschool education to achieve comprehensive mental, moral, aesthetic and physical development in accordance with state requirements, taking into account advanced foreign experience. , quality preparation of children for primary education was carried out.

Also, to ensure that preschool children living in remote areas and rural areas have access to quality preschool education with equal rights, to strengthen the material and technical base of state and non-state preschool education organizations, legal entities engaged in the provision of non-state education services in the field of preschool education, to form the foundations of the child's personality, in which work was carried out to develop interest in knowledge, to ensure equal access to low-cost, free quality preschool education in remote rural areas, mountainous districts and hard-to-reach settlements where there is an opportunity to build a preschool education organization. Development of the non-state sector of preschool education services.

It is envisaged to take measures to organize alternative forms of preschool education and to provide them with the necessary material and technical means in neighborhoods where there is a need for preschool education, including in rural areas.

On the basis of the decision of the Cabinet of Ministers "On measures for gradual transition to compulsory one-year preparation of children for primary education" starting from the 2018-2019 school year in the Republic of Karakalpakstan, Fergana region and some districts of our capital, an experimental project to introduce compulsory free one-year preparation of children for primary education done. A total of 494 groups were established for the implementation of the project. Experimental groups were established in order to help children who do not go to preschool educational institutions to receive preschool education and upbringing, to create the necessary conditions for this. Groups were opened on the basis of state and non-state pre-school educational institutions, legal entities providing non-state educational services in the field of pre-school education [2].

This alternative form of pre-school education prepares children for school based on a program that aims to activate the pre-kindergarten child at a level no less than his peers when he enters the first grade. So, it is a form of education that is convenient for all parents and protected by the state. At the presentation of alternative forms of pre-school education, the pre-school education system presented 16 re-equipped buses, two parking lots with playgrounds and 2 modular pre-school education organizations. As mentioned above, many things are being done in the preschool education system today. However, based on the development trends of pre-school education in the whole world, it can be said that there is a need to improve methodological, educational, spiritual and educational work in pre-school education. Basically, we believe that it is necessary to adequately study the development situation and conditions in the Republic of Karakalpakstan as a separate pedagogical problem, since the education of the future generation remains an urgent issue at all times, knowing the history of the preschool education system and the current issues of each era will effectively organize the future work. serves to Taking into account these issues, it is important to develop scientific proposals and recommendations based on the analysis of the main directions of the development of preschool education in the Republic of Karakalpakstan during the years of independence. It is considered necessary to start this work with the analysis of the current situation of the activities of educators and the quality of training

in preschool educational organizations, because modern requirements for educators, taking into account the competence approaches to their activities, require a review of the functional tasks of educators and their creative activity. We believe that it is necessary to focus on improving the necessary pedagogical conditions. Also, in Karakalpakstan, there is a need to clarify the didactic parameters of modernization of modern educational and methodical support in preschool education organizations, to achieve the effectiveness of spiritual and educational work by improving educational technologies in preschool education organizations, taking into account that we live in the 21st century. In scientific works, it is important to study the process of studying the development trends and specific characteristics of Karakalpakstan pre-school education organizations during the years of independence as a separate research object. Also, if the comparative-typological analysis of the development of preschool educational organizations, educational content, form, methods and tools are studied as the subject of the research work, the study of archival materials, scientific pedagogical literature, regulatory documents, comparative pedagogical and historical, prognostic, statistical analysis, comparative comparison, pedagogical observation, conversation, summarization of research results, etc., are considered appropriate if research is conducted using scientific research methods in pedagogy.

In the future, the analytical indicators (quantitative and qualitative indicators, dynamic description) of the development of the educational system in the preschool education system of Karakalpakstan will be improved according to synergetic, hermeneutic, anthropological and phenomenological principles; it is important to work on the problems of providing competitive personnel [3].

In conclusion, it is important to develop new approaches to the introduction of innovations, advanced pedagogical and information and communication technologies into the preschool education system, improvement of the preschool education management system, and the elimination of problems in ensuring the transparency and efficiency of financing the activities of preschool education organizations. It is necessary to create a promising model for the creation of educational and methodological support in preschool educational organizations, because, based on scientific achievements in the science of preschool education pedagogy, to enrich the content of preschool education, to use methods of organization and mental development and logical thinking, to create opportunities for educators-pedagogues to create their own methodologies, conducting contests, ensuring their transparency, reducing the influence of the human factor in announcing the results of contests is of great importance in the organization of innovative activities in the preschool education system. Also, increasing the effectiveness of spiritual and educational work in preschool educational organizations requires achieving the effectiveness of the educational technology of forming a highly spiritual person. Taking into account the state of technology of the lesson, the development of interactive criteria of pedagogical control serves to prepare children for school.

LIST OF USED LITERATURE:

1. Ўзбекистон Республикаси Президентининг 2019 йил 8 май кунги ПҚ-4312-сонли «Мактабгача таълим тизимини 2030 йилгача ривожлантириш Концепцияси».
2. Ўзбекистон Республикаси Президентининг 2018-йил 30-сентябрдаги "Мактабгача таълим тизимини бошқаришни такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-3955-сон қарори.

3. Ўзбекистон Республикаси Президентининг "Мақтабгача таълим тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида" ги қарори ПҚ-3261 09.09.2017.
4. lex.uz

TEACHING OF SCIENCES IN HIGHER EDUCATION ON THE BASIS OF INNOVATIVE TECHNOLOGIES

Teshaboeva Feruza Rakhimovna*

*Assistant Professor,
Special Pedagogy (PhD),
Kokan State Pedagogical Institute named after Mukimi,
Kokan, UZBEKISTAN
Email id: roza3052458@mail.ru

DOI: 10.5958/2278-4853.2022.00368.8

ABSTRACT

This article shows the theory and practical information about HobkiHe improving the efficiency of training module "Special teaching method for a native language." Namely, the use of SMART technology in the formation of the goal of classes and creating electronic resources for modules.

KEYWORDS: *Deaf and Weak Children, Interactive Methods, Lessons and Exercises.*

INTRODUCTION

Today, Uzbekistan is moving to a new stage and image in every field. Higher education is a link of continuing education that has an incomparable impact on the state's development, and a number of reforms are being implemented in this area. Because the more the emerging personnel are ready for the labor market, the more the welfare of the people and the active participation of families in socio-economic relations will be ensured.

Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", No. PQ-2909 of April 20, 2017 "On Measures for the Further Development of the Higher Education System" and No. 5 of 2018 Resolutions of June PQ-3775 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country" and 2019 No. PF-5847 of October 8 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" issue of raising higher education to a new level both in terms of content, organization and pedagogy, and international cooperation is defined as a special task in the Decree. In particular, the task of applying innovative, especially digital technologies to the teaching process of science modules in higher education has been chosen as an urgent direction. The urgency of this task is related to the optimization of the continuous education system in our country with international trends and standards, the implementation of effective methods in the pedagogical process in order to ensure the quality and competitiveness of the personnel training process in higher education.

In the Strategy of Actions for further development of the Republic of Uzbekistan, urgent tasks such as "stimulating research and innovation activities, creating effective mechanisms for their implementation, establishing specialized scientific and experimental laboratories, high technology centers and technology parks at higher educational institutions and research institutes" specially acknowledged.

Training of personnel in the field of defectology is carried out in a number of HEIs of our republic. In particular, personnel are being trained in Nizamiy TDPU, Ko'kan, Chirchik, Jizzakh, Namangan, Fergana, Nukus state pedagogical institutes. There are 4 independent departments of defectology, which are Oligophrenopedagogy, Surdopedagogy, Speech therapy and Typhlopedagogy. From these departments, educational plans for Oligophrenopedagogy, Deafpedagogy, and Speech Therapy have been developed and personnel are being prepared. Targeted admission has not yet been introduced in the field of pedagogy. The field of deaf pedagogy deals with the training of specialists in the field of education of deaf and hard of hearing children. This direction has its own development history and methodological foundations. TDPU named after Nizamiy is the base institution for the preparation of curriculum, educational programs and working programs in the field of sign language pedagogy.

It is known that speech is an important social factor in the development of deaf and hard of hearing children. The earlier attention is given to these children's speech development, the more effectively these children will be prepared to learn at every stage of the continuum. Speech development in them is carried out on the basis of the laws of the native language. That is, whichever language is the child's mother tongue, the child's speech should be developed based on the characteristics of this language. [4,18 p.]

Therefore, the "Special Methodology of Mother Tongue Teaching" module occupies a particularly important place in the training of personnel in this field. Because a specialist has mastered the methodology of teaching a language to a deaf and hard of hearing child, it is one of the factors that have a social impact on the quality organization of the educational process in special educational institutions and the socialization of these children. The necessity and structure of teaching the subject "Special Methodology of Teaching the Mother Tongue" comes from the specific features of the current era, which is undergoing fundamental and innovative changes. Currently, in connection with the scientific work plan of Ko'kon DPI, pilot-testing of scientific research work is being carried out on the topic of "Technologies for improving the effectiveness of teaching the module "Special Methodology of Mother Tongue Teaching" in higher education".

As a result of the first analytical works within the framework of the research, it was concluded that it is necessary to include innovative technologies in the teaching process of this module, in particular, educational tasks designed to use computer technologies in organizing students' independent work. Therefore, we have developed recommendations on the use of SMART-technologies in the development of methodical sets of topics and goal setting in the teaching of the subject "Special Methodology of Mother Tongue Teaching". In addition, through experimental work, it was determined that there are a number of problems that hinder the teaching of subjects and the organization of independent work of students at HEIs. For example, in the teaching of "Special Methodology of Teaching the Mother Tongue", the subjects studied are studied in the form of small texts and general pictures, and they are not logically connected and not systematized by blocks. Integrative approaches in mother tongue learning and teaching are important. The use of an integrative approach in the pedagogical process of higher education is carried out by the mutual harmonization of internal and external related areas of a system or a single department. An integrative approach to the training of a defectologist is used to ensure the integrity of the formation of professional knowledge, skills and competencies, as well as the use of professional training-pedagogical techniques, verbal and non-verbal communication. The

pedagogue responsible for teaching the module is required to be based on "SMART" technology when setting goals for each lesson.

The term "SMART" was first introduced in 1954 by the scientist and pedagogue Peter Ferdinand Drucker, in 1965 by Paul J. Meyer, and in 1981 by George T. Doran in his scientific works. SMART is represented by the initials of the English words "Specific", "Measurable", "Attainable", "Relevant", "Time-bound". Ji-SeongJeong, Mihye Kim and Kwan-HeeYoo. A Content Oriented Smart Education System based on Cloud).

The tools necessary for the teaching of the subject "Special method of teaching the mother tongue" are as follows:

Web tools. There is a great need for online electronic information-educational resources about science. In practice, it was observed that the teachers and students of defectology used only the database of Russian Internet addresses and resources in this direction. In the future, work is being done on the formation of a list of national resources in this direction.

Enrichment of web tools provides a wide opportunity to acquire knowledge during practical training and independently. We intend to structure this tool based on the following content: 1. The working curriculum of the educational module "Special Methodology of Teaching the Mother Tongue" - 110000 - provides an opportunity to get acquainted with the requirements for the level of competence of students in the specialty based on the state educational standard of the field of pedagogy and 5111900-Defectology (Deaf pedagogy) undergraduate education. This module includes curriculum, program, BKM and competencies, qualification requirements.

2. "Pedagogical skill" or "Expert pulpit" module. Various forms of mastering the module are provided. They are: web lectures, seminars, "Master classes", practical exercises, trainings, animated videos, electronic albums, media files, audio, video materials, slides of electronic presentations, web documents illuminating visual materials are uploaded.

3. Media corner. Materials that create an opportunity to effectively acquire theoretical and practical knowledge of the educational module. These types of materials include: a lecture text or a set of theoretical materials, electronic presentations, electronic textbooks, electronic training manuals, electronic teaching-methodical manuals, a collection of exercises and problems.

4. Glossary or glossary - specific to the learning module

5. Additional materials. Encyclopedias, references, dictionaries, normative-methodical and normative-technical documents.

6. Current, mid-term and final control - a set of control questions, practical work or test assignments on the topics specified in the curriculum or a complete educational module.

2. "Future specialist pulpit". Students upload media resources tailored to the content of the subject. Especially videos, professional advertisements, booklets prepared during professional practice.

3. Online assessment-interactive system. Students are given assignments here. An opportunity for self-assessment will be created for them. Most importantly, prepared tests and assignments are required for each topic.

In conclusion, it can be said that the pedagogue responsible for teaching the module is based on the "SMART" technology in setting goals for each lesson, which allows to improve the quality of professional training of future professionals and to effectively forecast and monitor the results.

REFERENCES:

1. Azimjon O'G, Oppoxo'Jayev Xojixuja. "Inclusive Education System Progress Of The Process." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 199-206.
2. Raximovna, Teshaboeva Feruza. "Methodical Cluster-As An Innovative Mechanisms To Increase The Efficiency Of Higher Education." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 100-106.
3. Rakhimovna, Teshaboeva Feruza. "Improving The Effectiveness Of Teaching The Module" *Special Methods Of Teaching The Mother Tongue* In Higher Education As A Pedagogical, Methodological Problem."
4. Тешабоева, Ф. Р. "Технологии Повышения Эффективности Преподавания Модуля «Специальная Методика Преподавания Родного И Русского Языка» В Высшем Образовании." *Образование. Наука. Культура: Традиции И Современность*. 2022.
5. Rakhimovna, Teshaboyeva Feruza. "Didactic And Motivational Opportunities For Teaching In Higher Education On The Basis Of Innovative Technologies." (2021).
6. Қодирова, Ферузахон Усмановна, And Феруза Рахимовна Тешабоева. "The Importance Of A Methodical Cluster In The Coordination Of Higher Education And School Practice." *Актуальные Научные Исследования В Современном Мире 5-7* (2020): 170-173.
7. Shuxratovich, Maxmudov Xurshid. "Socio-Psychological Of Children With Speech Impairment Adaptation Features." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 243-248.
8. Рахимова, Хуршидахон Содиковна. "Factors In The Formation Of Motivation For Independence In Children On The Basis Of Auditory And Speech Rehabilitation After Cochlear Implantation." *Scientific Bulletin Of Namangan State University* 2.10 (2020): 391-396.
9. Maxmudova, Madinaxon, And Axmedova Vaziraxon. "Tayanch–Harakati A'zolari Falajlangan Bolalar Lug'atini Rivojlantirish Yo'llari." *Conference Zone*. 2022.
10. Тешабоева, Ф. Р. (2020). "Problems Of Teaching The Module" *Special Methods Of Teaching The Mother Language* At The University. *Актуальные Научные Исследования В Современном Мире*, (5-7), 229-232
11. Sodiqjon O'g'li, Akbarov Sardor. "O'zbekistonda Inklyuziv Ta'limning Joriy Holati Va Mavjud Muammolari." *Conference Zone*. 2022.
12. Maxmudova, Madinaxon, And Babayeva Azizabonu. "Ruhiy Rivojlanishi Sustlashgan Bolalar Lug'atining Psixik Rivojlanish Bilan Bog'liqligi." *Conference Zone*. 2022.
13. Sodiqjon O'g'li, Akbarov Sardorjon. "Inklyuziv Ta'limning Maqsad Va Vazifalari." *Conference Zone*. 2022.

14. Shermatovna, Erkaboyeva Nigora, And Akbarov Sardor Sodiqjon O'g'li. "Conditions Of Inclusive Education." *Web Of Scientist: International Scientific Research Journal* 3.7 (2022): 1-4.
15. Teshaboeva F.R. Effective Factors For The Organization Of Theoretical Training In The Module" *Special Methods Of Teaching The Mother Tongue" In The Field Of Higher Defectological Education. Scientific Bulletin Of Namangan State University* 2 (10), 383-387
16. Maxmudova, M., And O. Zikirova. "Speech Therapist And Family Collaboration In Overcoming Severe Speech Deficits." (2021).
17. Sobirkhonovna, M. M. (2020, December). Professional Training Of Future Speakers In The Period Of Independent Study. In *Archive Of Conferences* (Vol. 10, No. 1, Pp. 75-76).
18. Rahimna, Teshaboeva Feruza. "The Use Of Computer Games To Develop Speech Capabilities For Children With Speech Deficiency." In *Conference Zone*, Pp. 130-132. 2022.
19. Тешабоева, Ф. Р. "Problems Of Teaching The Module" *Special Methods Of Teaching The Mother Language" At The University.* *Актуальные Научные Исследования В Современном Мире* 5-7 (2020): 229-232.
20. Raximovna, Teshaboeva Feruza. "Didactic And Motivational Opportunities For The Use Of Variable Approaches To Increase The Professional Competence Of Future Defectologists." *Web Of Scientist: International Scientific Research Journal* 3.4 (2022): 1256-1259.
21. Sadikovna, Phd Raximova Xurshidaxon. "Stages Of Pedagogical And Psychological Rehabilitation Of Children With Cochlear Implants With Hearing Impairments." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 192-198.
22. Maxmudova, Madinaxon. "Technologies For The Development Of Professional Competencies Of Students Of Higher Education." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 249-254.
23. Тешабоева, Ф. Р. (2020). Problems Of Teaching The Module" *Special Methods Of Teaching The Mother Language" At The University.* *Актуальные Научные Исследования В Современном Мире*, (5-7), 229-232.
24. Sadikovna, Rakhimova Khurshidakhon, And Bakirova Muhlisakhan. "Providing Psychological-Pedagogical Support To Hearing Impaired Children." *Web Of Scientist: International Scientific Research Journal* 3.11 (2022): 501-506.
25. Oppakhho'jayev, Son Of Khojikhujja Azimjon. Technologies For Developing Inclusive Readiness Of Families Based On A Competent Approach. *Asian Journal Of Multidimensional Research* Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal. Pages 346-353
26. Makhmudov Khurshid Shukhratovich. Importance Of Didactic Games In Speech Development Of Mentally Retarded Children. *Asian Journal Of Multidimensional Research.* Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal. Pages 20-23.

27. Sodiqovna, Rakhimova Khurshidahon. "Use Of Innovative Technologies In The Formation Of Speech Skills In Children With Hearing Disabilities." Euro-Asia Conferences. Vol. 1. No. 1. 2021.
28. Yuldashevna, Ayupova Mukarramxon, And Rakhimova Khurshidahon Sodiqovna. "Correction-Pedagogical Work System Of Preparation Of Children For Independent Activity After Cochlear Implantation." Archive Of Conferences. Vol. 10. No. 1. 2020.
29. Sodiqovna, Rakhimova Khurshidahon, And Kadyrova Mahzuna Shamshidinovna. "Developing Hearing Perception In Hearing-Impaired Children Of Preschool Age." (2021).
30. Kodirova F.U., Matupaeva S.Z., Teshaboeva F.R. Methodical Cluster-An Innovative Mechanism To Increase The Efficiency Of General Secondary And Inclusive Education. //Http://Www.Idpublications.Org/Wp-Content/Uploads/2020/08/.5.
31. Rakhimova Khurshidahon Sodiqovna. Preparation Of Preschool Children With Cochlear Implants For Independent Learning. European Journal Of Research And Reflection In Educational Sciences Vol. 8 No. 8, 2020 Part Iii, Issn 2056-5852. Pagey 159-161.
32. Sadikovna, Rakhimova Khurshidahon. "Objectives And Tasks Of Cochlear Implantation." Web Of Scientist: International Scientific Research Journal 3.4 (2022): 1250-1255.
33. Sodiqovna, R. K., & Zulfiya, A. Formation Of Independence Motivation Based On Rehabilitation Work With Children With Cochlear Implants. International Journal On Integrated Education, 3(10), 310-312.
34. Rakhimova Khurshidakhon Sadikovna, Hearing-Speech Rehabilitation Of Children With Cochlear Implants As A Socio-Pedagogical Problem. Asian Journal Of Multidimensional Research Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjjf 2022 = 8.179 A Peer Reviewed Journal, Pages 6-9.
35. Sadikovna, Rakhimova Khurshidakhon, And Bakirova Muhlisakhan. "Providing Psychological-Pedagogical Support To Hearing Impaired Children." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
36. Sadikovna, Rakhimova Khurshidakhon. "Methods Of Working On Dialogical Speech In Out-Of-Course Activities With Hearing-Impaired Students." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 521-527.
37. Raximovna, Teshaboeva Feruza. "Methodical Cluster-As An Innovative Mechanisms To Increase The Efficiency Of Higher Education." International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 100-106.
38. Sobirkhonovna, Mahmudova Madina. "Development Of Professional Competencies Of Future Speech Therapists In The Process Of Studying Independently."
39. Sadikovna, Raximova Xurshidaxon, And Abdalova Nodira Bahtiyarovna. "Koxlear Implantatsiyadan So'ng Ogzaki Va Yozma Nutqni Egallashidagi Muammolar." Conference Zone. 2022.
40. Sobirkhonovna, Mahmudova Madina. "Development Of Professional Competencies Of Future Speech Therapists In The Process Of Studying Independently."

- 41.** Ibragimovna, Tuhtasinova Munira. "Today, There Are Prestigious International Organizations That Conduct Research On The Evaluation Of The Achievements Of The Educational System Of The Countries Of The World And Help In The Implementation Of Reforms." *Central Asian Journal Of Literature, Philosophy And Culture* 3.11 (2022): 137-140.
- 42.** Ibragimovna, Tuhtasinova Munira. "The Importance Of International Assessment Programs In Enhancement, Assessment And Development Of Reading Literacy Of Primary Students." *Central Asian Journal Of Literature, Philosophy And Culture* 3.11 (2022): 133-136.
- 43.** Обиджонова, Раьно Набиевна, And Мунира Ибрагимовна Тухтасинова. "Pedagogical Features Of Formation Of Self-Consciousness At Students." *Актуальные Научные Исследования В Современном Мире* 5-7 (2020): 174-177.

THEORETICAL ASPECTS OF THE DEVELOPMENT OF ACADEMIC MOBILITY OF FUTURE SPEECH THERAPISTS IN DUAL EDUCATION

Makhmudova Madinakhan Sobirkhanovna*; Goyipova Nodira**

*Associate Professor,
PhD,
Department of Special Pedagogy of QDPI,
UZBEKISTAN

**Graduate Student,
QDPI, UZBEKISTAN

DOI: 10.5958/2278-4853.2022.00369.X

ABSTRACT

This article describes the theoretical aspects of the development of academic mobility of future speech therapists in the conditions of dual education, the issues of organizing students' dual activities in the classroom and outside of the classroom in preparing future specialists for professional activities in higher education.

KEYWORDS: *Dual Education, Higher Education, Professional Activity, Students' Creativity, Technologies, Professional Motivation, Independent Activity.*

INTRODUCTION

The issue of improving the content of higher education, which is the main link of continuous education in Uzbekistan, on the basis of advanced foreign trends, intensive introduction of information and communication technologies into the pedagogical process, and the implementation of effective methods of developing professional motivation of students has become a topical issue in national pedagogy.

In particular, in the curricula of higher education in various fields, hours of independent education are separately allocated within the hours of modules, and it is in this educational process that priority is given to the problem of organizing students' activities based on innovative approaches.

The issues of overcoming the organizational and pedagogical obstacles encountered in the effective organization of dual education of students have been studied to a certain extent in national and foreign pedagogic practices.

An important aspect of dual education in higher education is to teach students to develop creativity, professional skills, motivation to work with information, and to choose ways to solve problems that future professionals may encounter in their future work.

The use of project technology in the preparation of the educational process related to dual education in the development of professional competences of future speech therapists also has a positive effect. Stimulating students' motivation to study, increasing the rate of mastering of professional knowledge on educational materials related to the field of study, increasing critical thinking, activity, organizing personal and group independent work, direct and indirect

interactivity, formation of metacognitive experience and ability for reflection, ensuring subject-oriented educational variability within any educational direction, solving interdisciplinary tasks of theoretical and practical description; it allows to develop receptive, productive activity, to form a positive attitude in the process of dual education, to acquire general skills and competencies of the strategy of mastering educational materials.

In practice, the dual activities of students or learners in higher education institutions are given different definitions. By some researchers, independent activity is understood as the ability of students to acquire, independently consolidate, apply, solve problems, perform various calculation tasks in lectures, practical exercises, laboratory works and seminars provided by the teacher in the structure of the educational process. is recognized as thinking, analyzing, and expressing results.

M. E. Dmitriev explained the mechanism of effective organization of dual education by developing the skills of working with information of higher education teachers. According to the scientist, the optimization of ICT to the educational content intensifies the process of achieving efficiency.

In the preparation of future specialists for professional activities in higher education, the criteria for organizing independent activities of students in the classroom and outside of it, as well as evaluating the work performed by students in this process, have been researched in the scientific researches of a number of scientists. In particular, S.M. Bulavina put into practice the recommendations regarding the use of modern communication technologies in the development of students' activity and professional motivation in the process of language teaching.

In the scientific research of M.V. Perova, the transformation of pedagogical systems under the influence of ICT was studied. Pedagogical conditions for organizing the educational process on the basis of programmed pedagogical complexes are theoretically and practically justified.

L.A. Osipova explained that the organization of independent work of future mathematics teachers outside the classroom is an important condition for the formation of professional competence.

In didactics of higher education, dual education of students is considered as the main way of forming creative activity in them. Because dual education develops students' initiative, determination to achieve the goal, willpower, enables them to acquire the skills of independent critical analysis of facts and situations. In addition, dual education teaches independent thinking, which is an important criterion for creative development. Independently performed and goal-oriented actions serve as a leading tool in transforming theoretical knowledge into skills and competencies.

N.A. Odinkova, in her scientific work devoted to the research of technologies for organizing independent work, it was scientifically proven that the mutual trust relationship between the learner and the provider is an important factor in the complete completion of educational tasks, and that the organization of dual education through innovative approaches is a means of early and effective achievement of the expected results. .

It is known that in developed countries, the issue of regular development of prestigious higher education institutions is recognized as an important direction of state policy. As a result, higher education institutions are entrusted with the responsibility of solving the social tasks of the state and society related to the development of modern skills and competencies in young people. In

this respect, higher education in leading countries is an important stage for determining life strategies by young people.

V.B. In his scientific research, Bolshov analyzed the role of higher education in determining life strategies by young people from a political and pedagogical point of view.

The quality organization of the pedagogical process in higher education is directly related to the prompt practical response of teachers to innovative approaches. Pedagogical environment is implemented not only during classroom hours, but also in forms related to the organization of the dual education process of students during extracurricular hours. Therefore, in the research of national and foreign scientists on increasing the efficiency of higher education, the methodical aspects of organizing the lecture, practical, seminar, dual education process through innovative approaches have been researched.

V. B. Moiseev developed recommendations on the implementation of innovative technologies in the teaching process in higher education, mainly the conditions for ensuring the diversity of educational technologies were determined.

E. V. Danhauser studied the optimization of independent work of students during the teaching of "Pedagogy" in higher education as a mechanism for preparing future specialists for professional activity.

N.V. Lomonosova revealed the complex possibilities of mixed teaching in higher education in an informed environment. The scientist's recommendations developed on the basis of the research results, that is, directed to the principles of the Bologna educational system, were put into practice.

The innovative and pedagogical conditions of the effective organization of dual education were scientifically substantiated in the research on the technologies of organizing students' independent work conducted by G. Yu. Titova.

T.V. Richter analyzed the uniqueness of the control system in online courses for higher education students in the context of innovative education.

In conclusion, we can say that the concept of the article is directed to the solution of problems related to the content of higher education and the organization of the educational process, so we paid special attention to the study of the research conducted by scientists of the country's national pedagogy in this educational system. Based on the results of scientific work of scientists, it is possible to rely on the recommendations of the methods of organization of dual educational processes based on the Internet technologies implemented in practice, in determining the ways of using information and communication technologies in the dual education process of speech therapy students.

REFERENCES:

1. Azimjon O'G, Oppoxo'Jayev Xojixuja. "Inclusive Education System Progress Of The Process." International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 199-206.
2. Raximovna, Teshaboeva Feruza. "Methodical Cluster-As An Innovative Mechanisms To Increase The Efficiency Of Higher Education." International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 100-106.

3. Rakhimovna, Teshaboeva Feruza. "Improving The Effectiveness Of Teaching The Module" Special Methods Of Teaching The Mother Tongue" In Higher Education As A Pedagogical, Methodological Problem."
4. Тешабоева, Ф. Р. "Технологии Повышения Эффективности Преподавания Модуля «Специальная Методика Преподавания Родного И Русского Языка» В Высшем Образовании." Образование. Наука. Культура: Традиции И Современность. 2022.
5. Rakhimovna, Teshaboyeva Feruza. "Didactic And Motivational Opportunities For Teaching In Higher Education On The Basis Of Innovative Technologies." (2021).
6. Қодирова, Ферузахон Усмановна, And Феруза Рахимовна Тешабоева. "The Importance Of A Methodical Cluster In The Coordination Of Higher Education And School Practice." Актуальные Научные Исследования В Современном Мире 5-7 (2020): 170-173.
7. Shuxratovich, Maxmudov Xurshid. "Socio-Psychological Of Children With Speech Impairment Adaptation Features." *International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11* (2022): 243-248.
8. Рахимова, Хуршидахон Содиковна. "Factors In The Formation Of Motivation For Independence In Children On The Basis Of Auditory And Speech Rehabilitation After Cochlear Implantation." *Scientific Bulletin Of Namangan State University* 2.10 (2020): 391-396.
9. Maxmudova, Madinaxon, And Axmedova Vaziraxon. "Tayanch–Harakati A’zolari Falajlangan Bolalar Lug’atini Rivojlantirish Yo’llari." Conference Zone. 2022.
10. Тешабоева, Ф. Р. (2020). Problems Of Teaching The Module" Special Methods Of Teaching The Mother Language" At The University. Актуальные Научные Исследования В Современном Мире, (5-7), 229-232
11. Sodiqjon O'g'li, Akbarov Sardor. "O‘zbekistonda Inklyuziv Ta’limning Joriy Holati Va Mavjud Muammolari." Conference Zone. 2022.
12. Maxmudova, Madinaxon, And Babayeva Azizabonu. "Ruhiy Rivojlanishi Sustlashgan Bolalar Lug’atining Psixik Rivojlanish Bilan Bog’liqligi." Conference Zone. 2022.
13. Sodiqjon O'g'li, Akbarov Sardorjon. "Inklyuziv Ta’limning Maqsad Va Vazifalari." Conference Zone. 2022.
14. Shermatovna, Erkaboyeva Nigora, And Akbarov Sardor Sodiqjon O’g’li. "Conditions Of Inclusive Education." *Web Of Scientist: International Scientific Research Journal* 3.7 (2022): 1-4.
15. Teshaboeva F.R. Effective Factors For The Organization Of Theoretical Training In The Module" Special Methods Of Teaching The Mother Tongue" In The Field Of Higher Defectological Education. *Scientific Bulletin Of Namangan State University* 2 (10), 383-387
16. Maxmudova, M., And O. Zikirova. "Speech Therapist And Family Collaboration In Overcoming Severe Speech Deficits." (2021).

17. Sobirkhonovna, M. M. (2020, December). Professional Training Of Future Speakers In The Period Of Independent Study. In Archive Of Conferences (Vol. 10, No. 1, Pp. 75-76).
18. Rahimna, Teshaoeva Feruza. "The Use Of Computer Games To Develop Speech Capabilities For Children With Speech Deficiency." In Conference Zone, Pp. 130-132. 2022.
19. Тешабоева, Ф. Р. "Problems Of Teaching The Module" Special Methods Of Teaching The Mother Language" At The University." Актуальные Научные Исследования В Современном Мире 5-7 (2020): 229-232.
20. Raximovna, Teshaboeva Feruza. "Didactic And Motivational Opportunities For The Use Of Variable Approaches To Increase The Professional Competence Of Future Defectologists." Web Of Scientist: International Scientific Research Journal 3.4 (2022): 1256-1259.
21. Sadikovna, Phd Raximova Xurshidaxon. "Stages Of Pedagogical And Psychological Rehabilitation Of Children With Cochlear Implants With Hearing Impairments." International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 192-198.
22. Maxmudova, Madinaxon. "Technologies For The Development Of Professional Competencies Of Students Of Higher Education." *International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 249-254.*
23. Тешабоева, Ф. Р. (2020). Problems Of Teaching The Module" Special Methods Of Teaching The Mother Language" At The University. Актуальные научные Исследования В Современном Мире, (5-7), 229-232.
24. Sadikovna, Rakhimova Khurshidakhon, And Bakirova Muhlisakhan. "Providing Psychological-Pedagogical Support To Hearing Impaired Children." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
25. Oppakhho'jayev, Son Of Khojikhujja Azimjon. Technologies For Developing Inclusive Readiness Of Families Based On A Competent Approach. Asian Journal Of Multidimensional Research Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal. Pages 346-353
26. Makhmudov Khurshid Shukhratovich. Importance Of Didactic Games In Speech Development Of Mentally Retarded Children. Asian Journal Of Multidimensional Research. Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal. Pages 20-23.
27. Sodiqovna, Rakhimova Khurshidahon. "Use Of Innovative Technologies In The Formation Of Speech Skills In Children With Hearing Disabilities." Euro-Asia Conferences. Vol. 1. No. 1. 2021.
28. Yuldashevna, Ayupova Mukarramxon, And Rakhimova Khurshidahon Sodiqovna. "Correction-Pedagogical Work System Of Preparation Of Children For Independent Activity After Cochlear Implantation." Archive Of Conferences. Vol. 10. No. 1. 2020.
29. Sodiqovna, Rakhimova Khurshidahon, And Kadyrova Mahzuna Shamshidinovna. "Developing Hearing Perception In Hearing-Impaired Children Of Preschool Age." (2021).

30. Kodirova F.U., Matupaeva S.Z., Teshaboeva F.R. Methodical Cluster-An Innovative Mechanism To Increase The Efficiency Of General Secondary And Inclusive Education. //Http://Www.Idpublications.Org/Wp-Content/Uploads/2020/08/5.
31. Rakhimova Khurshidahon Sodiqovna. Preparation Of Preschool Children With Cochlear Implants For Independent Learning. European Journal Of Research And Reflection In Educational Sciences Vol. 8 No. 8, 2020 Part Iii, Issn 2056-5852. Pageы 159-161.
32. Sadikovna, Rakhimova Khurshidahon. "Objectives And Tasks Of Cochlear Implantation." Web Of Scientist: International Scientific Research Journal 3.4 (2022): 1250-1255.
33. Sodiqovna, R. K., & Zulfiya, A. Formation Of Independence Motivation Based On Rehabilitation Work With Children With Cochlear Implants. International Journal On Integrated Education, 3(10), 310-312.
34. Rakhimova Khurshidakhon Sadikovna, Hearing-Speech Rehabilitation Of Children With Cochlear Implants As A Socio-Pedagogical Problem. Asian Journal Of Multidimensional Research Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal, Pages 6-9.
35. Sadikovna, Rakhimova Khurshidakhon, And Bakirova Muhlisakhan. "Providing Psychological-Pedagogical Support To Hearing Impaired Children." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
36. Sadikovna, Rakhimova Khurshidakhon. "Methods Of Working On Dialogical Speech In Out-Of-Course Activities With Hearing-Impaired Students." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 521-527.
37. Raximovna, Teshaboeva Feruza. "Methodical Cluster-As An Innovative Mechanisms To Increase The Efficiency Of Higher Education." International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 100-106.
38. Sobirkhonovna, Mahmudova Madina. "Development Of Professional Competencies Of Future Speech Therapists In The Process Of Studying Independently."
39. Sadikovna, Raximova Xurshidaxon, And Abdalova Nodira Bahtiyarovna. "Koxlear Implantatsiyadan So'ng Ogzaki Va Yozma Nutqni Egallashidagi Muammolar." Conference Zone. 2022.
40. Sobirkhonovna, Mahmudova Madina. "Development Of Professional Competencies Of Future Speech Therapists In The Process Of Studying Independently."
41. Ibragimovna, Tuhtasinova Munira. "Today, There Are Prestigious International Organizations That Conduct Research On The Evaluation Of The Achievements Of The Educational System Of The Countries Of The World And Help In The Implementation Of Reforms." Central Asian Journal Of Literature, Philosophy And Culture 3.11 (2022): 137-140.
42. Ibragimovna, Tuhtasinova Munira. "The Importance Of International Assessment Programs In Enhancement, Assessment And Development Of Reading Literacy Of Primary Students." Central Asian Journal Of Literature, Philosophy And Culture 3.11 (2022): 133-136.

43. Обиджонова, Раъно Набиевна, And Мунира Ибрагимовна Тухтасинова. "Pedagogical Features Of Formation Of Self-Consciousness At Students." Актуальные Научные Исследования В Современном Мире 5-7 (2020): 174-177.

A NEW APPROACH TO THE EDUCATION OF CHILDREN WITH DISABILITIES IN PHYSICAL OR MENTAL DEVELOPMENT

Dilbarkhan Yuldosheva Turgunovna*; Musayeva Farangiz**

*Senior Teacher,
QDPI, UZBEKISTAN

*Student,
QDPI 3rd year, group 304,
UZBEKISTAN

DOI: [10.5958/2278-4853.2022.00370.6](https://doi.org/10.5958/2278-4853.2022.00370.6)

ABSTRACT

In this article, in the schools of children with limited opportunities, the process of approaching and correctly applying educational methods based on their capabilities, as well as the organization of teaching based on various methods, is a comprehensive study of special school students. it is justified that it is the main factor of acquiring knowledge.

KEYWORDS: *Inclusive Education, Correction, Disabled Child, Asphyxiation, Child With Mental Retardation, Education.*

INTRODUCTION

It is known that the birth of a child with developmental disabilities fundamentally changes the perspective of the family. Parents face many responsibilities in raising a child, and they face several problems when raising a child with a disability. Identifying such families, rehabilitating children in need of special help and providing correctional and pedagogical support to their parents in this regard in preparing them for school is one of the urgent problems of today. is to convey. In this place, special attention has been given to the upbringing of some children with developmental disabilities who need social protection. A child's upbringing is formed physically, mentally and emotionally in the family in the bosom of his parents. The fact that the upbringing of children largely depends on the environment in the family, the attitude of the surrounding adults to the upbringing of the child, that the parents are responsible to the society, is recorded in a number of laws and decisions of our country. In order for disabled children to become mentally and physically mature people, it requires a pedagogical factor, that is, special attention should be paid to the pre-school education process. It is emphasized in the literature that parents should know how to correctly apply corrective and pedagogical methods to eliminate existing defects in preparing a child for school, and that preschool teachers should work in cooperation with special specialist pedagogues. It is logically correct information that children who are not covered by education are responsible for children's disability, which is one of the most important issues of today. According to the directions of the Ministry of Public Education, 86 special schools and boarding schools operate in our republic. A total of 19,116 children study in these boarding schools and special schools. Taking into account the wishes of the parents, the state legislation is also confused about the involvement of children in education at home. Every special educational institution operating in Uzbekistan has all the work related to children's issues with the consent of the parents. The system called inclusive education creates a unique legal basis for children's

education. Such an educational system is based on the philosophy that all children, regardless of the severity of their disabilities, are considered living and integral representatives of the educational system. However, it should not be forgotten that one of the important tasks is to determine the ability of children with special needs to meet the requirements of the special education program.

Today, the following deficiencies have been identified in the training of disabled children in general education schools:

lack of professionalism in training children with special needs in general education schools,

- Lack of corrective training program, special equipment and technical means,
- Lack of organization of psychological support for parents of disabled children,
- Lack of special pedagogues and specialists in providing primary corrective pedagogical skills to parents with disabled children.

The stated reasons certainly limit the conditions and possibilities of admission of children with disabilities in general education schools. Inclusive education cannot be taught to children with disabilities in a general education school without a legal basis, without scientific, organizational, medical resources, without the possibility of technical means, otherwise, these goal-oriented ideas can eventually cause big problems.

When it comes to the rehabilitation and adjustment of children, of course, the help they receive directly from their families is imagined. If such a family is in a state of economic distress, faces obstacles in social work and education, it is natural that it feels mentally weak. As a result, instead of helping their children in their all-round growth and development, parents are far from expecting results from them. Only if the problems of families with disabled children are solved, they can be fully rehabilitated and integrated.

According to the Ministry of Labor and Social Security, 3-11% of disabled children are born with birth defects and genetic diseases. Almost half of them become disabled due to these diseases. Because of this, parents notice the defect in their children too late and do not take the necessary measures to rehabilitate it in time.

If we investigate the true nature of the reason for the increase in disability among minors in our republic, in the past only healthy children managed to survive, but today due to the progress of medicine, it is possible to save the life of a child born with a defect. It is known that even a healthy child born with short-term asphyxia may develop disability during his later life. Today, however, it is imperative that parents do their best to ensure that any consequences of the disease in young children do not go uncomplicated and do not lead to disability, otherwise the number of disabled people in society may increase. Most of these changes can be detected at an older age. They are often manifested in the example of defects of the nervous system, organs of hearing and vision, and speech.

Various models of early intervention for children with developmental disabilities from infancy have been written in foreign literature, including centers in Sweden and early intervention programs in the United States. Taking into account the model of the above centers, the "Integrative Education Center" in the city of Saint-Petersburg established the Early Aid Service (Slujba ranney pomoshi - SPR) and has been working until now. The activities of the early aid service are aimed at providing assistance to children with developmental disabilities from

infancy (from 0 to 3 years) and their families. Many years of research in the literature show that if perinatal pathology is detected early, in the first months of the child's life, and appropriate corrective treatment is organized, great success can be achieved in overcoming these changes. Special education for children with special needs implementation of such programs in many developed countries also differs in terms of content and funding. Hungary has a better chance than other countries, as can be seen from the general indicator of preschool education. For example, in Hungary, 86% of children aged 3 to 5 go to kindergarten, while in Poland this figure is only 50%. The positive side of going to the kindergarten is that changes in the child's development and diseases are detected in time and directed to prevention and treatment, and there is an opportunity to carry out corrective work. It should be noted that in the process of correction, not only the doctor, pedagogue, masseur, but also the family should be in the first place. Unfortunately, most parents wait for positive results without taking any restorative measures for their child's lost functions. However, only parents can be patient and diligent in working on this or that function that has stopped in their child. In addition, there are many parents who are wonderful educators who are able to develop their hidden potential in the growth of their injured child, who are capable of creative inventions.

Teaching a child at home is a very difficult and demanding job. The pedagogues, who have just started to take on such responsibility, are disappointed that there is no visible result from their long-term training. But working on such children requires a lot of attention and patience. To increase the child's enthusiasm for action and work, even to stop at things that are not so necessary to emphasize, to repeatedly encourage and praise him, to increase his interest in learning, as well as The most important aspect is to develop the child's confidence that he will do everything according to the brochure. It is not appropriate to ignore the child's positive attitude towards the task, it is necessary to highlight and evaluate the simple, tangible successes he achieves. Based on the main idea of the teacher's activity, it is to encourage the student to taste the feelings of joy, happiness, success and luck, while awakening feelings of trust and hope in life. Even a one-time achievement can change a child's life and lifestyle.

Teaching a child at home is a multifaceted process, and it is very important for a family that wants to work in cooperation with a pedagogue and is able to organize a psychological environment. For several years, researchers have studied the moral and spiritual environment of a home-schooled child's family, the mother's attitude towards her child's behavior, her child's participation in the process of education, the relationship between the student and the parents with the pedagogue. communication with parents and family members is the first task and it plays an important role. However, it is not easy to find the language of families with disabled children. In such cases, we would recommend listening to M.Egg's advice. "My child is not like others..." In his book, he says: "You are entrusted with the noble task of raising your child. Only you can lead him to goodness, his future depends only on you. No one will do it for you. In order to help him, it is enough that you understand your child along with your patience, love and striving towards the goal.

Nevertheless, the efforts of pedagogues to educate children with special needs are somewhat difficult due to the lack of support from parents. One of the main reasons for this is that parents are not properly prepared to raise a child. That is why it is one of the urgent issues of today to improve the correctional and pedagogical literacy of parents, and it is a huge task that we are responsible for.

LIST OF USED LITERATURE:

1. Azimjon O'G, Oppoxho'Jayev Xojixuja. "Inclusive Education System Progress Of The Process." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 199-206.
2. Hatamjon O'G'Li H. I. Technologies For The Formation Of The Skill Of Creative Thinking In Weak Auditory Students // *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429. – 2022. – Т. 11. – №. 11. – С. 265-271.
3. Хайитов Л. Р., Уктамова Ш. Г. Осознанный Выбор Школьников С Ограниченными Умственными Возможностями, А Также Влияние Семейной Среды, Социальной-Психологии // *Евразийский Союз Ученых*. – 2016. – №. 6-3 (27). – С. 50-53.
4. Abdullaeva, B., L. Khaitov, And M. Aziza. "Development Of Social Pedagogical Competence Of Future Defectologists." *Journal Of Advanced Research In Dynamical And Control Systems* 12.6 (2020): 1139-1142.
5. Хайитов, Лазизбек Рустамович, And Шохиста Гайратовна Уктамова. "Осознанный Выбор Школьников С Ограниченными Умственными Возможностями, А Также Влияние Семейной Среды, Социальной-Психологии." *Евразийский Союз Ученых* 6-3 (27) (2016): 50-53.
6. Khaitov, Lazizbek. "Essence And Structure Of Socio-Pedagogical Competence Of The Future Logopeda Teacher." *European Journal Of Research And Reflection In Educational Sciences* Vol 8.2 (2020).
7. Raximovna, Teshaboeva Feruza. "Methodical Cluster-As An Innovative Mechanisms To Increase The Efficiency Of Higher Education." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 100-106.
8. Rakhimovna, Teshaboeva Feruza. "Improving The Effectiveness Of Teaching The Module" Special Methods Of Teaching The Mother Tongue" In Higher Education As A Pedagogical, Methodological Problem."
9. Тешабоева, Ф. Р. "Технологии Повышения Эффективности Преподавания Модуля «Специальная Методика Преподавания Родного И Русского Языка» В Высшем Образовании." *Образование. Наука. Культура: Традиции И Современность*. 2022.
10. Rakhimovna, Teshaboyeva Feruza. "Didactic And Motivational Opportunities For Teaching In Higher Education On The Basis Of Innovative Technologies." (2021).
11. Қодирова, Ферузахон Усмановна, And Феруза Рахимовна Тешабоева. "The Importance Of A Methodical Cluster In The Coordination Of Higher Education And School Practice." *Актуальные Научные Исследования В Современном Мире* 5-7 (2020): 170-173.
12. Shuxratovich, Maxmudov Xurshid. "Socio-Psychological Of Children With Speech Impairment Adaptation Features." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 243-248.
13. Рахимова, Хуршидахон Содиковна. "Factors In The Formation Of Motivation For Independence In Children On The Basis Of Auditory And Speech Rehabilitation After Cochlear Implantation." *Scientific Bulletin Of Namangan State University* 2.10 (2020): 391-396.

14. Maxmudova, Madinaxon, And Axmedova Vaziraxon. "Tayanch–Harakati A’zolari Falajlangan Bolalar Lug’atini Rivojlantirish Yo’llari." Conference Zone. 2022.
15. Тешабоева, Ф. Р. (2020). Problems Of Teaching The Module" Special Methods Of Teaching The Mother Language" At The University. Актуальные Научные Исследования В Современном Мире, (5-7), 229-232
16. Sodiqjon O'g'li, Akbarov Sardor. "O‘zbekistonda Inklyuziv Ta’limning Joriy Holati Va Mavjud Muammolari." Conference Zone. 2022.
17. Maxmudova, Madinaxon, And Babayeva Azizabonu. "Ruhiy Rivojlanishi Sustlashgan Bolalar Lug’atining Psixik Rivojlanish Bilan Bog’liqligi." Conference Zone. 2022.
18. Sodiqjon O'g'li, Akbarov Sardorjon. "Inklyuziv Ta’limning Maqsad Va Vazifalari." Conference Zone. 2022.
19. Shermatovna, Erkaboyeva Nigora, And Akbarov Sardor Sodiqjon O’g’li. "Conditions Of Inclusive Education." Web Of Scientist: International Scientific Research Journal 3.7 (2022): 1-4.
20. Teshaboeva F.R. Effective Factors For The Organization Of Theoretical Training In The Module" Special Methods Of Teaching The Mother Tongue" In The Field Of Higher Defectological Education. Scientific Bulletin Of Namangan State University 2 (10), 383-387
21. Maxmudova, M., And O. Zikirova. "Speech Therapist And Family Collaboration In Overcoming Severe Speech Deficits." (2021).
22. Sobirkhonovna, M. M. (2020, December). Professional Training Of Future Speakers In The Period Of Independent Study. In Archive Of Conferences (Vol. 10, No. 1, Pp. 75-76).
23. Rahimna, Teshaboeva Feruza. "The Use Of Computer Games To Develop Speech Capabilities For Children With Speech Deficiency." In Conference Zone, Pp. 130-132. 2022.
24. Тешабоева, Ф. Р. "Problems Of Teaching The Module" Special Methods Of Teaching The Mother Language" At The University." Актуальные Научные Исследования В Современном Мире 5-7 (2020): 229-232.
25. Raximovna, Teshaboeva Feruza. "Didactic And Motivational Opportunities For The Use Of Variable Approaches To Increase The Professional Competence Of Future Defectologists." Web Of Scientist: International Scientific Research Journal 3.4 (2022): 1256-1259.
26. Sadikovna, Phd Raximova Xurshidaxon. "Stages Of Pedagogical And Psychological Rehabilitation Of Children With Cochlear Implants With Hearing Impairments." International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 192-198.
27. Maxmudova, Madinaxon. "Technologies For The Development Of Professional Competencies Of Students Of Higher Education." *International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 249-254.*
28. Тешабоева, Ф. Р. (2020). Problems Of Teaching The Module" Special Methods Of Teaching The Mother Language" At The University. Актуальныенаучные Исследования В Современном Мире, (5-7), 229-232.

29. Sadikovna, Rakhimova Khurshidakhon, And Bakirova Muhlisakhan. "Providing Psychological-Pedagogical Support To Hearing Impaired Children." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
30. Oppakhho'jayev, Son Of Khojikhujazimjon. Technologies For Developing Inclusive Readiness Of Families Based On A Competent Approach. Asian Journal Of Multidimensional Research Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal. Pages 346-353
31. Makhmudov Khurshid Shukhratovich. Importance Of Didactic Games In Speech Development Of Mentally Retarded Children. Asian Journal Of Multidimensional Research. Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal. Pages 20-23.
32. Sodikovna, Rakhimova Khurshidahon. "Use Of Innovative Technologies In The Formation Of Speech Skills In Children With Hearing Disabilities." Euro-Asia Conferences. Vol. 1. No. 1. 2021.
33. Yuldashevna, Ayupova Mukarramxon, And Rakhimova Khurshidahon Sodikovna. "Correction-Pedagogical Work System Of Preparation Of Children For Independent Activity After Cochlear Implantation." Archive Of Conferences. Vol. 10. No. 1. 2020.
34. Sodikovna, Rakhimova Khurshidahon, And Kadyrova Mahzuna Shamshidinovna. "Developing Hearing Perception In Hearing-Impaired Children Of Preschool Age." (2021).
35. Kodirova F.U., Matupaeva S.Z., Teshaboeva F.R. Methodical Cluster-An Innovative Mechanism To Increase The Efficiency Of General Secondary And Inclusive Education. //Http://Www.Idpublications.Org/Wp-Content/Uploads/2020/08/.5.
36. Rakhimova Khurshidahon Sodikovna. Preparation Of Preschool Children With Cochlear Implants For Independent Learning. European Journal Of Research And Reflection In Educational Sciences Vol. 8 No. 8, 2020 Part Iii, Issn 2056-5852. Pagey 159-161.
37. Sadikovna, Rakhimova Khurshidahon. "Objectives And Tasks Of Cochlear Implantation." Web Of Scientist: International Scientific Research Journal 3.4 (2022): 1250-1255.
38. Sodikovna, R. K., & Zulfiya, A. Formation Of Independence Motivation Based On Rehabilitation Work With Children With Cochlear Implants. International Journal On Integrated Education, 3(10), 310-312.
39. Rakhimova Khurshidakhon Sadikovna, Hearing-Speech Rehabilitation Of Children With Cochlear Implants As A Socio-Pedagogical Problem. Asian Journal Of Multidimensional Research Issn: 2278-4853 Vol. 11, Issue 11, November 2022 Sjif 2022 = 8.179 A Peer Reviewed Journal, Pages 6-9.
40. Sadikovna, Rakhimova Khurshidakhon, And Bakirova Muhlisakhan. "Providing Psychological-Pedagogical Support To Hearing Impaired Children." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
41. Sadikovna, Rakhimova Khurshidakhon. "Methods Of Working On Dialogical Speech In Out-Of-Course Activities With Hearing-Impaired Students." Web Of Scientist: International Scientific Research Journal 3.11 (2022): 521-527.

42. Raximovna, Teshaboeva Feruza. "Methodical Cluster-As An Innovative Mechanisms To Increase The Efficiency Of Higher Education." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 100-106.
43. Sobirkhonovna, Mahmudova Madina. "Development Of Professional Competencies Of Future Speech Therapists In The Process Of Studying Independently."
44. Sadikovna, Raximova Xurshidaxon, And Abdalova Nodira Bahtiyarovna. "Koxlear Implantatsiyadan So'ng Ogzaki Va Yozma Nutqni Egallashidagi Muammolar." *Conference Zone*. 2022.
45. Sobirkhonovna, Mahmudova Madina. "Development Of Professional Competencies Of Future Speech Therapists In The Process Of Studying Independently."
46. Ibragimovna, Tuhtasinova Munira. "Today, There Are Prestigious International Organizations That Conduct Research On The Evaluation Of The Achievements Of The Educational System Of The Countries Of The World And Help In The Implementation Of Reforms." *Central Asian Journal Of Literature, Philosophy And Culture* 3.11 (2022): 137-140.
47. Ibragimovna, Tuhtasinova Munira. "The Importance Of International Assessment Programs In Enhancement, Assessment And Development Of Reading Literacy Of Primary Students." *Central Asian Journal Of Literature, Philosophy And Culture* 3.11 (2022): 133-136.
48. Обиджонова, Раъно Набиевна, And Мунира Ибрагимовна Тухтасинова. "Pedagogical Features Of Formation Of Self-Consciousness At Students." *Актуальные Научные Исследования В Современном Мире* 5-7 (2020): 174-177.

THE SKILL USING SCIENTIFIC MASTERSHIPS OF A.OBIDJON

Mamatalimov Z.M*

*Docent,
Tashkent State Pedagogical University,
(UZBEKISTAN)
Email id: mamatalimovz@gmail.com

DOI: 10.5958/2278-4853.2022.00371.8

ABSTRACT

The article is devoted to the use of the expressiveness of speech in children's poems by the national poet of Uzbekistan Anvar Abidjan.

KEYWORDS: *Digital Poetry, Figurative Poetry, Repetition, Tardy Ax, Anaphora, Alliteration, Line Of Poetry.*

INTRODUCTION

It is obvious that scientific masterships are usually based on the usage of inner meaningful words and outer configured words in misra, couplet or two lines. That's to say, figures play an essential role in the life of children.

As soon as they see unknown things for themselves firstly, they tend to remember their shapes and then, basing on these outer shapes, they try to recognize them. In the latest years it can be interpreted that poems with numbers, poems with pictures are cordially welcomed by young readers in uzbek children's poetry. Presumably, they cannot understand scientific masterships which were used in poems. However, one of the means that make poem entertaining, favourite, easy to comprehend the meaning under misra, know the secrets in poems called magic, is the art of lafziy.

In this poem the skills tashbeh, invigorating as well as takrir are used.

TUT (Mulberry)

Meni derlar

Qoratut.

Shoshmay,

Bitta-bitta yut.

Yaproqlarim

Tilladir,

Tonna-tonna

Pilladir.

O'zimdaturib

Ipak,

Qishdaqoldim

Beko‘ylak.¹

The usage of the word once several times can prevent from hurry whereas the repetition of the word tons is expressed for showing abundance, plenty.

In this way, repetitions serve to expose the mulberry’s character as a helper without reproach, careful peculiarity for people. The fortune of mulberry mentions the saying. Weaver has no girdle in sufficiency, whilst potter is not worthy for jug. At the end of the poem symbolism is loaded to mulberry.

Unintentionally, it reminds uzbek sorrowful, gentle peasant who spent his all life in the fields working hard to grow cotton not wearing clean new clothes, in addition, he got the names “thief”, “swindler”, “sponger”.

The poem about mulberry is also seen in the work of famous children’s poet Kuddus Makhammadiy.

Kolxozdako’rkamtutim,

Savlatli ulkan tutim.
Baland o‘s, polvon tutim,
Lazzatli holvam tutim!
Yaltirar barglaring ham,
Ushlasam silliq biram.
Atlasu ipak gilam
Hammasi kimdan, tutim,
Bilaman sendan, tutim!
Tut shinni, tut mayizlar
Do‘stlarga sovg‘a – yuzlar...
Noming tutu xiling ko‘p,
Asilliging bildim xo‘p.
Qator-qator ekdim xo‘p,
O‘s, shox otib, ko‘kni o‘p!
Baliq, qo‘noq, sho tutim,
Barglari shoyi tutim.²

The poem of Kuddus Makhammadiy belongs to the children’s literature in 50 years. Here does not enliven the things that are dead. But the features of mulberry, useful peculiarities are counted by another person. Comparing two poems which are called “Tut”, several similarities and diversities are seen. When poetic skills, which use similarities, are described with scientific image tools, several differences could be seen in the table below:

K.Makhammadiys poem “Mulberry”	A.Obidjon’s poem “Mulberry”
---------------------------------------	------------------------------------

It consists of 21 misras	It consists of 12 misras
Written in simple way	Written in complex way
A seven syllable poem	A three, four syllable poem
Radif was used	Radif was used
The aim of the author is expressed as an appeal by lyric hero	The aim of the author is directly expressed by the speech of mulberry
The different types of mulberry are counted: baliq, qo'noq, sho	The types are not counted. By means of speech it is known that it is a black mulberry "Calling me mulberry"
The information about products, which were made of mulberry, are read (tutmayiz, shinni, allas, silk carpet)	It is said that its leaves are given to silkworms as a food, also silk is made of it
While expressing, the topic, the harmony to social environment is felt. Awesome politic on the farm	Disagreement with social environment is felt. To describe the spirit of the period is strong by means of trope

In the poem "Adi-badi" each forms of enlivening: tashxis and intoq are used. Moreover, there are masterships which connected with shapes:

Choynak boqdi

Oynakka.

Oynak boqdi

Choynakka.

Choynak dedi:

– He, yalpoq!

Oynak dedi:

– Dingquloq!³

Tardiaks is straightly seen as a main scientific mastership in the first part teapot's glance at mirror mirror's glance at teapot with disagreement means two sides are ready for fight while intoq helps to clarify their spirits, experiences. Being flattened mirror was insulted by the opponent calling "yalpoq". Within turn, mirror also does not stay without word. Basing on the handle like ear of the teapot it responded calling "dingkulok". This is a dramatic view which is often met among kids. Kids know about this know scene's consequence well. At present, they strongly feel that the phrase adibadi is the beginning of fight in the poem. In the poem "The reason of mole" for the actions of mole blindness is given as an example of reason.

Yeb yuribman

G'o'rmi-sho'r.

Uzr, do'stlar,

Ko'zim ko'r.⁴

On the one hand, the condition of mole stirs up sympathy for readers. Readers unintentionally think that poor, because of being blind it is forced to eat everything that was found whether it is

sweet or bitter. On the other hand, blindness is believed to be a common reason. When it sees something in front of it it tends to eat them whether the food is salty or ripen, or it belongs to its own or it belongs to others. While mole is warned that it harms to others it has always the reason “Sorry, I am blind”. Thirdly, in the basis of physical blindness there can be seen the blindness of save and spiritual blindness.

“In the biography of mole” the word “I didn’t see” is repeated as anaphore in the beginning of every line

Ko‘rmaganmanjarlikni,

Ko‘rmaganmanbulutni.

Ko‘rmaganmanJayronni,

Ko‘rmaganmanBurgutni...⁵

It is true that the biography’s owner’s blindness is stressed separately. However owing to repetitions in the beginnings of lines it is not difficult to understand that mole has a great dissatisfaction, repentance in heart. The mole sees the world thanks to the friend “rot”. The rot says to it about green fields, clouds, gazelles, gurgling streams and others. Meanwhile, the mole feels-regret about not seeing the nature by means of its own eyes. In accordance with, the people who laugh at other’s faults, and far from sympathy, could be appeared with an appearance of “Yumron”.

As a result, readers conclude that the mole is not a blind but in fact Yumron has a blind soul as well as it is morally bad. Only paying attention to the art, and shape, forgetting the plot, were not preferred considering as a main fault in all times. The errors could be seen in the poetry A.Obidjon.

Maymunuxlarayvonda,

Hammahayvonhayronda.

Maymunturibo‘rnidan,

Dedi: “Cho‘zingayrondan...”⁶

In the poem “About monkey” the letter “h” creates soundness (Hammahayvonhayronda-All animals are surprised). Truly, alliteration plays a vital role in improving kids language and their speech. In addition, the harmony of sound used in the poem must serve to open a main idea of the poem. In the poem above whilst the cause of animals surprise is monkeys sleep it is not enough to rise the hope of readers. Doesn’t monkey sleep? Is its sleep amazing? Even in the end it is difficult to notice the poet’s aim. When Camel mole gives sour milk to monkey, the dog hides in its den feeling fear. Drinking sour milk, monkey looked at each side and went to the forest. Furthermore, in the poems of A. Obidjon “Turnasaf poems” the song about cockroach “the students of parrot” the masterships belonging to the shape are used which means that it proves that the author has a great experience while expressing the main idea using figurative expressions.

“The poem written on the brush” some masterships serve to provide scientific meaning collaboratively. While the threads of brush are compared with hair, the phrase “hair stays upright” used in describing 2 meanings creates iyhom. Iyhom is one of the complex genres in outstanding literature; its complexity depends on diversity of meaning. And it demands special

talent from the creator, curiosity, alertness from the poet. The rubbing point of brush to the shoe usually consists of straight threads. But according to confusing meaning, the speaker says that it raises the threads to clean the boots. Public uses the phrase “hair stays upright” to show that the person is angry. In fact, it can be real meaning that the poet wants the reader to understand.

The word “angry” in the second part gives the chance to think so. Owing to tashxis (diagnose) the brush and boots have the characters related to humanity that’s to say when one of them goes feeling upset the second one stays itching, the condition gives the softness to the image.

Duch kelsang

Kir etikka,

Sochlaring

Bo‘lar tikka.

Borganingda

G‘ijinib,

Etikturar

Qichinib.⁷

As for us, poetic masterpieces used in A.Obidjon’s works have the features and value counted below:

- a) It serves to provide originality basing on scientific-composition side.
- b) The scientific aim of the poet supports young readers to comprehend fast and easily
- c) It has an aim to develop intellectual ability of kids
- d) It can assist to evolve uzbek children’s poetry as an art.

THE DEVELOPMENT STAGES OF THE SCIENCE OF SABABI NUZUL

Abdulaziz Yakhshilikov*

*Research fellow of Imam Maturidi,

International Scientific Research Center,
A.Kadiri str. 11, Tashkent, UZBEKISTAN
Email id: abduazizyaxshilik@gmail.com

DOI: 10.5958/2278-4853.2022.00372.X

ABSTRACT

In the article, the stages of the development of the science of causality are given by periods, and then its separation as a separate science is discussed. Independent works dedicated to this science, their names and authors are mentioned. The similarities and differences between the works written in the early period and the works written in the later period were analyzed. Especially since Imam Wahidi's work "Asbab an-Nizul" is a reliable source that has reached us in its entirety, extensive information is given about its advantages, shortcomings related to the sanad, and even the number of narrations about the reason for the nizul.

KEYWORDS: *The Sababi Nizul, Sahaba, Sahifa, Fath, Tabein, Tadwin, Fatwa, Musnad, Andalus, Recitation, Sanad.*

INTRODUCTION

The Companions who were always with the Prophet (s.a.w) naturally, unlike others, were more aware of the reasons and circumstances related to the revelation of the verses. For this reason, they were superior to others in terms of deep understanding of religion and understanding of its essence. Masruq ibn Abdurrahman (d. 62/682) says: "I had a conversation with the companions of Muhammad (s.a.w) I witnessed that they are as diverse as the lakes. Some lakes quench the thirst of one person, another quenches the thirst of two, and the third quenches the thirst of a hundred. There are enough lakes to quench the thirst of the entire Earth"¹.

The reason is that the science of revelation was separated as a separate science and went through several stages until it came to its present form.

1. The era of the Prophet (s.a.w) and the Companions.

The reason for this period is the first stage in the emergence of the science of revelation.

In order to fully understand the meanings of the Qur'an, the Companions memorized the verses in relation to the situation. A group of them were leaders in this regard. Ali ibn Abu Talib (d. 40/661) "By Allah, there is no verse (in the Qur'an) that I do not know why and when it was revealed. "My Lord gave me a perceptive heart and an inquiring tongue" (Muhammad Muhammad Abu Zahv, 1984). It can be seen that the Companions were not satisfied with memorizing the verses of the Qur'an, but also attached great importance to keeping other related information in their memory. Abdullah ibn Mas'ud (d. 32/650) (r.a.) said as a confirmation of this: "By God alone, there is no surah in the Book of God that I know where it was revealed. There is not a verse in the Book of God that I do not know about what it has been revealed. "If I knew someone who knew the Book of God better than me, and if I had the opportunity to reach

him with a camel, I would definitely go." In another narration, he said: "By Allah, the companions of the Prophet (s.a.w) know that I am the best scholar among them of the Book of Allah."

At that time, the society they lived in relied more on memorization than writing. Verses and hadiths were kept in memories, not in pages and books. But this does not mean that there was absolutely no writing during the time of the Prophet (s.a.w). Тобеинлар даври.

Conquests increased after the death of Rasulullah (s.a.v). The Companions spread to the newly conquered lands and took upon themselves the responsibility of teaching the natives of the land the Qur'an, explaining its meanings, and teaching other sciences related to it. The Tobeins went directly to the Companions for knowledge. The saying of Hasan Basri (21/642–110/728) that "I want to know what verse Allah has revealed, what it was revealed about, and what it meant" also shows that the reason why the subjects who are thirsty for knowledge are so passionate about the science of revelation.

From Abdullah ibn Mas'ud (r.a) (d. 32/650) to Zir ibn Hubaysh (d. 81/700), Abu Wail Shaqiq ibn Salama (d. 82/701), Alqama (d. 61/681), Aswad (d. 75/694) and others received education. Said ibn Jubayr (d. 95/714), Ato ibn Abu Rabah (d. 114/732), Tavus ibn Kayson (106/724) and other subordinates of Abdullah ibn Abbas (r.a) (d. 68/ 687) stood out as his disciples. Masruq (62/682), Urwa ibn Zubair (d. 94/713), Abu Salama ibn Abdurrahman (94/713) and others studied from Aisha (RA). At this stage, along with other Islamic sciences, this science was also transmitted orally from teacher to student.

2. The era of writing hadiths.

Caliph Umar ibn Abdulaziz (61/681–101/720) noticed that there was a great need to write down hadiths, and at the beginning of 100/718 he told Abu Bakr ibn Hazm (36/656–120/738), governor and judge of Madinah, "The Messenger of Allah (s.a.w) Look at the hadiths of v) and write them down. I am worried about the loss of knowledge and the loss of scholars"², he wrote a letter. Amra bint Abd al-Rahman (98/717) and Qasim ibn Muhammad ibn Abu Bakr (107/725) suggested that he also write down the messages he knew. He also ordered the governors of major Islamic cities to collect hadiths. Ibn Shihab Zuhri (d. 124/742) was among those to whom a letter was sent regarding this very issue. From that time, scholars began to write down the Sunnah. In the class after Imam Zuhri, the work in this regard reached its peak. Abdul Malik ibn Jurayj (d. 150/767) in Mecca, Muhammad ibn Ishaq (80/699-151/769) in Medina, Malik Ibn Anas (d. 179/795), Rabi' ibn Sabih (d. 160/777) in Basra, Said ibn Abu Aruba (d. 156/773), Hammad ibn Salama (d. 167/783), in Kufa Sufyan Sawri (d. 161/778), in Sham Aburrahman ibn Amr Avzai (d. 157/774), in Wasit (a city in Iraq) Hushaym ibn Bashayr (d. 183/799), Ma'mar ibn Rashid (d. 153/770) in Yemen, Jarir ibn Abdulhamid (d. 188/804) in Khurasan, Abdullah ibn Mubarak (d. 181/797) were active in collecting hadiths. they showed³. Most of these works included hadiths along with the fatwas of the companions and followers⁴. An example of this is the work "Muwatta'" by Imam Malik ibn Anas (93/711–179/795) (r.a). It is organized according to chapters, and in addition to hadiths, it includes the sayings of the Companions and the fatwas of the followers. Most of them were from the people of Medina. Although he sometimes cited jurisprudential views, the work was classified in the direction of hadith. In it, a total of ten narrations about the revelation of the reason are given.⁵

Later hadiths were separated separately. Initially, books in the direction of "musnad" were taught. In the Musnads, the hadiths narrated from each companion in alphabetical order or in the

order of conversion to Islam are cited without following the topic. The work "al-Musnad" of Abu Dawud Tayalisi (d. 204/819) is counted among the first collections written in this direction. In it, there are scattered narrations about the reason for the revelation. For example, Abdullah ibn Umar (d. 73/693) narrated the following narration: "Three verses were revealed about khamr (intoxicating drinks). The first of them is, **“You will be asked about drinking and gambling,”**⁶ verse”⁷.

Al-Musnad of Imam Ahmad ibn Hanbal (164/781–241/855) is a large collection of hadiths containing about forty thousand hadiths, so the narrations related to revelation are more common in it than others.⁸ A total of three hundred and twenty-three narrations are mentioned in the forty-three chapters of the Holy Qur'an. The following narration can be cited as an example. Companion Abu Ayyosh Zuraqi says: We were with Rasulullah (s.a.v) in Usfan and the polytheists met us.⁹ At that time, Khalid bin Walid was their leader. They were between us and the Qiblah. Rasulullah (s.a.v) prayed the afternoon prayer with us. They said: “We attacked when they least expected it. Now a prayer comes to them, which is dearer to them than themselves and their children. At that time, between noon and dawn, Gabriel revealed these verses:” **(O Muhammad,) if you want to lead them in prayer when you are standing among the believers...**¹⁰ Imam Abdullah ibn Abdurrahman Dorimi (181/797–255/869)

In the work "al-Musnad al-Jami" besides the hadiths, the words of the Companions, followers and the leaders of the scholars in fiqh who came after them were also quoted. After the narration of the hadith, he adds the jurisprudential benefit obtained from it.

Later, Imam Bukhari (194/810–256/870) created the first collection devoted exclusively to sahih hadith. In it, he repeated some hadiths and narrated some abridged to fit different chapters. There are a lot of narrations of the reason for this, but they are not collected in a specific book (section). It is scattered in the relevant chapters.

In al-Musnad as-sahih by Muslim ibn Hajjaj (206/822–261/875), in al-Sunan by Imam Abu Dawud (202/817–275/888), Ahmad ibn Shuayb Nasai (215 /829–303/915) in his work "al-Mujtabo min as-sunan" the narrations related to the revelation of the cause were scattered in books and chapters. Unlike others, Imam Tirmidhi's (209/824–279/892) work "as-Sunan" contains a number of authentic narrations in a separate chapter called "Chapters of Qur'anic Interpretation". It is scattered in different chapters of the book.

REFERENCES

1. Muhammad ibn Sa'd ibn Mani'. Tabaqat al-Kubra // Research by Ali Muhammad Umar. - Cairo: Maktaba al-Khaniji, 2001. - J. 2. – B. 296., Abulqasim Ali ibn Hasan ibn Hibatullah ibn Asokir. Tarikhu Madinati Dimashq // Research by Muhibbuddin Abu Sa'id Umari. - Beirut: Dor al-fikr, 1995. -J. 33.
2. Muhammad ibn Ismail Bukhari. Bab al-Qurra min companion Rasulillahi
3. Muhammad Muhammad Abu Zahw. al-Hadith and al-Muhaddisun. - Cairo: Dar al-kutub al-arabi, 1958.
4. Ibrahim ibn Musa Shatibi. al-Muwafaqat // Research by Mashhur ibn Hasan. - Saudi Arabia: Dor Ibn Affan, 1997. -J. 4.
5. Fahd ibn Abdurrahman Rumi. Dirosat fi ulum al-Quran karim. - Riyaz: Maktaba al-Fahd al-wataniya, 2005.

6. Abu Abdullah Muhammad ibn Nasr Marwazi. Al-Sunnah. - Riyaz: Dor al-Osima, 2001.
7. Muhammad Ajjaj al-Khatib. As-Sunnah qaba al-tadwin. - Cairo: Maktaba Wahba, 1988.

MAIN CHARACTERISTICS OF ORAL ANTICOAGULANT THERAPY IN PATIENTS WITH ISCHEMIC HEART DISEASE

Amerova Dilafruz Abdukhalimovna*; Ruziboeva Oyjamol Narzullaevna**;
Dadajanov Uktam Utkurovich***

*Assistant,
Department of Hematology,
Samarkand State Medical University,
Samarkand, UZBEKISTAN

**Assistant,
Department of Hematology,
Samarkand State Medical University,
Samarkand, UZBEKISTAN

***Assistant,
Department of Hematology,
Samarkand State Medical University,
Samarkand, UZBEKISTAN
Email id: Shahramaslanov97@gmail.com

DOI: 10.5958/2278-4853.2022.00374.3

ABSTRACT

Anticoagulants are drugs that prevent blood clots by acting on plasma coagulation factors. Anticoagulants mainly inhibit the appearance of fibrin filaments and contribute to the cessation of the growth of already formed thrombi, counteracting the effect of thrombin on fibrin. They also enhance the effect of endogenous fibrinolytic enzymes on blood clots.

KEYWORDS: *Clinical Significance, Unfractionated (Standard) Heparin, Anticoagulants, Direct Anticoagulant, a Synthetic Drug.*

INTRODUCTION

Anticoagulants are divided into two groups: a) direct anticoagulants - (i.e., interacting directly with blood coagulation factors), effective in vitro and in vivo; b) indirect anticoagulants (vitamin K antagonists) - long-acting, act only in vivo and after a latent period.

Direct-acting anticoagulants include heparin, which can be unfractionated (UFH) and fractionated (low molecular weight) - (LMWH), as well as selective direct-acting thrombin inhibitors. In addition, fondaparinux sodium is a direct anticoagulant, a synthetic drug that has a similar effect to heparin.

Unfractionated (standard) heparin (heparin sodium) is obtained from the lungs of cattle and the intestinal mucosa of pigs. Heparin binds to antithrombin III (ATIII), causes conformational changes in its molecule, and accelerates the complexing of antithrombin III with serine proteases of the coagulation system; as a result, thrombin, the enzymatic activity of activated factors IX-XII, plasmin and kallikrein are blocked.

The highest bioavailability is observed with intravenous administration. After intravenous administration, the action begins immediately, the half-life ($T_{1/2}$) is 1 hour. With subcutaneous administration, bioavailability is low (10-40%), $T_{1/2}$ is 1-2 hours.

Heparin in plasma is mainly in a protein-bound state, is intensively taken up by endothelial cells and cells of the mononuclear-macrophage system, which is the reason for the variable anticoagulant effect of the drug.

Excretion of heparin occurs through the kidneys in the form of metabolites, and only with the introduction of high doses is it possible to excrete unchanged.

Heparin reduces blood viscosity, reduces vascular permeability stimulated by bradykinin, histamine and other endogenous factors, and thus prevents the development of stasis.

Anticoagulants of indirect action (AND) do not affect the blood outside the body, are effective when taken orally, their action is realized through the proteins of the prothrombin complex, they have a common antagonist - vitamin K. The time of appearance is also common.

When characterizing the mechanism of action of oral anticoagulants, it should be noted that, unlike other drugs that inhibit the formation of fibrin (heparin, defibrinators), AND prevent the formation in the hepatocyte of II, VII, IX and X coagulation factors, causing a hypo-coagulable state.

According to the chemical structure, indirect anticoagulants can be divided into 3 subgroups: monocoumarin derivatives (warfarin, acenocoumarol), dicoumarin (ethyl biscumacetate), and indandione (phenindione).

From a clinical point of view, these drugs differ from each other in terms of their ability to be adsorbed in the gastrointestinal tract, the duration of the half-life, and the frequency of side effects caused.

Warfarin is the drug of choice, providing the most stable anticoagulant effect, in addition, warfarin has the best evidence base in terms of efficacy and safety of use. Acenocoumarol is inferior to warfarin in terms of efficacy and safety. Indandione derivatives have anticoagulant activity similar to coumarins, but often cause side effects (toxic effects on the liver and various skin manifestations). Indandione derivatives can be prescribed to patients who have had allergic reactions to coumarin derivatives or who tolerate long-term use of the drug well.

Atrial fibrillation (AF) is one of the most common cardiac arrhythmias: its frequency in the general population is 1-2%, while the frequency of AF increases with age – up to 15% at the age of 80 years [9, 5]. In the coming years, an even greater increase in the number of patients with AF is predicted due to an increase in life expectancy [9, 5]. According to the results of the Framingham study, the risk of developing AF at the age of 40 years and older is about 25% [5]. This study included all participants in the Framingham Heart Study who did not have AF at the time of indexation, aged 40 years or older. The lifetime risk (up to 95 years of age) of developing AF (plus atrial flutter) was calculated, with death without AF taken as a control outcome [5]. A total of 3999 men and 4726 women were followed up between 1968 and 1999. (176166 patient-years), 936 study participants developed AF, and 2621 participants died without AF. At age 40, the lifetime risk of developing AF was 26.0% (95% confidence interval (CI) 24.0-27.0) for men and 23.0% (21.0-24.0) for women [6].

The clinical significance of AF is due to the fact that its presence is associated with an increase in mortality, the incidence of ischemic stroke and other thromboembolic complications, heart failure and hospitalizations, deterioration in the quality of life, a decrease in exercise tolerance, impaired left ventricular function, and the development of cognitive dysfunction [3]. This problem also has a large social aspect: the presence of AF leads to high healthcare costs [4]. Thus, 5333 patients with AF from 35 European countries took part in the Euro Heart Survey on AF [8], cost studies were conducted in 5 participating countries with the largest number of patients.

The average costs associated with hospitalization for AF per patient per year were €1507, €3225, €1010, €2315, and €2328 in Greece, Italy, Poland, Spain and the Netherlands, respectively. The main cost components (they accounted for more than 70% of the total annual costs in all five countries) were medical care in a hospital setting and interventional interventions [8]. A dedicated systematic review of the literature on AF costs (1990-2009), which included the results of 37 studies, confirmed the high level of costs associated with AF (up to €7241 in Sweden), with the maximum cost also accounted for hospitalizations - they accounted for about 50-70% of all annual costs [10].

New oral anticoagulants are divided into two classes: oral direct thrombin inhibitors (such as dabigatran) and oral direct factor XA inhibitors (such as rivaroxaban, apixaban, etc.). Unlike vitamin K antagonists, which block the formation of several active vitamin K-dependent coagulation factors (factors II, VII, IX, and X), these drugs block the activity of one coagulation step.

Indications for the prophylactic use of anticoagulants in therapeutic patients have not been studied enough. Prophylactic administration of heparin is recommended in patients with ischemic stroke and in the presence of such risk factors as: myocardial infarction, severe heart and respiratory failure, malignant tumors, etc. UFH is prescribed s / c 5000 IU 2-3 times / day within 1-2 weeks or LMWH for the same period.

In the treatment of deep vein thrombosis (DVT) and pulmonary embolism (PE), the use of anticoagulants is mandatory. Treatment begins with the appointment of UFH according to the scheme: intravenously - a bolus of 80 U/kg, then an infusion of 18 U/kg/h (but not less than 1250 U/h) for 48 hours, with the selection of a dose that maintains an APTT value of 1, 5–2.5 times higher than the normal value of this indicator for the laboratory of this medical institution. If it is not possible to provide continuous infusion therapy with heparin, it is acceptable to use heparin in the form of s / c injections according to the scheme: intravenously - a bolus of 3000-5000 IU, then s / c 250 IU / kg, then 250 IU / kg 2 r / day with dose selection according to the value of APTT. The duration of heparin therapy should be at least 7 days. With DVT and PE (except for the severe form), it is acceptable to use LMWH instead of UFH in the form of s / c injections.

Anticoagulants of indirect action are prescribed simultaneously with heparin 3–4 days before its withdrawal, starting from the minimum therapeutic doses. So, warfarin is prescribed at an initial dose of 2.5-5 mg / day. Heparin is canceled when the level of INR = 2.0–3.0 is reached, which persists for two consecutive days.

The duration of AED therapy after an episode of DVT and PE depends on the persistence of risk factors and causes of thrombosis and should be from 3 months to lifelong use of the drug.

REFERENCES:

1. Go A.S., Hylek E.M., Phillips K.A., et al. Prevalence of diagnosed atrial fibrillation in adults: national implications for rhythm management and stroke prevention: the AnTicoagulation and Risk Factors in Atrial Fibrillation (ATRIA) Study. *JAMA*. 2001;285:2370-5. doi:10.1001/jama.285.18.2370.
2. Heeringa J., van der Kuip D.A., Hofman A., et al. Prevalence, incidence and lifetime risk of atrial fibrillation: the Rotterdam study. *Eur Heart J*. 2006;27:949-53. doi: 10.1093/eurheartj/ehi825.
3. Kirchhof P., Benussi S., Kotecha D., et al. 2016 ESC Guidelines for the management of atrial fibrillation developed in collaboration with EACTS. *Eur Heart J*. 2016;37(38):2893-962. doi: 10.1093/eurheartj/ehw313.
4. Lip G.Y., Tse H.F., Lane D.A. Atrial fibrillation. *Lancet*. 2012;379:648-61. doi: 10.1016/S0140-6736(11)61514-6.
5. Lloyd-Jones D.M., Wang T.J., Leip E.P., et al. Lifetime risk for development of atrial fibrillation: the Framingham Heart Study. *Circulation*. 2004;110:1042-6. doi: 10.1161/01.CIR.0000140263.20897.42
6. Miyasaka Y., Barnes M.E., Gersh B.J., et al. Secular trends in incidence of atrial fibrillation in Olmsted County, Minnesota, 1980 to 2000, and implications on the projections for future prevalence. *Circulation* 2006;114:119-25. doi: 10.1161/CIRCULATIONAHA.105.595140
7. Naccarelli G.V., Varker H., Lin J., Schulman K.L. Increasing prevalence of atrial fibrillation and flutter in the United States. *Am J Cardiol*. 2009;104:1534-9. doi: 10.1016/j.amjcard.2009.07.022.
8. Ringborg A., Nieuwlaat R., Lindgren P., et al. Costs of atrial fibrillation in five European countries: results from the Euro Heart Survey on atrial fibrillation. *Europace*. 2008;10:403-11. doi: 10.1093/europace/eun048.
9. Stewart S., Hart C.L., Hole D.J., McMurray J.J. Population prevalence, incidence, and predictors of atrial fibrillation in the Renfrew/Paisley study. *Heart*. 2001;86:516-21. doi: 10.1136/heart.86.5.516.
10. Wolowacz S.E., Samuel M., Brennan V.K., et al. The cost of illness of atrial fibrillation: a systematic review of the recent literature. *Europace*. 2011;13:1375-85. doi: 10.1093/europace/eur194.
11. Баркаган З. С., Мамот А. П., Тараненко И. А. и др. Основы пролонгированной профилактики и терапии тромбозов антикоагулянтами непрямого действия (показания, подбор доз, лабораторный мониторинг). – М., 2004.
12. Чазов Е. И., Беленков Ю. Н., Борисова Е. О. и др. Рациональная фармакотерапия сердечно-сосудистых заболеваний: Рук. для практикующих врачей / Под общ. ред. Е. И. Чазова, Ю. Н. Беленкова. – М.: Литтерра, 2006. – 971 с.
13. Viktorovna, B. I., Dzhumanovna, M. A., Gazkhanovna, M. A., & Turaevna, U. S. (2022). COMBINED GENETIC DISORDERS IN PATIENTS WITH COAGULOPATHY. *Международный журнал научной педиатрии*, (1), 23-29.
14. Abdiev, K. M., Madasheva, O. G., Ruziboeva, O. N., & Shomirzaev, K. M. (2021). COMPARATIVE EVALUATION OF NEW TREATMENTS FOR IMMUNE

THROMBOCYTOPENIA. *NVEO-NATURAL VOLATILES & ESSENTIAL OILS Journal/ NVEO*, 10160-10166.

15. Madasheva, A. G., & Zhuraeva, M. Z. (2019). Biochemical indicators and complex treatment of patients with psoriasis with therapeutic plasmapheresis. *Achievements of science and education*, 10(51), 78-82.
16. Халимова, Х. М., Раимова, М. М., & Матмуродов, Р. Ж. (2012). Влияние L-аргинина на когнитивные расстройства у больных хронической ишемией мозга с синдромом паркинсонизма. *Український хіміотерапевтичний журнал*, (3), 148-150.

REPRODUCTIVE HEALTH CHARACTERISTICS OF STUDENTS AND THEIR EDUCATION ACCORDINGLY

Abdunazarova Zulayho Sharifkulovna*

*Senior Teacher,
Shahrisabz State Pedagogical Institute,
UZBEKISTAN
Email id: Shahramaslanov97@gmail.com

DOI: 10.5958/2278-4853.2022.00373.1

ABSTRACT

At the core of the large-scale reforms implemented in the health care system is the noble goal of raising a healthy generation in all respects and establishing a healthy lifestyle in society. Today, a lot of work is being done in our country to protect children from social, economic, legal, and spiritual aspects. An appropriate legal framework has been formed in this regard. In particular, the Constitution of the Republic of Uzbekistan, the Family Code, the Civil Code, the Labor Code, the Criminal Code, and a number of other legal documents contain norms related to the protection of children's rights and their health.

KEYWORDS: *Reproductive Health, Young People, Girls, Factors, Cause-And-Effect Relationships, Population, Integral Social Environment.*

INTRODUCTION

In modern conditions, the reproductive health of young people is most susceptible to the negative influence of the environment and society and is a complex multifaceted problem. Recently, the importance of reproductive health protection has sharply increased, since the demographic situation in our country is assessed as critical. The health of a nation is determined mainly by the health of people of childbearing age. In the current socio-economic and demographic conditions, the Concept of protecting the reproductive health of the population of Uzbekistan for the period up to now defines reproductive health as one of the main factors of the country's national security.

The disunity of the social status of the population, which has recently been manifested in Uzbekistan, leads to an increase in various violations of the function of the reproductive system. At present, the main task of the maternal and child health service is to identify risk factors, to organize and conduct intensive monitoring of women's health, as well as to carry out the necessary therapeutic and preventive measures.

In the general population of girls, violations of the formation of menstrual function are increasingly observed. When studying the basal secretion of gonadotropins, estradiol, progesterone, follicle-stimulating and luteinizing hormones in girls, a significant decrease in all these indicators was revealed. There is a shift in the metabolism of estradiol, as a result of which the formation of estriol decreases and the amount of catechol estrogens increases. Up to 65% of young girls have various menstrual dysfunctions. A high percentage of menstrual irregularities is a consequence of the fact that most girls, as well as women of reproductive age, are critical of

their own appearance, inadequately assessing their weight, while resorting to various cosmetic diets and believing that this contributes to weight loss and their recovery. This misconception contributes to the prevalence of gynecological diseases, slowing down the pace of the formation of the reproductive system [3, 11].

The reproductive health of students deserves attention due to the high social expectations from this group of young people. The need to realize oneself as a spouse and parent is one of the basic needs of a person at the age to which students belong. Young people now often begin to live sexually quite early and do not look back at what they consider to be obsolete moral conventions. Sexual behavior and reproductive attitudes often diverge from each other, but they cannot be ignored when discussing the reproductive health of the population [5, 12].

The reproductive health of women and men is equally of concern to society due to the negative impact of a complex of biological, environmental, social, economic and psychological factors on both sexes. The health of a student-mother and future mother is influenced, first of all, by the physical development of the female body with its inherent reproductive functions; the state of somatic health and gynecological morbidity; socio-psychological needs and attitudes in the field of sexual and reproductive behavior; awareness and practical application of methods to prevent unwanted pregnancy; social and material conditions for the implementation of reproductive attitudes; availability of medical care for timely diagnosis, treatment and prevention of complications of reproductive disorders, as well as the development of the need to seek qualified medical care [4; 6-10].

Student age is one of the critical periods in the biological, mental and social development of a person. The increasing intensity and tension of modern life, associated with cardinal changes in the life of students, lifestyle and increasing physical inactivity, the presence of somatic and other diseases leave a special imprint on the reproductive health of young people.

Biological parameters are socially mediated. Any influence on the body has a fairly clear social basis. The negative impact of social factors is manifested in a decrease in resistance and immunity, an increase in the level of morbidity.

Social conditions include socio-economic relations, the entire set of production, technological and sanitary conditions of society, that is, they are a kind of conglomerate consisting of many different factors that are firmly interconnected by intertwining cause-and-effect relationships. From an integral social environment, it is possible to single out, with a certain degree of relativity, individual structural elements, trace the nature of their influence on life and assess the risk caused by them.

As an important step, the practical work carried out by our state in connection with further development of the medical field and provision of modern equipment has reached its high-quality stage. Especially the health of the young generation is important in all respects for the life of society. Therefore, the youth of today is the generation that will build the great future of tomorrow. As the first President Islam Karimov noted: "Our children must be stronger, more educated, and wiser and, of course, happier than us." The purpose of the program is to educate a generation that has matured both physically and spiritually [1].

The health of the population, including children, is a sign of the social well-being of society and takes the first place among vital values.

In young school children (from 5-7 to 9-10 years old), the cortex of the large hemispheres, which is the physiological basis of the second signal system, matures, so only at that time words can be effectively used to form conditional associations. At the age of 5-7, the development of the second signal system in children is at a level where they can converse with adults. Educators and caregivers should know that actions formed in young school children are preserved throughout life. During this period, the word passes the significance of the signal of the signals, and the words become generalizing in children as well as in adults.

The primary school period is a period of gradual development of higher nervous activity in young school children. Passivation of higher nervous activity processes in first graders can occur during adaptation to school. Due to the development of the second signal system in young school children, higher nervous activity takes on a characteristic of humans. For example, if a child is told that he will be given tea with lemon during recess, he will begin to salivate.

The strength of the processes of excitation and inhibition, their mobility and balance provide a wide range of learning opportunities for the child. This period is the period of transition of emotions to intellectuality. After learning to read and write, the word becomes something absorbed in the child's mind, and thanks to the wealth of vocabulary, the child can describe real things and events without actually seeing them.

For educators and pedagogues, the period of adolescence (from 11 to 12 years to 15 to 17 years) is especially important. This period is the period of major endocrine changes in the body of adolescents and the formation of secondary sexual characteristics. The balance of nervous processes is disturbed; the currents of excitation prevail over the processes of inhibition. The activity of the cortex and the activity of the second signal system also develop dramatically. The electrophysiological classification of the brain shows that the influence of subcortical structures is much greater and (in turn, is accompanied by the derailment of vegetative processes (panting, hormonal imbalance, pain in the heart, etc.). Physical and adolescents get tired quickly when doing mental work. The effect of subcortical nuclei on cortical cells increases. As a result, emotionality of children, especially girls, increases. All functional changes are associated with sexual activation of adolescents during this period. A healthy lifestyle, a stable environment, physical education and sports, interesting activities outside of school, adults trying to understand children are the basis of physical, mental and spiritual formation of adolescents [2].

The period of older school children (15-18 years old) coincides with the maturation of all morpho-functional systems of a person. The role of the bark in managing various processes is greatly increased. Subcortical structures involved in conditioned reflexes are fully subordinated to the cortical centers of the large hemispheres. The second signal system becomes the leader in behavior. The properties of the main nervous processes reach the level of an adult. Thus, it is necessary to create optimal conditions for the normal development of higher nervous activity. This task can be solved by specialists from different fields - pedagogues, psychologists, physiologists, medical workers and hygienists working together.

High nervous activity ensures adequate adaptation of a person to various factors of the external environment. Therefore, one or another factor of the external environment causes adequate changes in higher nervous activity. Depending on the external environment, changes in the activity of various higher nerves can be normal, and sometimes pathological. Educators and pedagogues need to take into account the influence of various factors on higher nervous activity in order to maintain the norms of higher nervous activity.

REFERENCES:

1. Karimov I.A. High spirituality is an invincible power. 2008.
2. Mamatkulov B. Methodological guide on prevention and study of death of children under one year M. - 1993.
3. Абдуллаева Р.Г. Особенности формирования репродуктивного здоровья у девушек-подростков с дефицитом массы тела: автореф. дис. ... канд. мед. наук. – М., 2009. – 22 с.
4. Дж. Берека, И. Адаши, П. Хилаард; пер. с англ. О.Н. Горбачевой [и др.]; ред. пер. В.М. Нечушкина. Гинекология по Эмилю Новаку. – М.: Практика, 2002. – 892 с. – (Классики современной медицины).
5. В.Е. Радзинский [и др.]. Девушки-подростки РФ: современные тенденции формирования репродуктивного потенциала (обзор литературы) // Сибирский медицинский журнал. – 2010. – Т. 25, № 4. – Вып. 2. – С. 9–14.
6. Халимова, Х. М., Раимова, М. М., & Матмуродов, Р. Ж. (2012). Влияние L-аргинина на когнитивные расстройства у больных хронической ишемией мозга с синдромом паркинсонизма. *Український хіміотерапевтичний журнал*, (3), 148-150.
7. Мирходжаев, И. А., Иноятгов, Х. Х., & Норов, Ф. Х. (2016). Оптимизация методов хирургического лечения множественного и рецидивных форм эхинококкоза печени. *Биология и интегративная медицина*, (1), 20-27.
8. Kenjaeva, Z. O., Khamdamova, M. T., Khamdamov, A. B., & Navruzova, N. O. (2019). THE COURSE AND FEATURES OF THE PREMENSTRUAL SYNDROME IN ADOLESCENT GIRLS. *PROBLEMS AND SOLUTIONS OF ADVANCED SCIENTIFIC RESEARCH*, 1(1), 124-129.

PRIORITY OF INTERREGIONAL INDUSTRIAL COOPERATION IN THE PRODUCTION OF SCIENCE-INTENSIVE PRODUCTS

Oksana Viktorovna Bondarskaya* ; Nurali Holmatovich Bekmurodov**

*Associate Professor,
Candidate of Economics,
Tambov State Technical University, Russia,
UZBEKISTAN

**Associate Professor,
Tashkent State University of Economics,
Tashkent, Uzbekistan
Email id: nuralibekmuradov748@gmail.com

DOI: 10.5958/2278-4853.2022.00376.7

ABSTRACT

The article identifies priority areas for the development of interregional industrial cooperation. The author presents the specifics of the functioning of participants in interregional industrial cooperation, the priority tasks of forming interregional industrial cooperation in the production of high-tech products and building relationships with existing organizations that are more or less engaged in the commercialization of developments. The relevance of the current research topic is the expansion of scientific cooperation in the production of high-tech products throughout the country, which requires the formation of special approaches to building an organizational management model and a single enabling environment for the production of high-tech products in the regions involved.

KEYWORDS: *Priority, Scientific Cooperation, Industries, Parameters, Management Models, Country, Regions, Cooperation Participants.*

INTRODUCTION

Modern production systems operate on a variety of scales. The scale of the production system is determined primarily by product expediency. If the product of the production system is in demand, then economic relations of such a scale are formed for its production, which allows ensuring not only the quality of intermediate and final results, but also cost-competitive resource costs.

In the modern conditions of the development of the information environment, any business entity can publicly declare its production needs and opportunities to find partners and create a production system. More and more industrial enterprises are finding potential partners in the open market, using modern production technologies.

The Main Part

In order to form a unified approach to the conditions, requirements, parameters and methods of participation of enterprises in interregional industrial cooperation, it is advisable in reality to create a block of specialized advisers, which may include individual experts, consulting companies, representatives of authorities for the management and coordination of innovation activities, as well as representatives of local communities.

Based on our research, we believe that the main functions of such advisors are the coordination of specialized knowledge in the following areas:

- Technology transfer, including interregional, intersectoral and intersubject;
- Technological audit of potential participants of interregional industrial cooperation and assessment of cooperative potential;
- Ensuring the turnover, evaluation and protection of intellectual property objects created and used, independent licensing of technologies and individual production units;
- Business planning and development of feasibility studies for innovative projects implemented within the framework of cooperation;
- Management of innovative projects and independent coordination of the participation of various stakeholders;
- Strategic marketing, which allows to substantiate the prospects of transformation of the product and geographical boundaries of the market;
- Quality control and management of high-tech products, international certification and standardization of production processes and products;
- Consolidation of efforts of participants of interregional industrial cooperation in foreign economic activity and others.

The basic functions of the research and educational block should include those specific functions that follow from the role of this category of participants in interregional industrial cooperation [6]:

- Legal protection of cooperation, including patent law, modern forms of transactions with intellectual property (licensing), as well as ensuring the marketing and resource interests of participants in the production process;
- Interaction of cooperation participants with patent organizations and departments, including patent analytics and strategic patent search in targeted subject areas;
- Formation and implementation of tax policy;
- Formation of venture funds to provide resources for the most promising and high-risk projects;
- Work on scientific and technical information markets and intellectual property exchanges;
- Financial protection of participants;
- Development of quality standards;
- Interaction with the external environment in terms of coordination of innovation activities, for example, through participation in conferences;
- Participation in professional associations and organizations.

The given lists of necessary infrastructure elements and distribution of functions of interregional industrial cooperation illustrate the scale of the task of building a comprehensive universal model for the implementation of interaction between various categories of participants in models of joint production of high-tech products in the context of digital transformation of the world economy.

Thus, interregional industrial cooperation is an organic element of modern production infrastructure, providing a full range of services, up to the registration of technology transfer in various forms to all interested parties.

In our opinion, interregional industrial cooperation is necessary for all potential participants. In particular, the analysis of the volumes of shipped goods of own production, works and services performed on their own in the regions of the Central Federal District (Table 1) showed that the leader in total volume (Moscow) is ahead of the outsider (Oryol region) by 73 times. If we analyze the specific indicators per capita, then the gap is significantly smaller here – the leader (Kaluga Region) is ahead of the outsider (Oryol region) by only 4.9 times.

There are also differences in the structure of production volumes (Figure 1). For example, in the Kaluga Region, more than 95% of all production is generated by manufacturing industries. And in the Kursk region, the share of this sector is only 53%. There are also significant fluctuations in other sectors.

This situation indicates that in regions, even close in geographical location, production competencies differ significantly. Therefore, an interregional redistribution of tasks is required, which will best take into account the dominant skills of enterprises in the region for the production of high-tech products and bringing them to market for effective commercialization.

TABLE 1 – TOTAL AND SPECIFIC VOLUME OF SHIPPED GOODS OF OWN PRODUCTION, WORKS AND SERVICES PERFORMED BY OWN FORCES, MILLION RUBLES [1]

Central FDR	Total volume, million rubles.	The population of the region, thousand people	Specific volume, thousand rubles / person
Kaluga region	919 954	1 002,6	917,6
Moscow	9 969 869	12 678,1	786,4
Lipetsk region	726 566	1 139,4	637,7
Belgorod region	939 037	1 549,2	606,1
Tula region	816 592	1 466,1	557,0
Moscow region	3 403 149	7 690,9	442,5
Vladimir region	546 654	1 358,4	402,4
Yaroslavl region	451 972	1 253,4	360,6
Tver region	453 097	1 260,4	359,5
Ryazan region	374 189	1 108,8	337,5
Kursk region	372 313	1 104,0	337,2
Kostroma region	190 060	633,4	300,1
Smolensk region	277 345	934,9	296,7
Voronezh Region	640 982	2 324,2	275,8

Bryanskregion	280 968	1 192,5	235,6
Ivanovoregion	194 534	997,1	195,1
Tambovregion	192 228	1 006,7	190,9
Oryolregion	136 833	733,5	186,5

For example, a developer is not able to bring an innovative development to commercial use – he may lack time resources, knowledge and experience. Industrial illiteracy, and, consequently, technological insecurity in the field of intellectual property and ways to protect their interests in subsequent commercial activities reduce the interest of developers in promoting new products into production. As a result, a sufficiently large layer of scientific and technical developments does not find its production application.

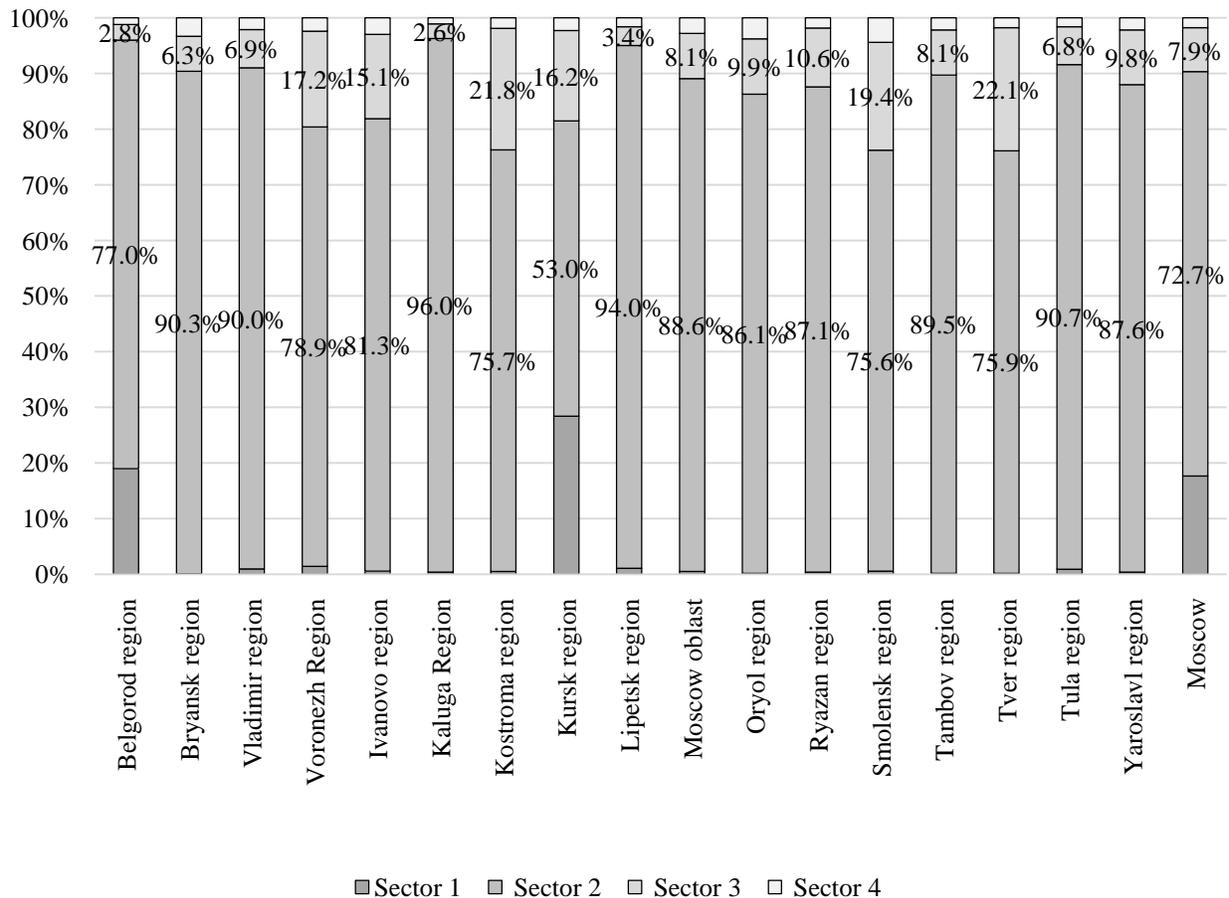


Figure 1. Structure of shipped goods of own production, works and services performed by own forces by sectors of activity

*Symbols: Sector 1 – Mining; Sector 2 – Manufacturing; Sector 3 – Provision of electric energy, gas and steam; air conditioning; Sector 4 – Water supply; sanitation, waste collection and disposal, pollution control activities.

One of the forms of such interaction is interregional industrial cooperation, which contributes to the conduct of innovative activities in the most popular areas, the launch of new ideas into industrial production and the subsequent commercialization of developments [3].

In our opinion, it implies a consolidated environment for the development of strategic goals and objectives and the elaboration of all areas of resource support to achieve the goals.

To achieve these goals, the main objectives of the cooperative system are: transfer of key technologies, increase of commercial activity, development of new types of activities, support of regional initiatives (Figure 2).

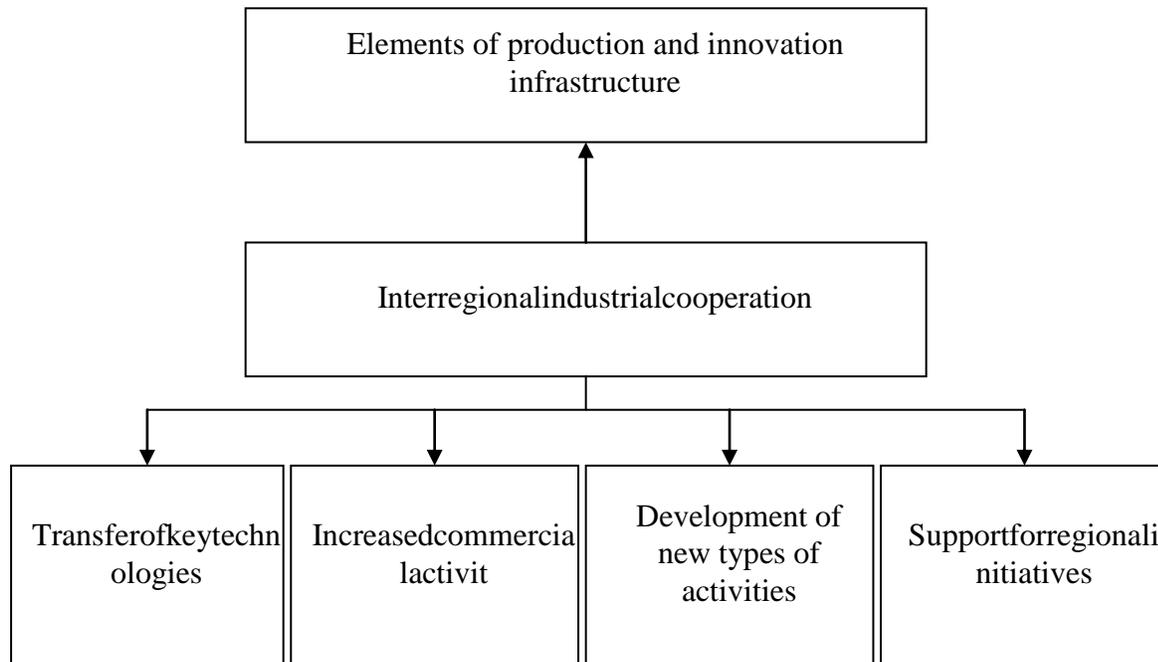


Figure 2. Priority tasks of the formation of interregional industrial cooperation in the production of high-tech products [2]

The main conditions for the success of using this form are:

- The presence of high scientific and technical potential in the regions involved, the need for this potential for conversion and commercialization;
- Support of federal and regional authorities in the form of appropriate economic, organizational, legal and administrative incentives;
- Exchange of experience between stakeholders on conducting large regional programs on a systematic basis;
- The presence of a strong team of performers with experience in organizing large interregional and interdepartmental projects aimed at improving the macroeconomic characteristics of the regions involved.

Within the framework of the environment, it is advisable to identify several areas – industrial infrastructure, social infrastructure and service infrastructure. Accordingly, the production infrastructure includes the creation and reconstruction of buildings with an appropriate engineering environment [4, 5].

In turn, the creation of social infrastructure involves the provision of food logistics infrastructure, social service system and a number of other facilities.

In particular, when organizing information logistics, it is necessary to take into account the essence of the information transactions carried out (volume, frequency, methods of protection, verification, compatibility).

In turn, effective management of material logistics involves the right choice of ways to move semi-finished products, conditions for sharing equipment. When managing human logistics, it is necessary to organize remote work, rules for the exchange of ideas, knowledge and the results of cognitive work. Financial logistics management involves the establishment of requirements for the joint use of temporarily available funds and timely, fair and complete redistribution of the financial results obtained.

Summing up the analysis of cooperation as a form of organization of interaction within the production system, it is necessary to highlight certain advantages and disadvantages of this form for industrial enterprises. In our opinion, the most important advantages of cooperation are:

1. The stable nature of production activity, when the issues of technical, personnel and technological re-equipment are considered in advance, which gives the enterprise the opportunity to accumulate the necessary resources in advance and include the re-equipment program in the main production program, including providing for downtime and retirement of individual production units and divisions.
2. Expanded access to external resources arising in the process of joint task solving allows you to reduce overhead costs, concentrate more effectively on core competencies, develop the most in-demand technologies and skills, and also reduce time for solving non-core tasks.
3. Replication of organizational models of cooperation makes it possible to improve the quality of management in terms of using proven standard solutions for typical problems. If we consider local (located within enterprises) decision support systems as internal systems with training, then participation in cooperation allows us to consolidate not only training, but also the base of typical problems, increasing the synergetic effect of the participation of industrial enterprises in cooperation.

At the same time, the cooperation has certain disadvantages that have a negative impact on its participants. In our opinion, the most important disadvantages of cooperation include:

1. Additional responsibility to the end user – may arise if other participants of the cooperation unfairly fulfill the obligations imposed on them. As a result, the overall result may not be achieved, which will negatively affect everyone, including bona fide participants of the cooperation.
2. The initial costs of bringing production in line with the standards of the production system. If one of the participants of the cooperation lags behind the others in its parameters, it is required to carry out additional costs for the modernization of production, including the qualifications of workers, equipment, technologies. This may negatively affect the financial result in a certain reporting period and cause dissatisfaction of the owners.
3. The production schedule in the cooperative model is rigidly tied to the general production schedule, so unforeseen circumstances can disrupt the entire complex of production operations and lead to disruption of the overall task, which will negatively affect all participants.

Thus, any industrial enterprise must make several categories of decisions on its participation in cooperation. First of all, it is necessary to make a decision on participation in cooperation. This requires an assessment of all the positive and negative consequences, their comparison and the search for a real balance of benefits and losses.

The second group of tasks relates to the process of participation in cooperation, so it can be reduced to maximizing possible benefits, as well as reducing or avoiding possible losses. And finally, the third group of tasks covers solutions for effective withdrawal from cooperation. It is important to clearly define the moment of exit, the conditions of exit and the model of compensation for possible damage for all participants of cooperation.

CONCLUSION

Developing the designated areas, we highlight the priority tasks to be solved within the framework of interregional industrial cooperation. In our opinion, the following tasks are currently the most important:

- Stimulating innovation and production activities in the regions involved;
- Creation of production and scientific-technical complexes and other infrastructure facilities of the production and innovation park;
- Commercialization of projects;
- Resource support for both individual projects and the technical implementation zone as a whole;
- Creating a digital ecosystem on the scale of a cooperative system for all stakeholders.

Thus, interregional industrial cooperation is quite a stable object of management, which requires independent technological solutions in the field of decision-making. And the expansion of scientific cooperation in the production of high-tech products throughout the country requires the formation of special approaches to building an organizational management model.

REFERENCES

1. Russian Statistical Yearbook. 2020: Stat. Sat. - Moscow: Rosstat, 2020 - 700 P.
2. Report on Research Work On The Topic "Creation Of A Regional Innovation And Technology Park-- Sarov: Jsc "Vnii Conversion". – 2004
3. Bondarskaya, T.A., Directions Of The Impact Of Institutional Changes On The Organizational And Economic Tools For The Development Of Small Towns / Shiryaevm.Yu/ //Socio-Economic Phenomena And Processes. - 2014. - Vol.9. No. 12.- Pp. 23-26.
4. Bondarskaya, T.A., Economic Security Management: Theory, Methodology, Practice. / Bondarskaya O.V., Minko L.V./. Monograph. Germany: Lap Lambert Academic Publishing, 2021.- 496 P.
5. Bondarskaya, T.A., Monitoring Of Socio-Economic Threats at the Regional Level. Issues of Modern Science And Practice. V.I. Vernadsky University. Tambov.2019. 4 (74).
6. Mkrtchyan, S. A., the Needs for the Development of Human Capital of the Population in the Region. /Mkrtchyan, S. A., Bondarskaya T.A./ Research Of Socio-Economic Development Of Territories In The Conditions Of Sanctions And Threats Of Global Challenges: Materials

Of The I All-Russian Scientific And Practical Conference (With International Participation).
- Issue 1. In 2 T. Fgbou in "Tstu". - Tambov: Publishing Center Of Fsbei Vo "Tstu", 2020.
Pp. 16-20.

7. Pardayev, M. K., Pardaeva, O. M., & Ermatovich, Y. S. (2021). Benefits of Implementing the Digital Economy in Tourism. *Academic Journal of Digital Economics and Stability*, 587-590.
8. Yuldashev, S., & Sulonov, B. (2020). Factors of Sustainable Development of Agriculture. *Interconf.*

DEVELOPMENT OF MOVEMENT SKILLS AND COMPETENCIES IN STUDENTS IN PHYSICAL EDUCATION CLASSES

Rahimov Shermat Mirzarahimovich*

*Teacher,
Kokan State Pedagogical Institute,
UZBEKISTAN
Email id: shermatra8@gmail.com

DOI: **10.5958/2278-4853.2022.00375.5**

ABSTRACT

This article is aimed at developing students' movement skills and abilities by effectively mastering physical exercises in physical education classes. It is intended to increase the knowledge of the students about the process of physical education.

KEYWORDS: *Physical Education, Health, Sports, Education, Skill, Knowledge, Movement Activity Education, Movement Training, Movement Skill, Theoretical Knowledge, Ability To Do, Education, Development.*

INTRODUCTION

Knowledge of the process of physical education also occupies an important place in the stock of students' knowledge. This process is taught to purposefully perform a movement activity or a certain part of it. Training is carried out through practice - repetition, and causes formation of theoretical knowledge about this movement, development - education of physical qualities. So, in the process of physical education, education consists in organizing the ability to perform special knowledge and movement and transfer it to the student and the student. In teaching practice, such as "movement activity education", "movement training", "movement skills", "movement skills", "theoretical knowledge", "ability to do", "education", "development", etc. terms are used, and the common goal of preparing for creative work and military practice as mentioned above, and the common tasks of education, education and health are solved in accordance with each link of the physical education system of our country.

In the process of teaching movement activities, not only the tasks of education and training are solved, but also the tasks related to the nature of health are solved. The task of health, which is not so clearly manifested in any general education subject, is a bright example in the teaching of movement activities. The tasks of imparting knowledge in the teaching of movement activities also have their own characteristics. The leading component of the process of acquisition of educational materials is the active movement of students. Their educational and work activities require, first of all, potential physical effort. Knowing some laws of the student's educational activity, it is necessary to take into account the general laws of a person's ability to work. An individual's ability to work depends on several factors: abilities inherited from his generation (parents), experiences accumulated in the life process, and the ability to manage specific activities in certain defined conditions. The better these factors are developed, the more a person can show great work (ability).

The second feature of movement activity training is the formation of a system of movement skills. Only the movement activity system determines the character of the student's physical fitness. According to the principle of practicality, the system of movement activities in the physical education program of schoolchildren was selected in such a way that most of them used them in daily life practice or, if necessary, they can use them later. For the system to be used in practice, activities that repeat each other or are secondary are excluded from it. To objectify this process, the methodology of mathematical calculation (statistics) is currently being used. With their help, the nature of the amount of interrelated and similar elements in the structure of movement activities is studied.

The third feature of the educational process is its connection with the comprehensive development of movement qualities in the implementation of education in two directions.

a) movement skills are related to the development of movement qualities. First of all, movement qualities related to that movement skill are developed.

b) the development of the quality of movement, which has a special feature for the skill of movement, is more effective than the development of other qualities at the same time.

For example: speed is developed when training to run short distances, but this quality is developed more effectively only when speed optimally develops strength, endurance, etc. The effectiveness of teaching movement activities is determined by indicators of the level of physical knowledge and physical development. A properly organized pedagogical process of acquisition of the knowledge system and movement activities will certainly lead to an increase in physical development indicators.

The solution of educational tasks is organically united with the implementation of educational tasks. The concept of the educational nature of education is emerging as one of the main laws of physical education. As a specially unorganized process, the process of using physical exercises does not have any pedagogical value; their educational effect depends entirely on the quality of the pedagogical process. In his time, P.F. Lesgaft viewed muscle training as a powerful tool that affects the human psyche and intellect.

Along with the teachers of all subjects, the physical education teacher should also get used to keeping the complex of all elements of education under his control during the education process. Although it is clear to experts that educational science does not have its influence on the solution of the general tasks of education, it also puts forward some specific tasks characteristic of physical education in education:

- Getting used to doing physical exercises. This habit is especially necessary for our modern age. Lack of exercise, lack of physical activity, creating the problem of lack of movement activity and forming a habit to overcome it, made it necessary to find time for independent physical exercise training.

- Training to overcome physical difficulties and bravery. Mastering a series of movement activities requires a certain level of risk, risk, and maximum physical and mental stress. It is carried out by training the body to endure a significant level of stress in the background where it has not recovered the energy it has spent.

- Education of hygienic skills and habits. The effectiveness of physical exercises is mainly related to the correct use of hygienic factors. The process of training movement activities includes training to follow the work regime, nutrition, sleep, body and body care, clothing, etc.;
- To achieve the correct formation of mutual relations among students. Because mastering and improving movement activities, organizing relationships based on teamwork is related to emotionality. The high level of mutual support or competition between the participants, especially those of different sexes, is an invaluable tool in the formation of friendship, camaraderie, high moral relations between boys and girls;
- Education of independence during movement activities. Giving independence to the movement of students in the gym or on the sports field, on the one hand, allows students to manage themselves, on the other hand, conditions are created for them to feel responsible for their activities, to have a conscious attitude to their own movement activity and teaches to think about the method of its implementation;
- The solution of general and private educational tasks is carried out in conditions of high-level and private communication between the teacher and the student (the communicative component of the teacher).

It has been proven in practice that in order to fully implement the tasks of education in the educational process, if it is not systematically combined with solving the tasks of acquiring knowledge, the expected result will not be achieved.

- Tasks of rehabilitation are solved by the comprehensive use of all means of physical education in the teaching of movement activities.

The educational process is differentiated according to the conclusions of the medical examination (control) and students are divided into groups known as basic, preparatory and special medical groups.

The content of the educational material and the physical load received by the students through this material should be strictly differentiated depending on their age, gender and physical fitness. Violation of this requirement can not only lead to failure to master the learning material, but also cause serious damage to the student's health.

There is a risk of injury in the learning process itself, even in the most well-organized education. Naturally, this requires the teacher to carefully prepare the place for physical exercise, to observe the organization of the students' activities, and to be ready to help the student or ensure his safety (insurance), always be alert. The effect of education is significantly influenced by external factors (quality of sports equipment and equipment), the solution of health problems (cleanliness of the training place, air, etc.).

The above-mentioned features of teaching movement activities require the teacher not only to have pedagogical and spiritual knowledge, but also to have knowledge of high-level anatomic-physiological and methodical training.

About any action, even if it is performed for the first time, it is impossible for the student to be able to do this action. You have heard of it, maybe you have done it for the first time, you can improve your ability level by practicing it, and then you need to perform this movement in the highest order, spending little energy and muscle tension for high results. eliminating non-muscle involvement will do. As a result of special knowledge base and systematic exercises, the learner

(practitioner) reaches the limits of the specified possibilities for performing movement activities, and has unlimited possibilities for improvement (being able to move in a higher order). It is necessary to divide the movement activity into three stages. The presence of stable boundaries of stages is convenient for defining and solving educational tasks.

The formation of ability to do based on old experiences and knowledge begins with the process of acquiring motor activity. Movement skills can deteriorate not only by not repeating the exercise, but also by reducing the level of movement qualities and the functional capabilities of the body. For example, sports performance decreases due to the deterioration of the maximum oxygen consumption of stayers due to their age. Later, the athlete can completely lose the movement skills that he once showed high results.

When working on physical training programs, planning the educational process, choosing a guiding exercise system, studying and taking into account the nature of the interaction of skills is useful in the classification of physical exercises. This will facilitate the formation of skills to use the beneficial effect of positive migration as effectively as possible and to be aware of the elements of negative migration.

In conclusion, it should be said that the last limit of improvement of the formed movement skills is called the act of movement or the highest status of performance of movement activities. Its main task is to accustom and teach the practitioner to acquire and improve his skills in any conditions (in production, marriage, military, and sports). Only in this case, the qualification will have its practical value. At the Mobodo gym; if a practitioner (in the field) can confidently jump from a height, but cannot apply that skill in practice (in life) to cross natural obstacles, such a skill is of little value. To be able to perform the action in the highest order is to be able to use the mastered, learned actions clearly in life with little effort and with extreme economy of expended energy.

Such executive competence is created on the basis of the formed action competence and at the expense of a relatively high level of special knowledge. In fact, the ultimate goal of education is to form the ability to perform actions in a high order. Ability to effectively use two or more formed skills in a row. For example, being able to perform balance exercises after push-ups. The laws of the formation and improvement of movement skills are manifested in every situation of teaching movement activities. But the duration (length) of its formation, improvement and fading is very different and depends on the student's ability, especially on the specific characteristics of the qualification, on the improvement of the teacher's personality and educational methodology, and on the growing experience of movement.

REFERENCES

1. Arabboyev, Q. T. "Sportchilarni Tayyorlashda Funktsional Tayyorgarlikning Ahamiyati: 10.53885/Edinres. 2022.75. 29.012 Qt Arabboyev." Научно-Практическая конференция. 2022.
2. Abdumalikovich, Umarovabdusamat. "Biomechanics Of Running Step Technique." International Journal Of Social Science & Interdisciplinary Research Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 87-91.
3. Абдумаликович, Умаровабдусамат, Анхожимуродовамахлиёхонкенжавойкизи. 2022. "Феноменологическое поле гендерной идентичности спортсменов". Central Asian Journal Of Literature, Philosophy And Culture 3 (12), 15-18.

4. Рахимов, Шерматмирзарахимович, Икрамакрамжоновиच्याкубжанов, And Ферузахонисмоиловнакубжанова. "Некоторые Проблемы В Участии Местных Женщин Узбекистана В Спорте." *Интернаука* 19-2 (2020) 19-20.
5. [Talabalar Ommaviy Sog 'Lomlashtirish Mashg 'Ulotlarida Chiniqtirish Orqali Ular Salomatligini Mustahkamlash Metodikasi](#)
 - a. Mfq Xojimurodova - Scientificprogress, 2021
6. Muratova, G. R. "Introduction Of Credit-Module Technology In The Process Of Education Of Students In The Discipline Of "Physical Education". *Middle European Scientific Bulletin* 22 (2022): 261-264.
7. Xojimurodova M. K. Q. Talabalar Ommaviy Sog 'Lomlashtirish Mashg 'Ulotlarida Chiniqtirish Orqali Ular Salomatligini Mustahkamlash Metodikasi //Scientific Progress. – 2021. – Т. 2. – №. 6. – С. 49-51
8. Makhmudovich, Gafurovabdushokir, Gafurovabduvohidmakhmudovich, And Yuldashevajamilakhanmukhtorovna. "The Role Of Gymnastics In The Educational Process." *Open Access Repository* 8.12 (2022): 5-8.
9. Rozmatov, I. E. "Bosque Throwers Sport Many Years Of Work Procedure For Planning.(On The Example Of Athletes Aged 14-16)." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.10 (2022): 354-359.
10. Qizi, X. M. K., O'rmonjonovich, I. F., &Qizi, A. M. A. (2022). Problems Of Development Of Physical Culture And Sports After Independence. *Central Asian Journal Of Literature, Philosophy And Culture*, 3(12), 58-62.
11. Arabboyevqahramontohirjonovich. (2022). The Importance Of Functional Training In The Athlete Training System. *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429, 11(11), 261–264. Retrieved From
12. Umarova, Zulxumorurinbaevna, Rakhimovshermatmirzarakhimovich, And Kuvvatovumidjontursunovich. "Sports And Great Heroes." *Pioneer: Journal Of Advanced Research And Scientific Progress* 1.4 (2022): 141-143.
13. Juraevvoxidjonmuhammedovich,. "Psychological Features Of Competitive Motivation Of Athletes." *Central Asian Journal Of Literature, Philosophy And Culture* 3.11 (2022): 312-314.
14. Nazirjonovich, Khatamovzafarjon. "The Use Of Modern Educational Technologies In The Organization Of Physical Education Is A Guarantee To Increase The Effectiveness Of Education." *Academica: An International Multidisciplinary Research Journal* 11.10 (2021): 477-480.
15. Juraevvoxidjonmuhammedovich,. "The Role Of Reaction In The Formation Of Competition Motivation In Athletes." *International Journal Of Social Science & Interdisciplinary Research* Issn: 11.10 (2022): 28-29.
16. Makhmudovich, Gofurovabdushokir, Irmatovshavkatanvarovich, And Inomovfahridino'rmonovich. "Development Of Physical Activity Of Students Based On Physical Education And Sports Classes." *International Journal Of Social Science & Interdisciplinary Research* Issn: 2277-3630 Impact Factor: 7.429 11.11 (2022): 135-141.

THE RELEVANCE OF THE PHILOSOPHICAL COMPREHENSION OF TRUTH

Suhrob Panjiyev*

*Senior Lecturer,
Philosophy Department of Termiz State University,
UZBEKISTAN
Email id: panjiyev87@mail.ru

DOI: 10.5958/2278-4853.2022.00377.9

ABSTRACT

The article discusses the philosophical content of the concept of truth, the opinions expressed by philosophers on the problem of truth, the relevance and importance of understanding truth.

KEYWORDS: *Philosophy, Science, Truth, Knowledge, Criterion, Practice, Being, Globalization, Thinking, Dialectics, Reality, Spirituality.*

INTRODUCTION

It is known that the role and importance of philosophical knowledge is great in the improvement and development of a person's outlook, way of thinking. "What is the universe?", "How was the universe created?", "What is the place of man in this universe, what is the meaning of his life?" have been interested in such questions. In different periods of historical development, the answers to these questions were collected and improved within the framework of science. That is, in each historical period, as a result of his practical activity, a person acquires knowledge that fully and clearly reflects the objective world. And does knowledge correspond to objective reality or not? In dealing with this issue, it is important to understand the doctrine of "truth". And this teaching itself is "What is the truth?" requires solving the issue. The only way to scientifically solve the problem of truth is to shed light on the relationship between human knowledge and real things and events in the objective world, their qualities and characteristics. Therefore, the truth is recognized as the knowledge that corresponds to the objective reality and correctly reflects the content, qualities and characteristics of things and events in the real state [1].

It is also the most important problem, the main question of the philosophy of knowing the truth. All philosophical problems of the theory of knowledge are inextricably linked with the means and ways of reaching the truth (such as emotionality and intelligence, intuitiveness and discursiveness) or forms of existence of truth (evidence, hypothesis, theory and similar concepts), and the structure of methods of knowledge. All this sometimes concretizes this problem and its solution, and sometimes complicates or abstracts it.

In the history of philosophy, in philosophy in general, there are different approaches to understanding truth. That is, "truth is the conformity of knowledge with reality", "Truth is the provenance of knowledge in experience", "Truth is the usefulness of knowledge, its effectiveness", "Truth is the content of knowledge in accordance with objective existence, the end and at the same time the factor of the development of knowledge", etc.

The initial conclusion that truth is the correspondence of knowledge to reality is the main idea inherent in the classical concept of truth. In our opinion, this is the most ancient of the concepts of truth, and it can be said that the theoretical study of truth began with it. The study of truth in this way was first carried out by Plato and Aristotle. Khorezmi and Farabi, Beruni and Ibn Sina, F. Aquinas and P. Golbach, Hegel and L. Feuerbach, as well as many philosophers of the 20th century also joined this classical concept of truth [2].

Sometimes it is said that the classical definition of truth is a tautology. In our opinion, this idea can be added because it has a certain value in the understanding of words that are intuitively understandable. But still this definition of reality has not lost its importance. Moreover, this simple and straightforward definition hides an extremely wide meaning.

The modern interpretation of truth, often recognized by philosophers, includes the following. First, the concept of "being" is interpreted as a reality that exists outside of our consciousness, regardless of how it is formed, consisting not only of things and events, but also of the essence hidden in them. Secondly, the concept of "existence" includes subjective existence, that is, spiritual existence is also reflected in it. Thirdly, knowledge, its result - the truth, as well as the object itself is manifested as an organic unity of human emotional and practical activity. In this case, the object is understood through practice, that is, the truth, which is correct knowledge reflecting the manifestation of its essence, is formed during practice. Fourthly, reality is not something fixed, but it is constantly changing, enriching and developing. In this sense, truth is a process. These circumstances distinguish the dialectical-realist understanding of truth from views of dogmatic agnosticism, subjective idealism, and pseudo-materialism.

Based on these, the relevance of the philosophical understanding of the concept of truth can be explained in the following aspects:

First of all, with the change of time, the attitude of a person to society, nature, and the whole existence in general also changes. This is undoubtedly a process related to human thinking. Indeed, there is no process involved in human relations in which thinking is not involved. Therefore, it is not without reason that the influence of people's thinking and worldview on reality is recognized as a condition for the formation of the national idea and national ideology, which is the most urgent issue of today. In these processes, truth manifests itself practically through philosophy. After all, the happiness of man through the truth is not in satisfying his ego, but on the contrary, it consists in thinking, observing, searching for the truth and achieving it, acting like nature.

Secondly, reflecting the epistemological foundations and philosophical-methodological analysis and characteristics of the concept of truth is the philosophical-spiritual root of the national idea. The main idea of our national ideology is a free and prosperous Motherland, which serves to ensure a free and prosperous life. Therefore, in order to achieve the stability of the socio-spiritual environment in our society and its implementation, the philosophical content and methodological analysis of the concept of truth is also important, and it is one of the main tools for the development of the Motherland, peace of the country, people's well-being, mutual cooperation and education of the young generation in independent Uzbekistan. serves.

Thirdly, another important aspect characteristic of reality is the presence of objective and subjective sides in it. In this regard, it should be noted that the truth is both in the subject and outside the subject. First of all, truth is subjective anyway. Because it can never exist outside of

man and humanity. The objectivity of reality means that the real objective external content of human imagination is outside of man, it does not depend on man.

Fourthly, the process of globalization has a very wide scope and is clearly manifested in every sphere of society. Therefore, every era, system, society needs truth in the context of the globalization process and moral threats. It is impossible to imagine the process of globalization without moral threats, just as it is impossible to get into water and get out dry. Therefore, it is important to be able to demonstrate the necessity and importance of truth in the context of the globalization process and moral threats [3].

In conclusion, it can be said that the following is achieved as a result of epistemological foundations and philosophical-methodological analysis of the concept of truth.

- 1) The changes in human nature during the process of globalization form the ability to correctly distinguish between truth and falsehood, truth and error, and to express the right attitude.
- 2) Truth, as an integral part of spiritual stability, ensures the struggle against existing threats, the truthful reflection of reality in human thinking, and comprehensive harmonious development.
- 3) The need for truth is based on a person's attitude to life, which prevents the rise of fetishes and destructive ideas.
- 4) A person's attitude towards unreal processes is formed by understanding the truth. And it is one of the urgent tasks of today to show how events and processes are true or not in the context of the globalization process and moral threats.

REFERENCES USED

1. Suhrob, P. (2022). The Noosphere Stage and the Increasing Responsibility of Mankind in the Perspective of the Planet Earth. *American journal of research in humanities and social sciences*, 6, 55-58.
2. Панжиев, Суҳроб (2022). Қадриятларнинг шахс маънавий қиёфасини юксалтиришдаги ўзига хос жиҳатлари. *Oriental renaissance: Innovative, Educational, Natural and social sciences*, 2 (11), 863-866.
3. Panjiev, S. (2021). Some Problems in Understanding and Explaining the Science of Philosophy. *European journal of life safety and stability (2660-9630)*, 11, 169-171.
4. Panjiyev, S. (2019). Concepts of Truth of the New Time. *Scientific Bulletin of Namangan State University*, 1(7), 170-173.

**FEATURES OF THE COURSE AND MEASURES OF CORRECTION OF
THE NEUROLOGICAL SYNDROME IN VITAMIN B12 DEFICIENCY
ANEMIA ASSOCIATED WITH H. PYLORI**

Makhmonov Lutfulla Saidullaevich*^{*}; Hasanov Alisher Yuriyevich^{**};
Haydarov Shokhrukh Khamdamovich***^{***}; Mamatkulova Feruza Khaydarovna****^{****}**

*Head of the Department of Hematology,
Samarkand Medical University,
Samarkand, UZBEKISTAN

**Doctor Ordinator of the Department of Nervous Diseases,
Samarkand Regional Multi-Network Medical Center,
Samarkand, UZBEKISTAN

***Doctor Ordinator of the Department of Nervous Diseases
Samarkand Regional Multi-Network Medical Center,
Samarkand, UZBEKISTAN

****Assistant of the Department of Hematology,
Samarkand Medical University,
Samarkand, UZBEKISTAN

Email id: mamatkulovaferuza11@gmail.com

DOI: 10.5958/2278-4853.2022.00378.0

ABSTRACT

Today's article provides a theoretical perspective on vitamin B-12 and the changes in the human nervous system caused by vitamin B-12 deficiency.

Vitamin B-12 or Cobalamin is the most necessary and important vitamin complex for humans. While even a small deficiency of vitamin B-12 can cause anemia, fatigue, obsessive-compulsive disorder, and depression, a long-term deficiency of this vitamin can have negative effects on your brain and central nervous system.

KEYWORDS: *Vitamin B-12, Deficiency, Nervous System, Memory, Chronic Fatigue, Depression, Restlessness, Metabolism, "Cobalamin - R".*

INTRODUCTION

Vitamin B-12 is mainly found naturally, in animal products, and in synthetic forms. There is no harm in taking more vitamin B-12 than you need, the liver stores a 1-year supply and uses it when needed.

Lack of vitamin B-12 mainly causes anemia, frequent mood disorders, has a negative effect on the nervous system, and impairs memory.

Also, vitamin B-12 deficiency can cause shortness of breath, chronic fatigue, depression, restlessness, indigestion, dizziness, drowsiness, liver swelling, eye problems, hallucinations, headaches, tongue infection, balance problems. It can also cause memory loss, nervous breakdowns, heart attacks, anemia, tinnitus, constipation, and weight loss.

Vitamin B12 is a water-soluble vitamin that is naturally produced by microorganisms, but is not synthesized in the human body. The average daily requirement for vitamin B12 is 2.4 mg for men and non-pregnant women, 2.6 mg for pregnant women and 2.8 mg for lactating women [2].

In foods, B12 is usually found in the form of the coenzyme deoxyadenosylcobalamin or methylcobalamin and is associated with proteins. The first step in vitamin B12 metabolism is its proteolysis in the stomach at low pH, whereby it is released from dietary protein and binds to the R protein of gastric juice. The parietal cells of the stomach produce the internal factor of Castle – a glycoprotein, which, together with the protein complex "cobalamin - R", enters the duodenum. The complex of intrinsic factor Castle and cobalamin in the ileum binds to intrinsic factor cobalamin receptors located on the microvilli of the mucosal cells of the ileum. At neutral pH and in the presence of calcium ions, the "cobalamin-Castle factor" complex decomposes, cobalamin enters the enterocyte, is transferred to transcobalamin II (holotranscobalamin) and, in combination with it, enters the bloodstream. In the presence of a large amount of vitamin B12, about 1% can penetrate into the blood due to passive diffusion [2, 2].

The pathogenetic mechanism of damage to the central and peripheral nervous system in vitamin B12 deficiency remains unclear. A decrease in S-adenosylmethionine (SAM) or an increase in the level of homocysteine and methylmalonic acid (MMA) due to vitamin B12 deficiency can cause a violation of the synthesis of myelin phospholipids with the development of myelopathy and encephalopathy. In addition, SAM affects the synthesis of serotonin, norepinephrine and dopamine, which are related to mental status. Another possible cause of neurological disorders is associated with the role of the metabolically active form of cobalamin (adenosylcobalamin) - a mitochondrial cofactor - in the conversion of L-methylmalonyl-CoA to succinyl-CoA. B12 deficiency leads to an increase in L-methylmalonyl-CoA, which is converted to D-methylmalonyl-CoA and hydrolyzed into MMA. An increase in MMA and branched-chain fatty acids leads to a violation of myelin.

Recent research suggests the following paradigms. B12 deficiency affects the neurotrophic and neurotoxic effects of cytokinins and growth factors such as tumor necrosis factor alpha (TNF), nerve growth factor (NGF), IL-6, and epidermal growth factor (EGF). In experimental studies of blood serum and cerebrospinal fluid in humans and rodents, along with a decrease in the level of vitamin B12, the level of EGF decreases. At the same time, the level of TNF-alpha increases simultaneously with the increase in the level of homocysteine, which leads to a decrease in glial fibrous acidic protein and myelin basic protein. These observations suggest that the clinical and histological changes in vitamin B12 deficiency may result from activation of the neurotoxic effects of cytokines and decreased regulation of neurotrophic factors.

Destruction of myelin in vitamin B12 deficiency occurs in the white matter of the brain. In this case, there are various clinical manifestations of encephalopathy.

In many cases, vitamin B12 deficiency debuts with psychoemotional disorders (fatigue, drowsiness, apathy, depression, emotional lability, aggressiveness, visual and auditory hallucinations, acute psychotic reactions). Focal changes in white matter, usually found in the frontal and parietal lobes of the brain, corpus callosum, can lead to memory loss and impairment of higher brain functions up to the development of dementia [10, 11]. Cognitive impairment reaching the degree of dementia occurs in 4–16% of patients with pernicious anemia [9].

Among the scientific works of recent years, one can find many publications devoted to the study of dementia and the potential role of homocysteine, folic acid and vitamin B12 in its pathogenesis.

Dementia due to vitamin B12 deficiency has no specific clinical manifestations. In most cases, there is a rapid progression of cognitive impairment with transient episodes of confusion, dementia is accompanied by emotional disturbances, mainly depression. Stem and cerebellar disorders are rarely recorded [9, 13].

Data on the possible reversibility of cognitive impairment associated with vitamin B12 deficiency vary. The literature describes cases of almost complete recovery of cognitive functions and regression of emotional disorders (depression) with mild severity of the defect and the duration of the disease for no more than a year. However, in some cases, even the normalization of the level of vitamin B12 in the blood does not improve cognitive functions. As a rule, this is observed with a significant duration of the disease, the presence of a neurodegenerative disease (Alzheimer's disease, etc.) [9, 15].

It has now been established that B12 deficiency can be considered one of the risk factors for the development of acute cerebrovascular and cardiovascular pathology of atherothrombotic origin. The metabolism of vitamin B12 is closely related to the metabolism of the amino acid homocysteine. Deficiency of B12 and folic acid is the main risk factor for the development of acquired hyperhomocysteinemia [4].

In recent years, many studies have been conducted, the results of which confirmed that hyperhomocysteinemia is an independent risk factor for venous thrombosis and is associated with faster progression of atherosclerotic lesions of large arteries, and therefore with an increased risk of ischemic stroke [1, 18].

When conducting magnetic resonance imaging (MRI) of the brain in patients with elevated levels of homocysteine in the blood serum, more significant cerebral atrophy and atrophy of the hippocampus are detected [9, 14].

A number of studies have shown that hyperhomocysteinemia increases the risk of developing both vascular dementia and Alzheimer's disease, which may indicate common pathogenetic mechanisms of these diseases.

The development of cognitive impairment in hyperhomocysteinemia is based on several pathological processes: cerebral microangiopathy, endothelial dysfunction, oxidative stress, increased beta-amyloid neurotoxicity, and apoptosis [9].

The literature also discusses the role of deficiency of B vitamins, folic acid, and hyperhomocysteinemia in the pathogenesis of the most common motion sickness, Parkinson's disease.

According to the results of the LiangShen study, the level of vitamin B12 in patients with Parkinson's disease is significantly lower than in the control group. However, there is no evidence that eating supplements containing vitamin B12 and folic acid can reduce the risk of developing Parkinson's disease. Contrasting information exists for vitamin B6: Eating higher concentrations of vitamin B6 may be associated with a reduced risk of developing Parkinson's disease. It is assumed that vitamin B6 reduces this risk not by influencing homocysteine metabolism, but by reducing oxidative stress. Meanwhile, to test this hypothesis and clarify the

pathogenetic mechanisms of the protective effect of vitamin B6 in relation to the risk of developing Parkinson's disease, additional studies are required.

A number of studies have shown that B12 inhibits alpha-synuclein fibrillogenesis and modulates the enzyme kinase 2 (LRRK2), which is involved in the pathogenesis of Parkinson's disease [6].

In addition to damage to the brain and spinal cord, vitamin B12 deficiency is often accompanied by damage to the peripheral nervous system, which is usually manifested by distal sensory polyneuropathy. Polyneuropathy is mixed (axonopathy and myelinopathy). The clinical picture of B12-deficient polyneuropathy is nonspecific: one of the first to occur is paresthesia in the extremities (usually in the legs), then a violation of pain and temperature sensitivity of the "gloves and socks" type, weakening of vibration sensitivity, loss of Achilles reflexes, instability when walking. Often B12-deficient polyneuropathy is combined with funicular myelosis.

In about 5% of cases with vitamin B12 deficiency, atrophy of the optic nerves is observed with the appearance of central scotomas and a decrease in visual acuity. Miosis with preserved pupillary reactions is rare. Sometimes there are violations of taste and smell. In some cases, the autonomic nervous system is affected, which is accompanied by orthostatic hypotension and fainting, impotence, fecal and urinary incontinence, and increased urge to urinate.

In most cases, damage to the peripheral nervous system is characterized by a slowly progressing course over weeks or months [9, 21].

Neurological disorders in B12 deficiency, including dementia and other psychiatric disorders, and classic signs of vitamin B12 deficiency such as funicular myelosis and polyneuropathy. In most cases, the initial (minimal) signs of damage to the nervous system in a B12-deficient state last for weeks or months before the onset of pronounced clinical signs. It should be noted that approximately 15% of patients can proceed without characteristic hematological changes (B12-deficient - macrocytic - anemia).

For the treatment of psycho-neurological manifestations of vitamin B12 deficiency, vitamin B12 is prescribed intramuscularly at a daily dose of 1000 mcg for 5 days, then 1000 mcg once a month. Sometimes at the beginning of the course of therapy, there may be some transient deterioration in the condition of patients, the genesis of which remains unclear. Recent randomized trials have shown that, regardless of the etiology of vitamin B12 deficiency, oral administration of this vitamin (ie, cyanocobalamin) is as effective as parenteral administration. Therefore, taking large doses of vitamin B12 (cobalamin) by mouth (orally) is an alternative, as 1% is absorbed by passive diffusion, and 1000 mcg per day gives a daily absorption of 10 mcg, which exceeds the two-microgram recommended daily allowance (in malnourished and malabsorption is prescribed orally 1 mg per day for a month to saturate the vitamin depot, then 125-250 mcg per day as maintenance therapy). To date, the question of preventive vitamin therapy remains open. Some experts recommend that a maintenance dose of vitamin B12 be given to all persons over 60 years of age due to the high prevalence of hypovitaminosis.

Information on the potential reversibility of dementia due to vitamin B12 deficiency is contradictory and based on small studies, however, in some cases, especially with mild cognitive impairment (non-dementia cognitive disorders), complete or significant recovery is possible. There is also evidence that the use of cyanocobalamin reduces the severity of cognitive impairment and depression in patients who have had lacunar infarction. In general, it is believed that if disorders caused by vitamin B12 deficiency exist for more than a year, then their

regression, even with adequate therapy, is unlikely (this distinguishes the course of hypovitaminosis B12 in the elderly from that in young people and children who “catch up” with their peers in development and cognitive abilities after the restoration of B12 depot in the body). One reason for the lack of effect of therapy may be the conditionality of cognitive impairment both vitamin B12 deficiency and Alzheimer's disease in the same patient.

REFERENCES:

1. Abyad A. Prevalence of vitamin B12 deficiency among demented patients and cognitive recovery with cobalamin replacement // *J. Nutr. Health Aging*. 2002. Vol. 6. № 4. P. 254–260.
2. Allen L.H. How common is vitamin B-12 deficiency? // *Am. J. Clin. Nutr.* 2009. Vol. 89. № 2. P. 693–696.
3. Antony A.C. Vegetarianism and vitamin B-12 (cobalamin) deficiency // *Am. J. Clin. Nutr.* 2003. Vol. 78. № 1. P. 3–6.
4. Garcia A., Zanibbi K. Homocysteine and cognitive function in elderly people // *CMAJ*. 2004. Vol. 171. № 8. P. 897–904.
5. Liu Q., Li S., Quan H., Li J. Vitamin B12 status in metformin treated patients: systematic review // *PLoS One*. 2014. Vol. 9. № 6. P. e100379.
6. Shen L. Associations between B vitamins and Parkinson's disease // *Nutrients*. 2015. Vol. 7. № 9. P. 7197–7208.
7. Зырина Г.В. О неврологических проявлениях В12-дефицитной анемии // *Анналы клинической и экспериментальной неврологии*. 2014. Т. 8. № 1. С. 17–22.
8. Калашникова Л.А., Добрынина Л.А., Устюжанина М.К. Гипергомоцистеинемия и поражение головного мозга // *Неврологический журнал*. 2004. Т. 9. № 3. С. 48–54.
9. Камчатнов П.Р., Дамулин И.В. Когнитивные нарушения при дефиците витамина В12, фолиевой кислоты и гипергомоцистеинемии // *Клиницист*. 2015. № 1. С. 18–23.
10. Супонева Н.А., Гришина Д.А., Легостаева Л.А., Мочалова Е.Г. Хроническая интоксикация «веселящим газом» (закрытым азотом) – причина В12-дефицитной миелополинейропатии у лиц молодого возраста // *Нервно-мышечные болезни*. 2016. Т. 6. № 4. С. 37–45.
11. Щугарева Л.М., Соколова Н.А., Емельяненко А.А., Политова Ю.Г. Неврологические особенности В12-дефицитной анемии у детей // *Неврологический журнал*. 2012. Т. 17. № 1. С. 15–20.
12. Mamatkulova F. X. Mamatova N. T. Ruziboeva O. N. Prevention Of Anemia In Patients With Tuberculosis. *The American Journal of Medical Sciences and Pharmaceutical Research*, 2(11), 62–65.
13. Dadajanov U. D., Mamatkulova F. X., Ruziboeva O. N. Features Of Thrombophilia In Covid-19. *European Journal of Molecular & Clinical Medicine* ISSN 2515-8260 Volume 07, Issue 03, 2020
14. L. S. Makhmonov., F. Kh. Mamatkulova., M. B. Berdiyaraova. , K.E. Shomurodov. THE MAIN CAUSES OF ANEMIA IN IRON AND VITAMIN B 12 DEFICIENCY

ASSOCIATED WITH HELICOBACTER PYLORI. 2021 NVEO – NATURAL
VOLATILES & ESSENTIAL OILS

15. Makhmonov L. S., Mamatkulova F. Kh., Kholturaeva D. F., Muyiddinov Z.
Z.IMPORTANCE OF DETECTION OF HEP SIDINE AND INTERLEUKINS IN IRON
DEFICIENCY ANEMIA. Asian Journal of Multidimensional Research ISSN: 2278-4853
Vol. 11, Issue 4, April 2022

THE ROLE OF STRATEGIC PLAN SCENARIOS IN REGIONAL DEVELOPMENT

Madenova Elmira Nzamitdinova*; Amaniyazova Rayxan Bayniyazovna**

*Associate Professor,
Economics PHD,
Karakalpak State University,
UZBEKISTAN

Email id: elmiramad078@gmail.com

**Graduate Student,
Karakalpak State University,
UZBEKISTAN

DOI: <https://doi.org/10.5281/zenodo.7538518>

ABSTRACT

The article is based on the analysis of trends in socio-economic development in the development of scenarios and options for the Strategic Plan for Sustainable Development of the Republic of Karakalpakstan, the presence of systemic problems, imbalances, risks, changes in domestic and external demand, and the need for effective use of natural and economic potential, the impact of limited resources.

KEYWORDS: *Region, Ecology, Climate, Strategy, Analysis, Forecast, Demography.*

INTRODUCTION

The analysis of socio-economic development trends in the development of scenarios and options for the strategic plan of sustainable development of the Republic of Karakalpakstan is based on factors such as systemic problems, imbalances, risks, changes in domestic and external demand, and the need for efficient use of natural resources.

Effective use of the rich natural and economic potential and competitive advantages of the regions play an important role in ensuring economic stability and achieving high growth rates in Uzbekistan.

Therefore, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 emphasizes "comprehensive and balanced socio-economic development of regions, districts and cities"¹. Among the regions of the country, the Republic of Karakalpakstan is distinguished by its rich mineral resources, limited land and water resources, the problems of the Aral Sea of international importance. This situation requires the effective use of the existing natural and economic potential of the region, the development of a long-term strategy aimed at reducing the impact of negative factors on socio-economic development and its consistent implementation. Also, a comprehensive development program of the Republic of Karakalpakstan for 2020-2023 has been developed. Measures will be taken to save 2.5 billion cubic meters of water a year in the region. It is important to repair 14,200 kilometers of canals, introduce water-saving technologies on 45,000 hectares of arable land, install meters at water distribution points, and laser level 38,000 hectares.

The program provides for special measures in Takhtakopir, Bozатов, Shumanay districts, which have a relatively low level of socio-economic development. In particular, 172 projects worth 409 billion swms will be implemented in 2021-2023 to improve production and social infrastructure in these districts.

Taking into account the specifics of the Republic of Karakalpakstan, the scenarios of the strategic plan can be developed in interrelated key areas (Figure 1).

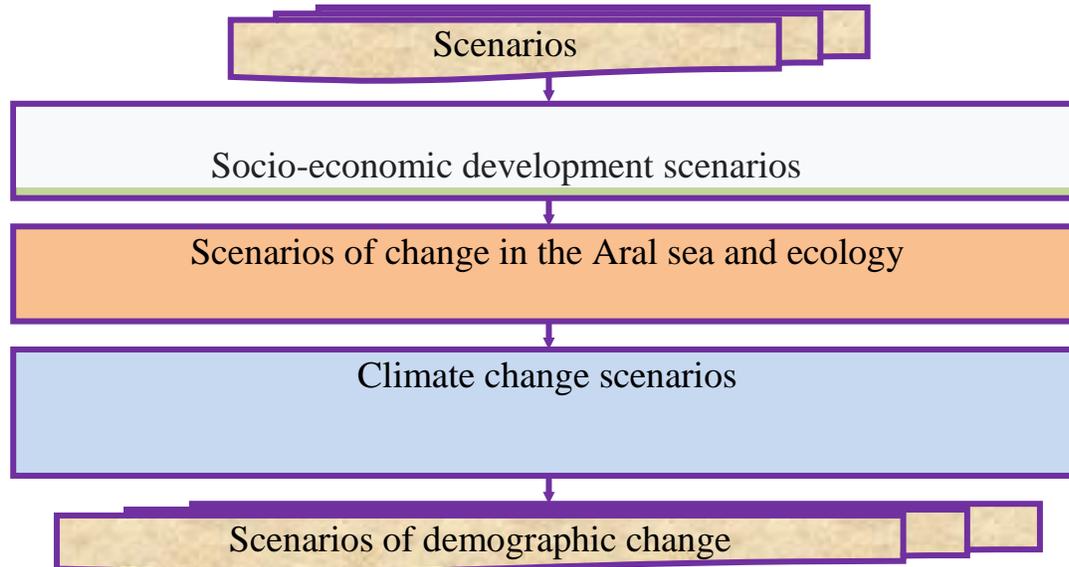


Figure 1. Republic of Karakalpakstan

Scenarios of the main directions of the strategic plan

Aral Sea scenarios: The problem of the Aral Sea is of global international importance, which threatens the future and development of the population of our planet. The most influential United Nations in the world has also officially acknowledged that the Aral Sea tragedy is a major environmental problem on a global scale. Therefore, today and in the future, the search for a way out of the tragedy and environmental consequences of the Aral Sea belongs to the world community, Central Asia, Uzbekistan and the Republic of Karakalpakstan.

The Aral Sea tragedy is the largest environmental and humanitarian catastrophe in human history, with a population of 50.0 million. People. As a result of the sea, complex environmental, socio-economic and demographic problems have appeared.

Today, as a result of coastal retreats, many freshwater lakes have disappeared, the area of the forest has decreased, the area of reeds has halved, and the productivity of pastures has declined. As a result of the impact of salt-sand migration, the salinity of arable lands and pastures increases. This led to the loss of vegetation cover and the formation of mobile sands. According to experts, the amount of sand released into the air per year is 15-75 million tons. Island sand dust is also found in European countries.

Over the last 57 years, the depth of the Aral Sea has decreased by 27 meters (Table 1).

TABLE 1 DYNAMICS OF CHANGE OF ARAL SEA INDICATORS

Indicators	1960	1990	2010	2019
------------	------	------	------	------

	Year.	Year.	Year.	Year.
Depth of the sea, meters	53,4	38,2	28,0	26,0
Water volume, km³	1083,0	323,0	70,0	65,0
Water level area, thousand km²	68,9	36,8	17,0	16,0
The degree of the mineralization of water, %	9,9	29,0	100,0	100,0
Amount of water following, km³/year	63,0	12,5	2,0	2,0

Source: 2019 expert assessment, calculated on the basis of data from projects and programs implemented by the United Nations.

According to the UN Project on the Republic of Uzbekistan (environmental monitoring based on the formation of environmental indicators), the volume of sea water has decreased from 1,083 km³ to 70 km³. The salinity of the water reached 110-112 grams / liter in the western part of the sea and 280.0 grams / liter in the eastern part. The Aral Sea has become a truly lifeless reservoir. The sea level has risen to 4.0 million tons.

Analyzing the dynamics of the above indicators, as well as the proposals and comments of international organizations, scientists and experts on solving the problems of the Aral Sea, scenarios for changes in the long-term prospects of the sea area have been developed (Table 2).

The first scenario is based on the fact that the downward trend in sea levels has continued in recent years. In this inertial scenario, the sea level is projected to decrease to 13,000 sq. Km in 2030 and to 7.0 thousand sq. Km in 2040.

TABLE 2 SCENARIOS FOR CHANGES IN THE LEVEL OF THE ARAL SEA (THOUSAND KM²)

Years	I scenario	II scenario	III scenario
2017	16,0	16,0	16,0
2030	13,0	5,0	14,0
2040	7,0	0,0	12,0

Source: Developed by the author on the basis of data from the Center for Hydrometeorology, Committee on Architecture and Construction, Internet.

In the second scenario, photos and analysis of the Aral Sea taken from space by scientists and experts of the European Space Agency predicted the drying up of the Aral Sea by 2040-2050.

In the third scenario, the sea level may decrease from 16,000 sq. Km to 12,000 sq. Km in 2040, given the periodic changes in climate and precipitation, and the extent to which the Amudarya River reaches the Aral Sea in some years.

According to international organizations, the preservation of the Aral Sea is a very difficult task. Even if the Syrdarya and Amudarya waters are not used and flow in full, it will take 200 years to reach the previously available amount of water in the Aral Sea.

Although there are a number of projects aimed at preserving the Aral Sea, their implementation in practice is very difficult and requires large material and financial costs. These projects include bringing the waters of Russia's Ob River in Siberia to Central Asia, pumping Caspian water into

the Aral Sea via Ustyurt, sending water from all existing reservoirs to fill the Aral Sea, and so on.

According to experts, the practical preservation of the Aral Sea is very complicated. The main goal is to ensure the safety of the people living here. Therefore, it is necessary to develop measures to reduce the effects of the drying up of the Aral Sea and the environmental situation. For example, I create plants in the basin to create small ponds on the dried seabed, to reduce salt and sand storms.

It is worth noting the large-scale measures currently being taken in this regard. They have begun work on the establishment of an international trust fund, the establishment of an international innovation center along the Aral Sea, the creation of protected forests on the dried seabed, the construction of small reservoirs in the Amudarya delta.

Demographic, environmental, climatic and socio-economic scenarios have been developed taking into account the specific characteristics of the region, its relative advantages, and development risks. These scenarios are aimed at the targeted plan of the systemic strategy, to prevent future negative consequences. According to the scenario selected by comparison, measures to improve the structure of the region's economy by 2040, including reforms in industry and agriculture, competitive advantages, reducing the negative impact of climate and ecology, the widespread use of innovative and digital technologies in all areas ensuring growth and public safety.

In general, the strengths (advantages) of the natural and economic potential of the region serve as the main impetus for the scientific substantiation of development strategies, ensuring high economic growth rates, further improving the living standards of the population.

REFERENCES

1. "Decree of the President of the Republic of Uzbekistan "On approval of the concept of administrative reform in the Republic of Uzbekistan". Tashkent, September 8, 2017, No. PF-5185
2. "Decree of the President of the Republic of Uzbekistan "On the strategy of further development of the Republic of Uzbekistan". Tashkent, February 7, 2017.
3. "State Program of Integrated Development of the Republic of Karakalpakstan for 2020-2023" of the President of the Republic of Uzbekistan, November 10, 2020.
4. Conducting a socio-economic survey of needs and requirements in the Aral Sea region. UNDP Brief Report, 2017, p-14.
5. Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan in January-June 2017. (On the Comprehensive Development Program of the Republic of Karakalpakstan for 2017-2018).
6. Soliev A. "Economic and social geography of Uzbekistan". Tashkent. University 2014y.404b.
7. Strategy of socio-economic development of the Republic of Karakalpakstan. Tashkent IFMR, 2013, -2526.
8. Ways to develop a strategic plan for sustainable development of the region. Monograph Madenova E.N. Nazarbaev O. 2019 year.

THE SCIENTIFIC PRINCIPLES OF MODERN LINGUISTICS

Feruzha Fayzullaevna Tairova*

*Senior Teacher,
Department of English Philology,
Alisher Navo'i Tashkent State University,
Uzbek Language and Literature, UZBEKISTAN
Email id: feruzha.tairova1977@gmail.com

DOI: **10.5958/2278-4853.2023.00001.0**

ABSTRACT

In this article, the major currents and tenets of contemporary linguistics are identified and described. These are interaction, anthropocentrism, communicativeness, dialogical, discursiveness, cultural-centricity, and interest in profound linguistic knowledge, and they interact even within a single research. Consideration of the human factor is the most important characteristic of post-neoclassical science, so the anthropocentric vector of modern linguistic research contributes to the emergence of most of the above-mentioned principles. In the 21st century, all humanities, including linguistics, are becoming different, as the modern social situation has imposed new requirements on them: first, it is a higher level of synthesis of sciences, their interactivity not only among themselves but also with natural sciences.

KEYWORDS: *Integrative, Anthropocentric, Communicative, Dialogic, Discursive, And Culture-Centric.*

INTRODUCTION

While throughout the twentieth century the main principles of language research were systematicity and structuralism (less frequently, functionality), nowadays integrative, anthropocentricity, communicative, dialogic, discursiveness interest in the underlying knowledge in language, etc. come to the fore. The mentioned principles, as a rule, in modern research interact and condition each other, for example, integrative allowed us to see more clearly the deep semantic foundations of language and human mentality, which led to the birth of cognitive linguistics.

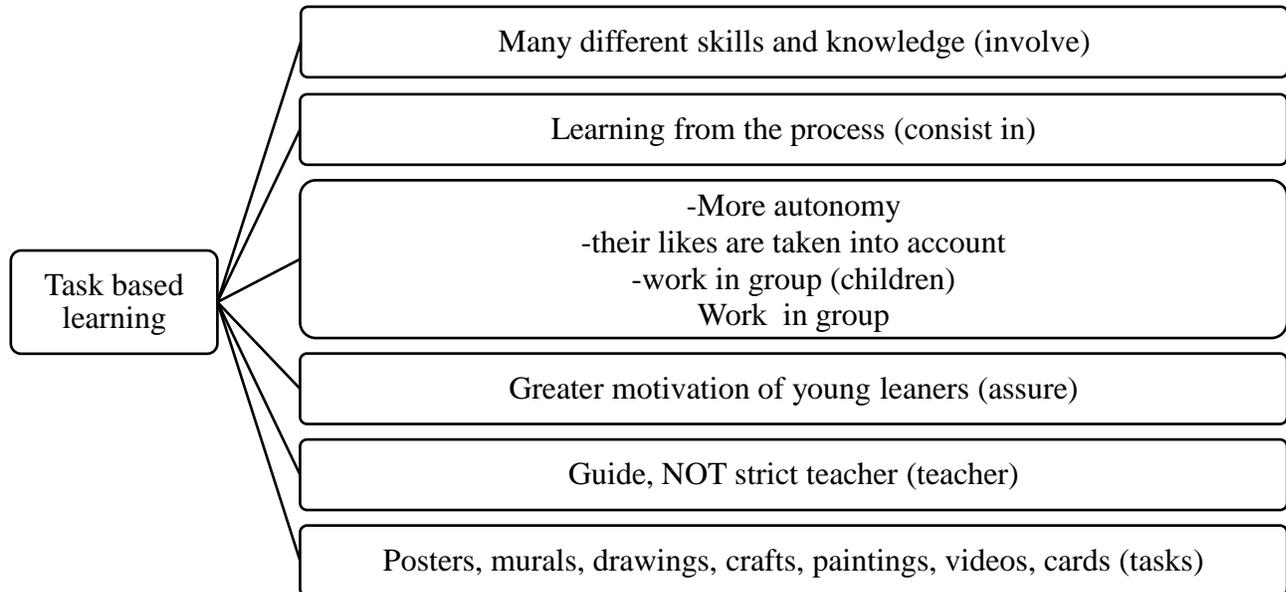
Therefore, the emergence of interactivity was brought about by an understanding of the need for a holistic vision of the person (the speaker/listener). "Only the whole has the meaning", argued H. Hegel. Now there is no doubt that the study of linguistic forms is knowingly incomplete without reference to cognitive categories and categories of culture. For example, the anthropocentric principle, in which the speaking person is in the center of linguistic research, overflows into the communicative and dialogical one because both a person and his speech are dialogical by nature (cf. the Russian proverb Speech is to flow into another). In addition, any dialogue takes place in the background of culture and society, which determines the use of the culturological and discursive principles. Thus, the anthropocentric vector of contemporary linguistic research contributes to the emergence of most of the above-mentioned principles [1, pp. 16-27; 7; 10, pp. 375-379]. However, for the sake of clarity, we will characterize these principles one by one below. Accepting modernity's challenges: encouraging interaction,

interdisciplinary, polydisciplinarity, and transdisciplinarity, which enable a comprehensive perspective formed by integrated information about the object of study. The 21st century presupposes a higher level of interactivity not only between the humanities but also with the natural sciences.

First, integrative is manifested in the fact that knowledge from various scientific disciplines is not disregarded but rather actively used in addressing problems; second, integrative is also expressed in the breadth of research problems, which is determined by the multifaceted nature of phenomena like language, society, culture, and consciousness. This enables multidimensionality in tackling a particular, singular problem while also helping to uncover extra, frequently unexpected knowledge that paves the way for solving different challenges. The American linguist E. Sapir stated this in the 20th century: “It is of the utmost importance that linguists, who are frequently charged - and rightly so - with refusing to go beyond their subject matter, finally understand what their science can mean for the interpretation of human behavior in general. Whether they like it or not, they will have to deal with the myriad anthropological, social, and psychological issues that have infiltrated the realm of language. Although expressed in the mid-twentieth century, it is still applicable today.

THE MAIN FINDINGS AND RESULTS

Interactivity as a distinctive feature of the emerging trend is expressed, first, in the fact that the knowledge obtained in different fields of science is not ignored, but, on the contrary, is actively used in solving its tasks; and, second, interactivity is also manifested in the breadth of research problems, which is determined by the multifaceted nature of such phenomena as language, society, culture, consciousness. This ensures multidimensionality in solving a certain, single problem and at the same time contributes to obtaining other, often unexpected information, which allows solving additional problems. Back in the 20th century, the American linguist E. Sapir wrote the following: “It is of the utmost importance that linguists, who are often accused - and rightly so - of refusing to go beyond their subject matter, finally understand what their science can mean for the interpretation of human behavior in general. Whether they like it or not, they will have to deal more and more with the various anthropological, sociological and psychological problems that invade the field of language”. Although this was said in the mid-twentieth century, it is still relevant today.



Thus, at the present stage of scientific development, it is not narrowly specialized scientific research but rather work with interdisciplinary understanding of language phenomena and integration of their results into a single whole that contributes to the solution of complex scientific and practical problems. Modern linguistics seeks to integrate with a number of sciences - psychology, anthropology, culturology, sociology, microbiology, genetics and other sciences that study humans and their language.

Such fields of knowledge as linguoculturology, linguoconceptology, legal linguistics, etc., which emerged at the end of the last century, are integrative in nature and essence. To accept the challenges of modernity means to promote integrativity, interdisciplinarity, polydisciplinarity, transdisciplinarity, which provide a holistic reflection generated by integrated knowledge about the object of study. Only the joint efforts of humanists in cooperation with biologists, physiologists, physicists, economists, educators will give a powerful impetus to the development of research and lead to the erasure of information barriers between the sciences.

M.Buber points out the threefold vital relation of man: to the world (things), to man (people), to the mystery of being (God). The essential relation to the world is completed in art, the relation to man in love, the relation to God in religious revelation, a response to a call which man does not hear but feels. In this universal communicative relation lies the doctrine of man, of his place in the world, of his relation to God, nature and other people. Communication theory rests on the general psychological theory of activity, according to which any activity can be described through two series of concepts: 1) “activity”, “action”, “operation”; 2) “motive”, “goal”, “condition”.

As it was already noted, communicative activity of the person is the major component of his social behavior, therefore communicative (speech) behavior itself can be considered also as a part of national culture. From the point of view of the activity approach, communication is understood as the joint activity of participants in communication (communicants), in the course of which a common view of the world is developed. It is characterised by processuality, continuity and contextuality. Overall, the activity-based approach explains the world better and is more humanistic.

One of the most common forms of information transmission is verbal communication. This “form of information transmission is carried out in the form of texts. Text is a universal medium that can be used both in mass communication systems (text in a newspaper or on television, etc.) and in interpersonal (texts exchanged between communicants)”.

Of great importance for the communicative approach is the introduction to linguistic research communicative situation, i.e. a set of factors that determine the possibility and nature of the communicative act. On the one hand, the communicative situation is always specific, unique; on the other hand, it is reducible to a certain number of invariants. The structure of the communicative situation includes, according to L.Saharny, 1) the speaker, 2) what is said (the subject of communication), 3) the listener, 4) the code (language), 5) the text (code implementation), 6) the general conditions of communication. Communication is influenced by: 1) the attitude of the communicators, 2) the nature and purpose of communication, 3) the social roles of the communicators, 4) the commonality of knowledge about the world and language, which awakens in the listener approximately the same range of ideas that are related to the subject of communication, etc. Whatever the scope of the speech utterance, no matter how many people are involved in a given communication, under whatever conditions it takes place, it is based on a certain model that is applicable to any type of speech communication. It has the following components: addressee, message, context/situation, contact, code, and addressee.

As we can see, the human being opens and closes this chain, as he is the sender and the recipient of textual information. Text is the obligatory, connecting link in any communication. Thus, according to the communicative principle, language can be explained as a global means of communication, comprehensively describing it in all its manifestations. The fascination with this approach has led to an important and dangerous trend - the absorption of linguistics into communication theory. An indirect proof of this is the emergence in the second half of the twentieth century of several new original theories, born in the framework of communication theory, which are still of great interest in linguistics. These are the theory of speech acts, the theory of speech genres, the theory of language games, the theory of intercultural communication. What they have in common is the atavistic approach to communication and language in general, with its idea of the unity of communicative and non-communicative human activities. Each of the mentioned theories solves the problem of individual communication in the social environment in its own way, and each of them has its own fate. For example, the fate of the theory of speech genres was not as fortunate as the theory of speech acts. The theory of genres, created by M.M. Bakht in the 1950s (i.e. even earlier than the theory of speech acts), was not in demand for almost 50 years [5, pp. 270-303; 11; 15, p. 452]. However, since the 1970s there has been a surge of interest in the problem. Nowadays the theory of speech genres is extremely popular, and it has enormous scientific potential. Equally popular is the theory of intercultural communication.

Thus, communication theory is indeed absorbing linguistics, which can be observed nowadays. This is not only dangerous, but also wrong, and therefore this process cannot be successful, although it can be quite lengthy. After all, even N. Chomsky wrote that language is not so well suited to communication, but exists mainly for structuring thinking, i.e. internal processes [21]. Therefore, in works on the theory of communication, “communicative pits”, i.e. failures of understanding, although the phrases themselves are constructed correctly, are increasingly discussed. So, the communicative principle cannot be recognized as the main one also because communication is not only communication (exchange of information), but also interaction

(exchange of actions) and perception (mutual perception). Modern theory of communication cannot account for much that happens in language. For example, the fact that the same phrase can serve different purposes, solve different problems. Thus, the phrase “old age is not a joy” can be a reproach and an excuse, a consolation and a reprimand, a statement of fact and a coquetry, etc.

Genuine dialogue with God is silent. Thus man is a whole being endowed with a threefold life attitude (Buber, 1998). In this universal dialogical relation lies the doctrine of man, of his place in the world, of his relation to God, nature and other people. M. Bakhtin argued that dialogue is the reality of language, it is not an isolated utterance, but a social event of speech interaction: “The dialogicality of cognition is fixed in the structure of the finished text”.

Based on the above, we understand the dialogue not simply as a speech interaction of subjects, but as the interaction of different semantic positions inherent in them, different understandings of what are being talked about. Dialogicality is a manifestation of the social essence of language realized in communication; it is the only form of language existence, in the processes of communication, although dialogue is traditionally considered one of the forms of language existence. L.V. Shcherba was also one of the first to call dialogue the basic form of language, arguing that “language reveals its real existence only in dialogue” [22]. Dialogue permeates thinking, which is also social and dialogical. The specificity of dialogical relations is that they include logical, linguistic, and psychological relations. It is like a special, complex type of relationship, with independent linguistic personalities behind each replica. Therefore, the main thing in dialogue is not even a dialogue of positions, as M. Bakhtin thought, but a dialogue of linguistic personalities in all their diversity, including social roles [23]. Thus, dialogicality is a fundamental property of any text, including a fiction text. As a result of research, it was proved that any monologue is a particular case of dialog, since the monologue itself is an artificial entity, very conventionally singled out; it is like one large rejoinder in the speech interaction. No matter how considerable in size and completeness the utterance is, it is only a moment of continuous verbal communication, and it is produced with the focus on perception. Therefore, it is possible to say that one has some dialogical competence, which allows one to participate in the creation of dialogs. The dialogical orientation allows us to study the personality in the space of communication, interpersonal and intrapersonal communication, and dialogue, including dialogue with oneself. In the context of dialogue, the personality appears as a “polyphony of voices”, which finds existence in a continuous dialogue.

As we have already said, any text has a communicative nature. In modern cultural studies, literary studies, linguocultural studies and other humanitarian sciences, the notion of polylogue emerged following Bakhtin's notion of dialogue. Any text, and a fiction text even to a greater extent, is a polylogue, i.e. the so-called “paradox of polyphony” between author and reader, researcher and reader, author and researcher, text and author, text and reader, text and researcher, author and reader, real reader and researcher, etc.

The text is created and perceived by a human being without whom there is only a “text body” which, without a human being perceiving it, is noise of sound or a chain of graphemes which are not signs in the proper sense of the word until there is a human being capable of attributing a meaning to them. This is the question in the works of N.A. Rubakin [24], who stressed that dead physical stimuli only provide an opportunity to cause those or other mental experiences in a person able to read the script of a particular language. Now this idea is supported by philosophers (A.M. Pyatigorsky), psycholinguists (Y.A. Sorokin, E.F. Tarasov and others).

Sharing these views, the author, however, believes that it is in the text, in its “body” contains signals that allow us to see and perceive the subtext, it is around these signals are clustered the main variants of meaning that arise during the perception of the text.

Discursiveness. The problem of discourse has recently become increasingly relevant in linguistics, sociology, philosophy, political science, psychology, cultural studies, etc. Discourse, according to J. Scherzer [25], is an intractable domain, an elusive, imprecise and constantly emerging intertwining of language and culture. It is the knot in which the relationship between language, culture and society is truly expressed. It is discourse that creates, reproduces and changes both culture and language at the points where they intersect.

The discourse phenomenon in the text is a kind of communication “immersed in life”, according to N.D. Arutyunova. M.M. Bakhtin [23] once wrote about the “exchange of the work with life”, and E. Benveniste regards this phenomenon as “the very life of language in action” [26]. T.A. van Dijk is sure that discourse is a complex unity of linguistic form, meaning and action, which is best characterized by the notion of communicative event [27]. Y.S. Stepanov, in an article devoted to discourse, gives the following interpretation of it: “We... shall clarify the phenomenon in the following way: discourse is originally a special use of language... to express a special mentality... Discourse really exists... first and foremost in texts, but in such texts behind which there are special grammar, special lexicon, and special rules of word usage and syntax, special semantics - in the end - a special world... Each discourse is one of the “possible worlds”. Or, in another semantic emphasis, discourse is “language in language”, but presented as a special social datum” (Ibid.: 44). From the perspective of modern approaches, discourse is a complex communicative phenomenon that includes, in addition to texts, also extra-linguistic factors (knowledge of the world, opinions, attitudes, goals of the addressee) necessary to understand the text.

Based on activity theory, we can formulate the following statements relevant to the conceptualisation of discourse as a communicative event: 1) discourse is social communication, which is based on the speech activity of people in a particular context - cultural, psychological, and political, etc.;

2) Discourse is communication that is primarily verbal, but does not exclude non-verbal means (gesture, facial expression, drawing, music, etc.). Thus, discourse should be seen not only as verbalised but also as non-verbal mental-communicative activity in a social context;

3) Like any activity, discursive activity is intentional and aims at establishing and maintaining the interaction between people necessary to achieve a global (dominant) goal, which is determined by the extra-verbal motives of the subjects of discourse;

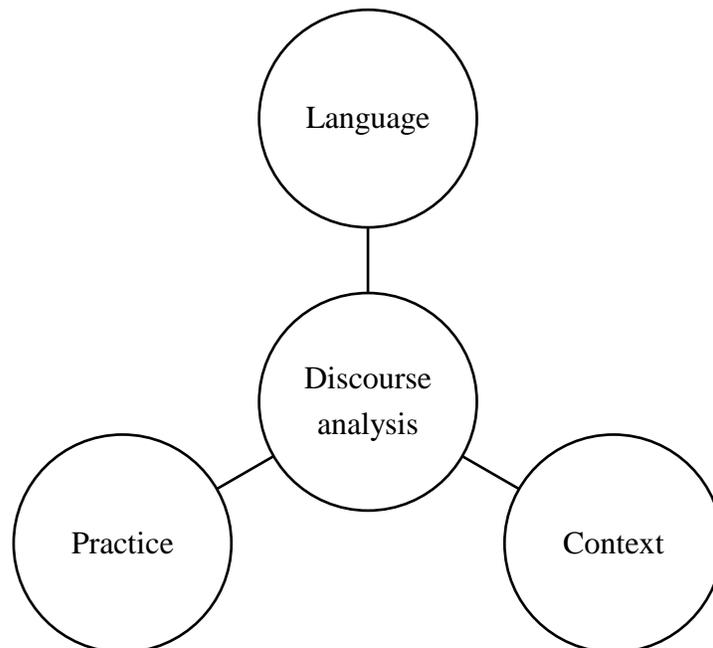
4) Discourse is an interactive communication, which consists in the fact that its meaning is generated jointly by the addressee and the reader (listener, addressee) - an active interpreter of the message;

5) Implementation/non 5 implementation of the global purpose of discourse are the result of interaction of subjects of discourse. From this point of view, the process of speech influence is presented as an interaction of subjects of discourse;

6) discourse is objectified in the form of a dialogical or monological text, which is correlated at the discourse level with a complex speech act. Discourse does not exist without a text.

These characteristics of discourse can be considered as a basis for creating a universal communicative model of discourse. The model of communication that does not contradict these characteristics becomes the basis for describing discursive activity in general and various types of discourse in particular. It is thought that discourse is a cognitive process realized in the value and meaning space of an individual, because we can talk about the discursive approach to the text when the surrounding world, represented by the personal worldview and represented by the cognitive signs of the linguistic personality code system, is considered.

The point is that mastery of the language code is not a guarantee of adequate communication. Knowing and using the right strategies and tactics in speech communication is actually an answer to the questions of what, to whom, when and how one should or should not say. One of the manifestations of the discursive approach has been the study of the strategic and tactical use of language means through the prism of the speaker's intentions and communicative goals. The notions of strategy and tactics have been interpreted through a number of approaches, including discursive, cognitive and communicative. The notion of communicative strategy is widely spread in linguistic research aimed at studying the ways of influencing interlocutors on each other in speech communication. It is important to emphasise that the cognitive and communicative approaches to interpreting the concept of strategy do not contradict each other, but rather complement each other. From the perspective of both approaches, strategy is seen as a complex phenomenon, the study of which involves referring to the concepts of communicative/speech tactics.



Tactics are a set of practical moves in the actual process of communication. It is known that there is no generally accepted classification of speech strategies and tactics. Thus, N.I. Formanovskaya believes that tactics “exist as many as can be compared to a set of speech actions” (Formanovskaya, 1989: 60). It is the discursive approach that leads to the idea of multiple interpretations of the same phrase, text, which is associated with different consciousnesses perceiving the given text, as well as different strategies and tactics of the writer and the perceiver of the text.

Thus, language is at the same time an instrument of creation, development, storage of culture, and its part, with its help real, objectively existing works of material and spiritual culture are created.

Culture is the result of human activity. For example, a maple leaf hanging on a tree is part of nature, but the same leaf plucked to commemorate a meeting with a loved one is already part of culture; a stone lying on the roadside is nature, but the same stone placed on an ancestor's grave is culture. Culture is, therefore, all of the ways of life and activity in the world peculiar to the people in question, as well as the relationships between people (customs, rituals, communication, etc.) and the ways of seeing, understanding and transforming the world. Culture is an artificial environment created by human activity. But not all activities generate, for example, spiritual culture, but only that part of it, which has a sacred character or is connected with the search for the meaning of existence.

Using such units of language as proverbs and sayings it is possible to learn behavior accepted in this culture: Drink at the table, not drink at the table; A time for singing is a time for praying; Business is a time for fun; Water never runs beneath a rolling stone; Ask for clothes to stretch legs; Learn good things, so bad things won't come to mind; Fear God! It is easy to be offended, but what is it like to live? Thus, human life should be viewed in the mirror of culture (E. Cassirer), it is culture that forms the general background in which language is perceived, which not only expresses ideas, but also creates them.

However, it should be borne in mind here that it is not that traditional semantics, but its underlying processes that do not lie on the surface, as linguistic and cultural semantics are closely intertwined in many language units. For example, sleep and see in the sense of "wanting very much". Implicit cultural information - sleep reflects innermost dreams, it is directly or indirectly related to reality, so a number of peoples have ritual practices through sleep to explain and even change reality.

Thus, language is an instrument of creation of meaning and at the same time an instrument of search for meaning ("I want to understand you, I search for meaning in you" - F. Tyutchev). One of the ways of cognition of deep semantic processes is thought to lie through poetry that operates with many symbols having diffuse and implicit semantics. Indeed, the mystical is of no small importance when considering a poetic text that can be analyzed from the perspective of the transcendent, that is, that which lies beyond experience, but which also conditions that experience. Often poetry is taken beyond the laws of "rationality" altogether, and then it is understood beyond the evaluation from the standpoint of reason and logic.

Only poets and mystics are believed to discover the hidden meaning in ordinary things. Such is the case with Marina Tsvetaeva, who has miraculously preserved remnants of ancient twilight clairvoyance, manifest in her work. It was not by chance that she wrote: "Poems come true. Therefore, I do not write everything". The role of the unreal, which is frightening and attractive at the same time, is especially great in her writing.

We can identify no fewer than three hypostases of its manifestation: 1) in poetic creation in general, in the word, where the charm is revealed; 2) in its representation of external elements - fire, music and dreams; 3) element as an individual mystical experience, as an exit beyond existence, into outer space (The Poem of Air). M. Tsvetaeva is a poet who not only deals with the elements; she is inside the elements and is able to transfer this experience into poetry. All her

work is liberation of the elemental within herself, transforming it into poetry. There is an understatement in her poems, an opportunity for co-creation:

Dulls: damaged veins

Scarcities, young sibyls

Blindness, headaches

Greyscale: lead.

Her lyrics are often a spontaneous flow of consciousness, a perception of life as a ceaselessly alternating series of images and impressions, creating a kind of "flow" based on human impulses and instincts:

I can hear, but I can't hear the words,

There: near and dark suddenly...

Her entire oeuvre bears the stamp of an unquenchable longing for another world. Her poetry is striking with its mystical thrusts to higher worlds. Her revelations seem to be born apart from her will, as if they are given to her from above. Such are her poems and cycles "The Night", "The Hour of the Soul", "Absentmindedness", and "So Listen Up..." etc. But she has reached her greatest height in "Poem of Air". The subtle meanings of her verse often defy verbalisation, transforming them into condensations of the ineffable, akin to witchcraft incantations. What would such research yield for linguistics? With their help, new data could be obtained about content structure of human mentality, psyche, relating to the unconscious. Therefore, further development of the given question, objective linguistic analysis of given phenomena is needed. This knowledge reveals to us non-causal relations in the world as little explored, revealing a deeper law of being.

CONCLUSION

So, now there is no doubt that the study of language is obviously incomplete without reference to thinking categories, categories of culture, consciousness and even subconsciousness of a person, as language is a complex integral phenomenon and its study should take place in a wide systemic context. Thanks to these trends, linguistics has begun to explore what a couple of decades ago were outside the realm of linguistics. In our country, the phrase "this is not linguistics" is still a verdict. Here I would like to point out that the sphere of linguistics now includes everything that meets the requirements of the theory of sign systems, and allows us to see the deep semantic foundations of language, human mentality and culture.

REFERENCES

1. Alefirenko N.F. Cognitive-Pragmatic Sub-Paradigm Of Science In Language // Cognitive-Pragmatic Vectors Of Modern Linguistics: Collection Of Scientific Works On The 65th Anniversary Of Nikolai Alefirenko. – Moscow: Flint; Nauka, 2011. – Pp. 16-27.
2. Tairova F.F. (2022). Dialogue between Linguistics and Literary Studies. Bulletin of Science And Practice, 8(9), 671-676.
3. Alpatov V.M. About Anthropocentric and Systemocentric Approaches to Language // Questions Of Language Knowledge. 1993. № 3. – Pp. 15-26.

4. Abdullaeva, Ch.B. (2022). Structural Components of the Advertising Discourse. *Journal of Positive School Psychology*, 6(2), 3651-3660.
5. Bakhtin M.M. *Problems of Text in Linguistics, Philology and Other Humanitarian Sciences. Experience of Philosophical Analysis // the Aesthetics of Verbal Creativity.* – Moscow. Art, 1979. – Pp. 270-303.
6. Raupova, L. R. (2022). Principles of Creating an Electronic Dictionary Of Grammatical Terms. *Asian Journal of Multidimensional Research*, 11(10), 272-281.
7. Khursanov, N. I. (2022). Sociopragmatic Features of Verbal Components In Dramatic Works. *Actanuuz*, 1(01), 2022.
8. Vbenveniste E. *General Linguistics.* – Moscow: Progress, 1974. – P. 447.
9. Berestnev G.I. *Synchronicity As An Object Of Cognitive Linguistics / Spirituality And Mentality: Ecology Of Language And Culture At The Turn Of Twentieth And Twenty-First Centuries.*
10. Abdullaeva, Ch. B. (2021). Linguistic Creativity In The Context Of Anthropocentrism. *Bulletin Of Science Andpractice*, 7(3), 375-379.
11. Khursanov, N. (2022). The Social Characterization Of The Speech Of The Protagonists Of Dramatic Works. *Computer Linguistics: Problems, Solutions, Prospects*, 1(1).
12. Humboldt W. *Selected Works On Linguistics.* – Moscow: Progress, 1984. – P. 397.
13. Raupova, L. R., & Kholmurodova, M. I. (2020). Dialogical Discourse As An Environment In Which A Polypredictive Unit Is Implemented. *Isj Theoretical & Applied Science*, 03 (83), 451-457.
14. Tairova F.F. (2021). The Notion Of Phraseological Unit. *Bulletin Of Science And Practice*, 7(1), 454-460.
15. Humboldt W. *Language And Philosophy Of Culture.* – Moscow: Progress, 1985. – P. 452.
16. Abdullaeva Ch.B. (2020). Discursive Personality Of A Character. *Bulletin Of Science And Practice*, 6(9), 420-423.
17. Khursanov, N. I. (2022). The Ratio Of Verbal And Non-Verbal Components In Dramatic Discourse (On The Example Of Works In Uzbek And English). *Abstract Of Dissertation For Phd. Andijan State University.* – Andijan. 1277 "A".
18. Tairova F.F. (2023). The Cognitive Space Of A Fiction Text And The Representation Of Knowledge. *Current Research Journal Of Philological Sciences*, 4(01), 01–07. <https://doi.org/10.37547/Philological-Crjps-04-01-01>
19. Dyck T.A. *Language. Cognition. Communication / Translated From English: Blagoveshchensk: Baudouin De Courtenay, 2000.* – P. 310.
20. Elmslev L. *Prolegomena To The Language Theory // New Linguistics.* – Moscow. 1970.
21. Chomsky, N. (1986). *Knowledge Of Language: Its Nature, Origin, And Use.* Greenwood Publishing Group.
22. Shcherba, L. V. (1912). *Russian Vowels In Qualitative And Quantitative Terms.*

23. Bakhtin, M. M. (1994). *The Bakhtin Reader: Selected Writings Of Bakhtin, Medvedev, And Voloshinov.*
24. Rubakin, N. A. (1922). *Introduction À La Psychologiebibliologique: La Psychologie De La Création Des Livres, De Leur Distribution Et Circulation, De Leur utilisation Par Les Lecteurs, Les Ecoles, Les Bibliothèques, Les Librairies, Etc.-Théorie Et Pratique (Vol. 2).* J. Povolozky.
25. Scherzer, J., & Gruia, A. J. (1996). *Hydrocracking Science And Technology.* Crc Press.
26. Benveniste, J. (1988). Dr Jacques Benveniste Replies. *Nature*, 334(6180), 291-291.
27. Van Dijk, T. A. (1993). Principles of Critical Discourse Analysis. *Discourse&Society*, 4(2), 249-283.
28. Davletnazarova, L. B. (2021). The Importance Of Language Testing And Assessment At State Schools In Uzbekistan And Ways To Improve The Process. *The American Journal Of inter disciplinary innovations Research*, 3(01), 30-34.
29. Davletnazarova, L. B. (2021). Principles of Language Testing and Assessment with Its Appliance in Evaluation of Exam Tasks. In *Modern Education: Current Issues, Achievements And Innovations (Pp. 26-28).*
30. Ismatullayeva, N. R. (2013). Texts of Lectures in the Subject of Synchronous Translation. *Tashkent Sios, Department Of Translation Theory and Practice Tashkent, 2013-55 P.*

STUDY OF THE TRADITIONAL MOTIFS AND IMAGES OF EASTERN AND WESTERN FAIRY TALES

Khasanova Yulduz Mukhtorkizi*

*PhD,

Candidate of Navoi State Pedagogical Institute
Navoi City, Republic of UZBEKISTAN
Email id: yulduzxasanova025@gmail.com

DOI: **10.5958/2278-4853.2022.00380.9**

ABSTRACT

*The article deals with the study of Fairy tales as an epic genre in the folklore in the countries of East and West. The tale has long been formed in the oral creativity of all peoples and is considered one of the active genres of folklore. The **actuality** of the theme is that the Fairy tales are created mainly in prose, on the basis of the plot of which there are events of a magic-fantastic, adventurous or domestic nature, creative fantasy, texture occupy a significant place in the narrative and interpretation of events. The **object** of the article is the Fairy tales and their variants in the Eastern and Western literature. The **aim** of the article is providing general information about the Fairy tales, the peculiarities of their national verbalization, the definition of the place of fairy tales in folklore of the language.*

Methods: *such methods as descriptive method, method of componential analyses were used to prove the informativeness of the topic relied on the studies of well-known scientists in the field of linguistics and literary criticism.*

Results (Findings): *The analysis of the examples presented in the article shows that the tales retold by the storytellers are perceived by the audience, first of all, as a fairy tale, a product of creative fantasy. However, this does not mean that fairy tales completely cut off their connection with reality, in fairy tales (especially in domestic fairy tales), the facts have been defined that communication with reality is clearly visible in any type of fairy tale.*

Conclusion: *Summing up the results, it can be concluded that due to its antiquity, elements of mythological thinking characteristic of our ancestors, totemism, and the remains of animism have been preserved in fairy tales. This is more noticeable in fairy tales about animals and magical tales, which is a testament to the fact that they are relatively ancient.*

KEYWORDS: *Fairy Tale, Domestic Topic, Adventurous, Totemism, Plot, Magic, Genre, Animism, Literature, Creation, Figurativeness.*

INTRODUCTION

At the time of the development of the human society, fairy tales change qualitatively: fairy tales on a domestic topic, based on life experience and observations, begin to take a broad place, fairy tales with an almost adventurous plot are created from Magic, The totemistic and animistic content direction of fairy tales about animals alternates with figurativeness. As an active and

widely popular genre, it is undeniable that fairy tales have undergone a huge educational mission in a human society.

Many creators (for example, A.Pushkin, Kh.Olimjon) admits that love for the art of the word was born thanks to the fairy tales heard in childhood, from which the genre-specific elements are widely used in written literature, and various manifestations of a literary fairy tale are present. A.Literary fairy tales created by such writers as Pushkin,G.Andersen, Sh.Perro, Brothers Grimm found fame in the world literature. A.There are good examples of a literary fairy tale in the works of Kh.Alimjan, A.Mukhtar, G.Gulam and others in Uzbek literature too [7: 377].

LITERATURE REVIEW

Scientists studying folklore insist that the genre in which all peoples of the world stand close to each other in oral creativity is a fairy tale, in which the similarity is strongly felt in the foundations of the creation of fairy tales.This feature of fairy tales testifies to their very ancient creation, the abundance of similarities in the domestic life of different peoples.Written sources testify that the appearance of the word"fairy tale"dates back to the XVII century, the Russian word"*skazka*"was borrowed from the verb"*kazat*" and meant such meanings as a list, a clear description, a definition.An example of this is "*Revizskaya skazka*", which belongs to that time, that is, a registration document. Only by the XVII-XIX centuries this word began to be used in its modern, "fairy tale" sense [6: 103].

The peoples of Europe, on the other hand, did not use a special term to represent folklore tales, to accomplish this goal they resorted to different words.There are only two European languages that have created special words that mean this concept, these are Russian and German. In Latin, the concept of"fairy tale"is given through the word"*fabula*".But this word can not only mean a fairy tale, but also a talk, gossip, picked up topics, etc., which also refers to a story that includes a fairy tale. In the sense of"fairy tale", it transferred to the German word *Fabel*. In the German language, the tale is denoted by the word *Märchen*. Being the root of the word, "*Mar –*" means *news, message*, while *- chen* is a diminutive suffix. So *Märchen* is a "small, interesting story". The word has been in consumption since the XIIIth century, gradually taking root in the meaning of "fairy tale" [10: 8].

To express a fairy tale in English, the word *tale* is used, which means "*story, in general, any event*", it comes from the Old English word *tal*, which also gives the meanings - *series, calculation*, also - *story, tale, statement, deposit, narrative, fable, accusation, action of telling*. In the dictionary of Longman publishing house, the word *tale* is described as "*a story about exciting events experienced by someone — a story about exciting imaginary events... that happened to someone....*" "Fairy-tale - tale about fairies (*fairy small imaginary being with supernatural powers, able to help or harm human beings*)" [<https://www.ldoceonline.com/dictionary/tale>].

MATERIALS AND METHODS

The words *story, legend* are also often used to represent fairytale works. According to the definition given by TAITK (Corpus of Historical American English), compounds made through this word are highly variable, while their popularity has steadily increased.The word belongs to the noun-all adjectives used in conjunction with the word *legend* are first attractive, entertaining and romantic, and only then revive the landscape of recorded, historical or ancient objects:Sonnets, stanzas of Tennysonian sweetness, tales imbued with German mysticism, versions from Jean Paul, criticisms of the old English poets, and essays smacking of Dualistic philosophy, were among its multifarious productions.According to Philosopher I.A. Ilin's interpretation, "a fairy tale is the first philosophy of people, the first that existed before the advent of religion, their philosophy of life, expressed through free mythical images and in an artistic form" [5: 240].

The Arab scientist Salkhani in the 1889-1890s republishes a new book of "A Thousand and One Nights" and writes a preface. This is the second part of the preface dedicated to the study of the history of the work translated from Arabic by G.Gorster and A.Krymskys, and they express their attitude to the thoughts of Salkhani in the article. According to Salkhani, many of the fairy tales in the book belong to the Arab people and emphasize that only the frame was taken from the Persians. As it is known, there are several copies of "A Thousand and One Nights", these copies differ from each other.

The first variant of this book, according to the Arab scientist Salhaniy, is a translation of the Persian book "Hezor afsone" (Thousand legends) which was translated into Arabic in the VIII th century. The Arab historian and geographer Al-Mas'udi, who lived in the X th century, in his work "Golden Meadows" gave information about the existence of the book "Hezor afsone" in the Persians, Mukhammad ibn Isaac an-Nadim also wrote such an information in his book "Fakhrnoma": "The historical fact is that Alexander The Great (Iskandar Zulkarnayn) spent long nights talking, he had his own curious and specially appointed storytellers. Alexander The Great listened to these stories not only for fun, but also for the purpose of self-defense – taking an example from life. This custom was also continued by the Persian kings, and the book "Hezor afsone" was created". Hence the motive for telling a fairy tale to the tsars came into literature from the times of Aleksandr Macedonsky.

In ancient Indian literature, fairy tales and parables are a legacy of folklore of the post-epic period. But in the matter of the roots of the formation of the genre, Indian literary critics express the opinion that the root of the genre of fairy tales goes back to the epic "Ramayana". Therefore, the reasoning that the features inherent in the genre of fairy tales and parables began to take shape in the composition of epics is present in Indian literary criticism, elements of ancient Indian fairy tales and parables were first formed in the content of these two epics "Ramayana" and "Mahabharata".

A fairy tale is the oldest genre of the art of folklore, a classic example of folklore, and it was never created specifically for children. Folklore tales originate from the totemic myths of primitive society (primitive peoples of North Asia, America, Africa, Australia and Oceania are examples of this). For example, similar plots of the famous English folk tale "Jack and the bean stem" can be found in many Indo-European languages, including those that existed at least 5,000 years ago (a group of fairy tales with a plot similar to the abduction of a treasure from a giant). And the fairy tale "Beauty and the Beast" appeared almost 4000 years ago. The folk tale "The Blacksmith and the devil", in which the hero acquires enormous powers by concluding a contract with evil spirits, has a history of at least 6,000 years.

Since the earliest times in history, man not only fought for his survival, but he also saw the event of a long survival of his tribe, his clan. Consequently, the content of fairy tales and Riddles is primarily aimed at the formation of a conscious, strong and agile human upbringing. The perception of people about the world surrounding them and the accumulated knowledge about it, wise wisdom and conclusions based on life experience were conveyed to children in the form of admonitions in their own way, in means understandable to them. That is why there is a lot in common in the folklore creativity of different peoples, even distant countries that are very far from each other.

Central Asia is one of the incredibly rich regions of the world, where science, philosophy, religion, literature and art have developed since ancient times. Recent historical and

archaeological research indicates that the first human activity in this sacred land is about a million years old. The early periods of the formation and development of culture, historical roots, social, philosophical, moral, religious, artistic views and thoughts of the peoples of Central Asia, in particular, Uzbeks, go back to ancient times. The folklore creativity of our ancestors, which reflects the ancient socio-economic life, traditions, customs, culture, language and history in an artistic and philosophical way, is extremely rich and diverse.

Myths, legends, heroic epics, songs, proverbs and sayings, fairy tales and riddles folklore creativity are the areas of culture with the most ancient and long history. Their Creator, the main power, which is preserved from generation to generation, is the people who are the creators of all material and spiritual wealth. Myths, legends, epics, fairy tales and songs that have come down to us from the depths of history, several past periods, are not just an echo of the past, but also a companion of sadness and joy in the hearts of the people, their knowledge, their religious and philosophical book too. In the works and traditions of folklore created by our ancestors, traces of their animistic and totemistic views have also been preserved.

RESULTS

The fact that people consider themselves to be exactly one thing with the forces and phenomena of nature in their perception of nature, their view of inanimate objects as living is called an *animistic* view. The basis of animistic views is the ideas of ancient people about souls and spirits, their views on living and inanimate nature. Traces of such imagination and views have been preserved in the ancient motives of fairy tales. For example, in the fairy tale "Crack the Stone" (Yoriltosh) the miracle of the crack of the stone after the appeal of the girl and the girl's embrace, in the fairy tale "The Mint old woman" people turn into stones, and in the "Sword Hero" (Kilich Batyr) the hero's soul is in the sword.

Totemism, on the other hand, is a special form of religion that originated in primitive society, often representing the belief that a person has a connection with an animal or plant, sometimes something inanimate or natural phenomena. Turkic peoples believed in some things as the sun, water, fire, and animals, such as horses, dogs and others. A Totem is a defender of one or another clan, to whom faith has laid. In Uzbek folk tales or epics, the fate of the heroes often depends on his horse or birds. When a person is in a difficult position, without a can, a horse or magical creatures come to help. For example, in the fairy tale "The King Batyr", when the fairies carried the King Batyr and his wife to the desired place in the blink of an eye, in the fairy tale "The Guy in search of Happiness" the fish rides a man on it and crosses the river. In epics, horses named as Boychibor, Ghirot faithfully serve their owners, protecting them from scourges in times of danger.

Among the peoples of Central Asia, cosmogonic myths about the earth, sky, sun and other planets have appeared in ancient times. In them, the thoughts and fantasies of people about the natural environment, the universe, celestial phenomena are expressed. How many myths and legends have been created about the fate of people, about the fact that fate can be predicted by looking at the stars, about the star of happiness. In mythology, the earth that provides human beings with sustenance, the sky that gives light and heat is gracefully glorified, the father is compared to the sun, and the mother is compared to the moon. Over the years of historical development in Central Asia, myths and legends have been creatively processed, enriched and improved with new events and information, ideas and contributed to the spiritual culture of mankind. Judging by the opinions noted in folklore, The *Legend* is a Persian word, and prose

stories are based on it are of fiction, magic and life textures. The oral creativity of our ancestors, which reflects the ancient socio-economic life, traditions, traditions, culture, language and history in an artistic-philosophical, moral-aesthetic way, is extremely diverse.

DISCUSSIONS

Fairy tales, which have come down to us from several past times, are considered the most public and most democratic type of Folklore Art. Observing that the romantic and realistic image of life and history is closely intertwined in fairy tales that were created in ancient times and have come down to us, we also witness that the fantasy reflected in the fairy tale is built on the basis of the sharp social views of its time. So, one of the main features of the fairytale genre is that it is very closely connected with the life, struggle, history, dreams, worldview, traditions of the people and comes to people as a moral and spiritual companion.

The first major study on Uzbek folk tales is a book called "About Uzbek folk tales" by M. Afzalov. The author thought in detail about the types of fairy tales, its distinctive features in it. The folklorist's monograph covers such important issues as the genre characteristics of these different tales, the traditional testing motive, the relationship of fairy tales and epics. G. Jalalov's monograph "Poetics of Uzbek folk tales", issues of Genesis and morphology of magical fantastic tales were analyzed. Although the term fable is very familiar to residents of all regions of Uzbekistan, representatives of different regions called the type of work characteristic of this genre by different names. For example, in the district-villages around Bukhara, as well as among the population speaking two languages (Uzbek and Tajik languages) on other lands — the so-called *ushuk*, Tashkent people - *chupchak*, people of Fergana - *matal*, people of Khorezm - *varsaqi*, while in some regions - such terms as *utirik*, - *tatal* are also found [8: 97-101].

In World Folklore, interest in revealing similar and different aspects of eastern and Western fairy tales, in particular, fairy tales of the Arab and European peoples, in the historical-comparative, typological, linguocultural aspect, has existed since long times. Scientists have been interested to the creators for a long time due to the issues of literary and artistic relations of the East and West, including literary cooperation, literary influence, translations and their role in literary cooperation. As it is known, one of the most important tasks in the field of literary studies is aimed at studying the literary ties between East and West. And at the stage of development of cultural relations of the countries of the West and East, comparison and summary are one of the main tasks. In this regard, it is noticeable that there are some traditional motifs and images of Eastern and Western fairy tales, typological signs in the style of poetic expression, the identification of which makes it possible to substantiate folklore works, including national symbols characteristic of fairy tales of the peoples of the world, general and private aspects. According to the English storyteller Jack Zipes, fairy-tale images appeared as a product of thoughts in their thinking, based on the beliefs, dreams of people, just like artistic motives [3: 15].

CONCLUSIONS

1. Thus, one of the deeply studied genres of folklore, the fairy tale, is considered the most ancient and widespread in the folklore of all peoples.
2. The first fairy tales about a little girl with a Red Riding Hood, familiar to all of us, were told by French peasants in the XIV century. Another fact that confirms the antiquity of this fairy

tale is the image of a girl with a cap carrying a basket, reflected in the external decoration of the Palace of Jacques Ker, belonging to the XIV century in the French city of Burj.

3. The oldest written source of this fairy tale is “*De puella a lupellis*” in the work of “Fecunda ratis” (full ship), which collected religious and moral poems, proverbs and parables of Egbert de Liège, a teacher of the Liège religious school who lived in the X th century, that is, it is considered the story of a little girl who has mercy by wolves.
4. The period when the most scientific research was carried out on the genre of fairy tales in Europe can be cited as the XVIth -XVII th centuries.
5. In Italy, in 1634, the collection of Jambatista Basilé —Pentameron "or —fairy tale" was published. A little later, this work was published in an edited form under the title "hunting for children”.

USED LITERATURE:

1. Crystal D. A Dictionary of Linguistics and Phonetics. – L: Blackwell, 2008. –529.
2. SimensonM. Le contepopulaire. Presses universitaires de France. – 1984. – 224 ps.
3. Zipes J. Why Fairy Tales Stick. The Evolution and Relevance of a Genre. – New York: Routeledge, 2007. – P.15.
4. Аникин В.П. Русское устное народное творчество. М., 2001. 447 с.
5. Ильин И.А. Одинокый художник / Сост. предисл. и примеч. В.И. Белов. – Москва: Искусство, 1993. – С. 240.
6. Кравцов Н.И., Лазутин С.Г. Русское устное народное творчество.– Москва, 1977. – С. 103.
7. Куронов Д., Мамажонов З., Шералиева М. Адабиётшунослик луғати. – Тошкент: «Akademnashr» 2013. - 411 б.
8. Қўчқорова С.Т. Европа ва ўзбек халқ эртақларининг ўрганилишига оид //Хорижий филология №3, 2018. – Б. 97-101
9. Муродова М. Фольклор ва этнография. Ўқув кўлланма. -Тошкент. 2006. – 104 б.
10. Пропп В.Я. Исторические корни волшебной сказки. – Ленинград, 1946.– 89 С.
11. <https://www.ldoceonline.com/dictionary/tale>
12. <http://www.skase./Volumes/JTL01/val.pdf>.

ASPECTS AND ADVANTAGES OF A CREDIT-MODULE SYSTEM DIFFERENT FROM TRADITIONAL EDUCATION

Rakhmonkulov Shukhrat Abduhamidovich*

*Master Student,
Specialty of Pedagogy and Psychology,
Jizzakh State Pedagogical University,
UZBEKISTAN

DOI: 10.5958/2278-4853.2022.00381.0

ABSTRACT

This article examines the different aspects and advantages of the credit-module system introduced in the higher educational institutions of the Republic as an important factor in the modernization of education, the modernization of the national education system in the world at the present stage of development of Uzbekistan.

KEYWORDS: *Academic Mobility, Bologna Declaration, Education, Modernization, Credit-Module System, Traditional Education, E-Learning, Hemis Platform.*

INTRODUCTION

Modernization in the world presents such problems as integration into the educational and scientific space, the proportionality of education and science, and a radical change in the world's higher education systems. In particular, the organizational pedagogical aspects of the modernization of the higher education system are becoming relevant in addition to the modernization of education or higher education in the whole world, the formation of educational strategies, the global educational space, and the implementation of reforms in priority areas such as internationalization, educational policy, educational export, mass education, virtual education.

The Republic of Uzbekistan stands out in the eyes of the world community as a developing country with a bright future. Many reforms and changes are being implemented in the country's education system in order to build a solid foundation for its future and ensure that the future generation becomes educated and comprehensively mature. In particular, in June 1999, in Bologna, Italy, the basis for the work on the accession of Uzbekistan to the Bologna declaration signed between 29 countries of the world and the introduction of a credit-module system into the education system was sent.

The Bologna Process is a process of harmonization of higher education among European countries. It includes the creation of an easy-to-understand and similar system of higher education degrees, the transition to a credit-modular system in education, free academic mobility in ensuring the quality of education, and educational cooperation in Europe. In short, this is the process of harmonizing the higher education systems of European countries, ensuring equal education for everyone, the formation and strengthening of intellectual, cultural, social, scientific and technological potential, improving the quality of education[1].

According to the decree of the president of the Republic of Uzbekistan dated February 7, 2017 "On the strategy of actions for the further development of the Republic of Uzbekistan"PD-4947, in 2017-2021, conditions will be created for the integration of Uzbekistan into the Bologna

Process in the system of higher and post-educational education, and instead of the traditional The need for the integration of Uzbekistan into the Bologna Process is due to the demand of the time, due to a number of socio - political factors and objective realities taking place in the field of education.

Uzbekistan as a sovereign country is strengthening its position in the world community, which means that it cannot stand out from the current trends in international development. The integration of Uzbekistan into the Bologna Process education system will provide it with further expansion of relations in the field of higher education with many countries of the world and lead to an increase in the rating of the country's educational system at the international level.

To this end, since the last 2020/2021 academic year, the Republican higher educational institutions of the occupation have been transferred to the credit-modular system, until 2030 it is planned to transfer all higher educational institutions of the Republic to this system.

One of the important issues is the introduction of high-performance technologies of education, in contrast to education, the supply of specialist personnel for the economy of the Republic.

As the main tasks of the credit-module system introduced for this purpose, we can see in the following:

- * Organization of educational processes on a modular basis;
- * Determination of the value of one subject, course (credit);
- * Assessment of students' knowledge based on rating points;
- * To allow students to draw up their curriculum in an individual way;
- * Increasing the share of independent education in the educational process;
- * Ease of educational programs and the possibility of change based on the demand for a specialist in the labor market[2].

The capabilities of the system consist not only in conducting teaching lessons on the basis of innovative educational technologies, but also in teaching the student to read and learn independently, to react to education in a new way, to acquire the necessary and in-depth theoretical knowledge based on the demand of the labor market, to form practical skills. In short, this system is aimed at the professional development and maturation of the student. It is aimed at ensuring the acquisition of knowledge by the owner of science throughout his life, as well as the formation of human capital, which can meet the labor market and modern requirements.

As one of the advantages of the credit-module system, we can cite the academic knowledge acquired by the student in the higher educational institution where he is studying, as well as the direct admission to this system in higher educational institutions. It also provides many opportunities for students to move freely within the framework of the academic mobility program and in processes related to the transfer of their studies within the higher education institutions that have passed into this system[3].

In contrast to the current teaching procedure, in the credit system, in addition to compulsory subjects, competitive subjects are also included in the student's personal educational trajectory, and in a certain part of the educational period, the selection of subjects is given according to the catalog of disciplines[4].

The implementation of the credit-module system is a laborious and complex system. The following can be cited as the main issues that are given importance in the credit-module system:

- Ensure the independent operation of students;
- Evaluation of student knowledge based on rating.
- Development and improvement of modular teaching technology;
- Further improvement of the methodological support of the discipline in order to ensure the independent work of students on themselves.

According to the result of scientific studies, the following can be cited aspects and advantages of the credit-module system different from traditional education:

1. Through the credit-module system, academic mobility was ensured among the higher educational institutions of the Republic. The variety of curricula in traditional education, the non-existence of a single unit of the educational process, has caused many problems in the process of academic exchange. The transition of higher educational institutions of the Republic to the credit-modular system and the direct recognition of the loans collected based on the requirements of the credit-modular system make it possible to ensure academic mobility.
2. Through the transition to a credit-module system, students are given the opportunity to choose subjects based on their choice and interest, which affects the quality of education. In traditional education, students were not given the opportunity to choose subjects.
3. Through the transition to the credit-module system, it allows you to modulate the subjects and thus optimize the number of subjects taught per semester. In traditional education, in one semester, students had to master more than 10 subjects. The transition to the credit-module system will lead to an increase in the academic prestige of higher educational institutions of the Republic.
4. The transition to the credit-module system and the organization of the educational process based on the requirements of the credit-module system also lead to the loss of contact relations between the student and the teacher. In the traditional system, the educational process was organized based on the demand of the teacher. And in the credit-module system, education is organized based on the principle of student orientation. The student will be able to throw the necessary subject teacher for himself and enter his classes. In the traditional system, however, it acquires a mandatory character.
5. The credit module leads to the transition from the educational system to another area, even with teachers who are unworthy to take classes working in higher educational institutions through the transition to the system. In traditional education, the determination of training loads, the distribution of state units of the department is carried out based on the requirement of the head of the department. And in the credit-molul system, the formation of training loads and the designation of state units is carried out through the student's choice. This in turn leads to the fact that professors who do not have enough student knowledge to work remain without class hours and without the burden of studies in the event that the student does not choose.
6. By switching to the credit-module system, the demand for digitization of the educational process in higher educational institutions increases even more. In the traditional educational process, coarse educational and regulatory processes were carried out through a paper system. Today, the digitalization of the educational system has become even faster through the transition

of the Republican higher educational institutions to a credit-modular system. The information system of the management of the higher education system in the Republican higher education institutions made it possible to fully digitize the educational process for the implementation of the Hemis platform.

7. The transition to the credit-module system requires further improvement of the criteria for controlling and evaluating students' knowledge. It is especially emphasized that the Ministry of higher and secondary special education should carry out the assessment of students' knowledge through the principles implemented in the activities of the state test center. The transparent organization of final controls in the credit-module system as a whole leads to the full functioning of the principles of the credit-module system.

8. By switching to the credit-module system, the demand for the correct Organization of work with independent education in higher educational institutions increases. In the traditional learning process, insufficient attention is paid to working with independent education. Even today, the methodological support for the organization of independent education in most higher educational institutions is insufficient. Most teachers do not have a clear understanding of the organization of independent education. It laid the foundation for the organization of the methodological support of independent education through the transition to a credit-modular system.

9. In connection with the fact that students organize independent education in more information resource centers, the IRC provides all conditions for the student, enriching the IRC with new literature, creating the possibility of online use of foreign libraries.

10. In the process of traditional education, the assessment of students' constant knowledge was carried out mainly through the audience. Through the transition to the credit-module system, an image was created for the penetration of the Deadline system in the learning process and its establishment through an electronic system in the form of a remote Portfolio with the abandonment of the audience in assessing students' knowledge.

11. In the traditional education system, the teaching load of professors is determined based on the volume of audience training. Even when teaching materials of professors and teachers of higher educational institutions of the Republic are considered analysis, it is mainly around 900-1000 hours, the main volume of this load is organized by audience classes. In traditional education in general, the teacher's educational pathways are distributed in such a way that the teacher has moved from the audience-to the audience system. That is, the existing criteria tied the teacher to his auditor all day. This does not allow professors to work on themselves, conduct scientific activities, and organize work with the student outside the audience. Through the transition to the credit-module system, the establishment of the general burdens of professors in loans, a decrease in the volume of training load and the provision of more burdens to independent hours of education also give an opportunity to the quality of education and the work of the teacher on himself and with the student outside the auditor.

In general, the participation of Uzbekistan in the Bologna process and the introduction of a credit - Module system in its educational system provide the following opportunities:

- Provides universities in the country with the expansion of contacts with foreign universities;
- Joining the Bologna Process allows Uzbekistan to benefit from the European education system, to recognize the professionalism of diplomas and qualifications, to introduce the credit system

(ECTS) and the diploma application, to assess the quality of education, to implement the academic harmony of students and faculties and to ensure continuing education;

Participation in the Bologna Process is the basis for creating the necessary conditions for improving the competitiveness of educational services for the Republic, improving the qualifications of scientists and teachers, strengthening the position of Uzbekistan in the field of international education [5].

As a conclusion, the following can be cited:

- When introducing a credit-module system into the system of higher education of the Republic, it is necessary to take into account the peculiarities of our nation and the national mentality;
- Having studied the experience of developed countries in the implementation of this system, it is necessary to effectively use them on the basis of analysis;
- Based on the nature of the disciplines, it is necessary to create a methodological support of the disciplines that will be placed in the credit-module system, analyze the created ones and quickly develop measures to eliminate the identified existing shortcomings;
- To pay special attention to ensuring transparency, that is, to convey to students all the information that concerns the educational processes of students in a pre -, clear, understandable, complete and transparent way;
- In accordance with the educational program, it will be advisable to form a database of subjects that are taught compulsory and taught on a competitive basis, their content, requirements or assessment criteria for the student to study knowledge, and teaching staff.

Offers:

- To familiarize yourself with the credit-module system and constantly organize trainings, seminars, master classes and discussions with university professors and students about the basics of functioning in this system;
- Exchange of experience and cooperation between universities;
- Preparation of a special guide on the tasks, duties and rights of students in the credit-module system;
- It will be appropriate to prepare short written references for parents about the credit-module system, its content, the course of the reading process, the assessment system and convey them to parents, to maintain uninterrupted communication with them.

REFERENCES:

1. Ўзбекистон Республикаси Президентининг 2019 йил 8 октябрдаги “Ўзбекистон Республикаси олий таълим тизимини 2030-йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида” ги ПФ-5847-сон Фармони
2. Усмонов Б.Ш., Хабибуллаев Р.А. Олий ўқув юртлирида ўқув жараёнини кредит-модуль тизимида ташкил қилиш. Ўқув қўлланма. – Тошкент, ТКТИ, 2020. – 120 бет
3. Ўринов Б., Султонов Б., Умаров А. Ўзбекистон Республикаси олий таълим ташкилотларида ECTS кредит-модуль тизими: асосий тушунчалар ва қоидалар. – Тошкент, “Маънавият”, 2020. – 96 бет.

4. Байденко В.И. Болонский процесс: проблемы, опыт, решения. - М.: Исследовательский Центр проблем качества подготовки специалистов, 2006 - 94 с
5. Шарипова М. Болонья жараёни нима? Интернетманба. 2 март 2019 йил. [https://uzanalytics.com/jamiyat/%20\(Манбага21.09.2020дамурожаатэтилган\)](https://uzanalytics.com/jamiyat/%20(Манбага21.09.2020дамурожаатэтилган))

SHOCK STATEMENT IN THE NEWS OF THE FRENCH PORTAL “LE FIGARO”

Boboyev Ulash Nematovich*

*Candidate of Philological Sciences,
Head of Department of French Language and Literature,
Samarkand State Institute of Foreign Languages,
Samarkand, UZBEISTAN
Email id: boboyev.u@samdchti.uz

DOI: 10.5958/2278-4853.2022.00382.2

ABSTRACT

The article examines the actual problem of the modern development of the media, associated with the use of shock statement technology by journalists. The purpose of the article is to study the specifics of the use of shock statement in the materials of the French portal “Le Figaro” in 2022. The scientific and practical significance of the study lies in the development of scientific knowledge on this issue, the possibility of using the results of the study in dissertations and monographs. The research materials are useful in the work of journalists and the editorial policy of the media. The research methodology is based on the use of special methods: linguoculturological analysis of the texts of the French portal “Le Figaro”, contextual analysis of the use of shock statement tools, the study of the contextual applications of the representatives of this technology in the news. The author of the article comes to the conclusion that the vast majority of the materials analyzed contain elements of shock statement to increase the rating of publications that have a destructive effect on the mass consciousness, but solve the problem of maximizing the involvement of readers. The author believes that in order to change the situation, the development of more ethical means of increasing media ratings is required.

KEYWORDS: *Shock Statement, News Materials, French Portal “Le Figaro”, Media Ratings, Digitalization.*

INTRODUCTION

In the context of digitalization and mediatization of society, the media began to have a greater influence on the mass consciousness of citizens around the world. A characteristic feature of this process was the global system of media ratings. Influential publications have been able to increase their funding, receive advertising revenue, and so on. Media resources, as private companies, are interested in maximizing profits, so they use any methods and means to attract a wide audience (Biryukova, Novgorodova, Kichkina 2021: 136). One of these modern means has become the technology of shock statement, when journalists, using rude, profanity, provocative expressions, shocking, absurd phrases and other techniques, provide a psychological impact on readers, drawing attention to their materials, forcing fear and horror of what is happening (Deeva, Klemenova 2021: 104). Unfortunately, the negative impact of shock statement is practically not studied, especially in the context of current events related to the coronavirus pandemic and other pressing political issues. In this study, we propose to analyze the current situation, the

mechanism of action of shock statement, and to present proposals for improving the situation in the future, using the materials of the French portal “Le Figaro” as examples.

Main Part

We analyzed 100 news items from the French portal “Le Figaro” and came to the conclusion that 80% of them contain shock statement agents. Let's look at some illustrative examples.

An article entitled “Je suis à bout”: pour les familles qui hébergent des réfugiés ukrainiens, le revers de la solidarité” (Renault 2022) (“The French who accepted refugees from Ukraine speak of disappointment”) emphasized the disappointment refugees, accepting and accommodating them in their country. The word "disappointment" immediately grabs the reader's attention, especially in the context of the general support for Ukrainians in Europe. This idea is developed in the text of the article: “De nombreux Français engagés à aider des familles ukrainiennes se disent épuisés de l'investissement moral, administratif et financier sur le long terme” (“Many French people who want to help Ukrainian families say they are tired of moral , administrative and financial investments in the long term”). In this fragment, we see such words as “many French”, “tired of moral, administrative and financial investments”, which, together with the private stories of the French in this publication, demonstrate the unpleasant prospects for helping Ukrainian refugees. Then another piece of news in Le Figaro on the topic: “Sanna Marin, la dame de fer finlandaise” (Hofstein 2022) (“Sanna Marin is the Finnish Iron Lady”). Here we see the phrase of shock statement "iron lady", which immediately causes the reader to associate with the former British Prime Minister Margaret Thatcher, who pursued a very tough policy.

A French reader versed in politics will immediately be wary of such a comparison, since we are talking about an official of the traditionally neutral Finland, which Sanna Marin decided to bring into NATO, which is very dangerous not only for regional, but also for global security. Finland's entry into the North Atlantic military-political bloc will obviously not please Russia, which the latter has repeatedly stated, respectively, the world is on the brink of the Third World War. In this regard, we can conclude that semantic shock statement is used in this article, since the audience must understand the context and subtext in order for this technique to lead to the expected result for the journalist and the publication that he represents in managing public opinion in France. Consider another Le Figaro article titled “Antiracisme, “cancel culture”, militantisme “woke”... Retour sur un phénomène mondial” (De Montalembert 2022) (“Antiracism, gender diversity, protection of the rights of minorities... Madness” vokizma" embraced business"). The title of the article presents a shock statement in the form of the word "madness", which is intended to scare the irresponsibility of modern business in the material support of all fashion trends and movements. The author, exaggerating, shows how far all this can go, because soon the rights of an ordinary person will be infringed everywhere, and there will be no one to protect him. The article contains the following text fragment: “La lutte pour les droits des minorités sexuelles, le mouvement MeToo et d'autres manifestations du politiquement correct agressif sont arrivés en France. De plus, ces germes mondialistes sont amenés en France, en premier lieu, par des sociétés transnationales. Ce sont eux qui ont besoin d'une nouvelle personne qui n'a ni famille ni patrie. Il ira n'importe où et fera n'importe quoi, tant que l'argent sera payé” (“The struggle for the rights of sexual minorities, the MeToo movement and other manifestations of aggressive political correctness came to France. Moreover, these globalist sprouts are brought to France, first of all, by transnational companies. It is they who need a new person who has neither a family nor a homeland. He will go anywhere and do anything, as long as the money is paid. In the above fragment, the following phrases of shockstatement are found:

“aggressive political correctness”, “globalist sprouts”, “a new person who has neither family nor homeland”, “if only money would be paid”. Such a large amount of shock statement in a paragraph clearly indicates that this issue is very relevant for the French, many understand this, but do not yet know how to counter it, because, as you know, the protests of millions of people in France against the introduction of the terms "parent 1" and "parent 2" did not lead to the expected result. This news, with an abundance of shock statement means, creates in readers a feeling of powerlessness to change anything, despair and hopelessness.

CONCLUSION

Thus, the analysis of the materials of the French news portal “Le Figaro” clearly showed that shock statement has become commonplace in published news. It allows publications to retain a large number of audiences, control the mass consciousness and influence the emotional state of people, respectively, this brings more money to modern media from advertising due to an increase in their rating. It seems that at the international level it is important to develop and implement universal measures that prohibit new media from using destructive manipulations in working with the audience. It is important for the scientific community to find alternative mechanisms to increase media ratings.

REFERENCES:

1. Biryukova Yu.V., Novgorodova E.A., Kichkina E.G. New media as a modern communication environment for interaction between the media and the audience // Political sciences. 2021. No. 2(104). pp. 135-142.
2. Deeva I.V., Klemenova E.N. Peculiarities of eco-content in new media // Bulletin of the Volga University named after V.N. Tatishchev. 2021. No. 2 (35). pp. 102-110.
3. De Montalembert G. Antiracisme, “cancel culture”, militantisme “woke”... Retour sur un phénomène mondial” // Le Figaro. 04/03/2022. URL: <https://www.lefigaro.fr/actualite-france/je-suis-a-bout-pour-les-familles-qui-hebergent-des-refugies-ukrainiens-le-revers-de-la-solidarite-20220428> (récupéré: 06/05/2022).
4. Hofstein C. Sanna Marin, la dame de fer finlandaise // Le Figaro. 06/05/2022. URL: <https://www.lefigaro.fr/international/sanna-marin-la-dame-de-fer-finlandaise-20220506> (récupéré: 06/05/2022).
5. Renault C. Je suis à bout»: pour les familles qui hébergent des réfugiés ukrainiens, le revers de la solidarité // Le Figaro. 28/04/2022. URL: <https://www.lefigaro.fr/actualite-france/je-suis-a-bout-pour-les-familles-qui-hebergent-des-refugies-ukrainiens-le-revers-de-la-solidarite-20220428> (récupéré: 06/05/2022).

Asian Journal of Multidimensional Research

ISSN: 2278-4853 Vol. 11, Issue 12, December 2022 SJIF 2022 = 8.179

A peer reviewed journal

Editorial Board

Dr. SS Narta

Professor
Department of Commerce,
Himachal Pradesh University,
Summerhill, Shimla – 171005,
H.P., India.

Dr. Mamta Mokta

Professor
Department of Public Administration,
Himachal Pradesh University,
Shimla, India.

Prof. Shyam Lal Kaushal

School of Management Studies
Himachal Pradesh University,
Shimla, India.

Dr. Durgesh Nandini

Associate Professor
Department of Public Administration,
IGNOU, Delhi, India.

Dr B. Mohan

Associate Professor in English
S.V. College of Engineering and Technology
Chittoor, Andhra Pradesh, India.

Dr. Dalbir Singh

Assistant Professor
Haryana School of Business,
G.J.U.S & T, Hisar,
Haryana, India.

Dr. Sonia Sharma Uppal

P.G. Department of Commerce and Management
Arya College, Ludhiana,
India.

Nadeera Jayathunga

Senior Lecturer
Department of Social Sciences
Sabaragamuwa University, Belihuloya
Sri Lanka

Mrs. Sabina Dinesh Kumar

Assistant Lecturer
Faculty of Management Studies & Comm.
University of Jaffna,
Sri Lanka

Jumana M. Elhafiz

Assistant Professor
Department of Biochemistry,
Shendi University, Ministry of Health,
Sudan

Dr. Sunil Kumar

Assistant Professor,
Punjab School of Economics,
Guru Nanak Dev University,
Amritsar, Punjab, India

Dr. Ebele P. ifionu

Faculty, Department of Finance and Banking
University of Port Harcourt, Nigeira

Review Process

Each research paper/article submitted to the journal is subject to the following reviewing process:

1. Each research paper/article will be initially evaluated by the editor to check the quality of the research article for the journal. The editor may make use of iThenticate/Viper software to examine the originality of research articles received.
2. The articles passed through screening at this level will be forwarded to two referees for blind peer review.
3. At this stage, two referees will carefully review the research article, each of whom will make a recommendation to publish the article in its present form/modify/reject.
4. The review process may take one/two months.
5. In case of acceptance of the article, journal reserves the right of making amendments in the final draft of the research paper to suit the journal's standard and requirement.

Categories

- Business Management
- Social Science and Humanities
- Education
- Information Technology
- Scientific Fields



Published by

Trans Asian Research Journals

SCO 34, 1st Floor, HUDA Market,
Near Red Cross, Jagadhri - 135 003 (Haryana) INDIA
Website : www.tarj.in

Our other publications :

Trans Asian Journal of Marketing & Management Research (TAJMMR)
ISSN (online) : 2279-0667