ISSN (Online) : 2278 - 4853

Asian Journal of Multidimensional Research

Published by :
www.tarj.in

AJMR

ISSN (online)   : 2278-4853

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

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LINGUOCULTUROLOGICAL FEATURES OF TALES OF THE BRITISH ISLANDS

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ABSTRACT

Linguocultural analysis of four different fairy tales of British Isles from the collection of J. Riordan's "Folk-tales of the British Isles", which presents fairy tales collected by the author in various parts of England has been conducted in this article.

KEYWORDS: *Linguistic Originality, "Common Character", Magical Creatures, Pixies, Elves, Boggards, Brownies.*

INTRODUCTION

The first fairy tale from the collection of J. Riordan, which we will turn to in linguoculturological analysis is - "The Tulip Pixies" or in Russian "Tulipelves", whose home and is the South-West England.Accordingtotheplotofthetale,oneoldwomanlivedinherhousewith a beautiful garden where she grew many beautiful flowers - forget-me-nots, lilies, rosemary, cloves, buttulips were especially beautiful. Each in the morning green circles magically appeared around these flowers. There were many legends about this event, but one night the old woman heard strange sounds like a lullaby. Only on the third night she learned that they were issued by elves who lulled their babies into tulips. And every night, until the morning came, the elves danced to the music of their little pipers, and their magic made the flowers more fragrant and beautiful. So year after year went on, until the old woman died. Now a new owner settled in her house, which looked after only for fruit and berry crops; he destroyed all the flowers, which made elves angry. In the end, they destroyed his garden- the plants withered, the earth became dry and everything stopped growing. And the elves themselves sang every fullmoon song on the grave of an old woman, and their magic bloomed the most beautiful flowers.

The main character is an old woman, the keeper of the hearth, who takes care of her garden with love and care. The fairy tale "The Tulip Pixies" features a musical creativity of the English ethnic group, which indicates that music occupied an important place in popular beliefs. According to folk ideas, musical abilities are possessed by many mythological creatures, and here we note that the Elves spend the night dancing to the music of their musicians.

We also observe some features in the speech of the characters, related to their activities and origins. The story describes daily life of an elderly woman who is not related to aristocratic family, so we can observe grammatical errors in the use of the verbs "do" and "to be" and the phonetic features of speech (incorrect pronunciation of the ending - "ing" in verb forms):

"Wharlovin folks they be;" [3].

Analyzing the above-mentioned features, we note that in fairy tale "Tulip pixies" the narrator focuses not only on magical element of a fairytale, but also reflects the picture of the world of the inhabitants of the South-West England through their activities - horticulture; growing vegetables and fruit crops. It also emphasizes their "southern" character – warmth of souls; openness and responsiveness to other people and creatures, despite the simplicity of language and low status; love for music. All these elements are reflected in the character of the main heroine, and in this way we can observe some of the realities of that world with our own eyes [4, pp. 152-158].

Folktale "Tops or Butts?" or its Russian equivalent "Tops or Roots" refers to the tales of the Midland, whose territory is the geographical area and cultural center of the central England. According to the genre classification, it can be attributed to household fairytales because of its appeal to the everyday realities of the British people. And the main motive is the desire to defeat evil or alien creatures, not with the help of force, but with the help of intelligence and cunning.

The story tells us about a farmer named Jack who owned a land in Herefordshire where he grew various crops. And one day he encountered a goblin monster who wanted to take away his field. Then Jack came up with ways to outwit the monster - he shared with him roots, but so that he gets the edible part. For the third time the goblin got tired of eating inedible parts and he left his land, and never came back again [10, pp. 2888-2893; 11, pp. 33-41; 12, pp. 26-28].

The main character - Jack o' Kent - the hero of Her ford shire and Welsh tales and feuilletons, in which he wins by cunning and deceit evil. His first appearance as a character is recorded in a play of 16[th]century, whose name has not been preserved, but by that time it was already well famous character in British folklore. In the tale itself, there is node scription of the appearance of Jacko' Kent, sowedo not know how he looked, however, we know the type of his activity - he was a *"farmer, owning a small piece of land in Her ford shire ...".*

Jack o Kent's opponent is Boggard ("Boggard") - in English mythology they are fairies, similar to brownies. Boggarts are also represented as shaggy creatures, with long yellow teeth and glowing eyes in the dark. They preferred to settle alone, because they didn't get along well with each other. In other matters, and among other fairies, boggarts were not popular. He was also distinguished as a rather harmful character and was capable of evil tricks. The cult of the Boggarts was especially widespread in Lancashire and Yorkshire. The Oxford English Dictionary also lists similar name of Boggart, one of which is – *bugbear- any terrifying thing.*

Fairy tale "Tops or Butts" reflects the realities of life of ordinary people through whose activities one can observe national picture of the world and how important it was to engage in rural economy.

The fairy tale **"The Flycrow"** which in other sources has the synonymous name "the Scarecrow" was taken by J. Riordan from the collection of Baring-Gould "Yorkshire incidents and unusual events". It is originated from West Yorkshire, which is considered as part of the county of Yorkshire, and it, as one of the largest and most important counties of Great Britain, has always been distinguished with special dialect, traditions, customs and folklore, which is still revered.

The very name Flycrow or Scarecrow in English means "scarecrow", and is literally translated as "scare the crows" (eng. "scare" - fright, frighten, "crow" - a crow). This shows that the first pests for which they were made were crows. So it is characterized by a small volume, limited number

of characters, simple composition, which is characterized by - the beginning, the main part and the ending, as well as the appeal to the everyday realities of that time. The presence of colloquial vocabulary also corresponds to the everyday style of the fairy tale and demonstrates a low social position of the protagonist.

The main character is Tom which is here is a "common character". The narrator only briefly describes his way of life with the help of idioms - "a rare bird to drink" The expression itself is "rare bird", "white crow", came into English speech from the Latin language at the beginning of the 19th century, in which has as ynony mouse xpression "raraavis". The credibility of the narrative is achieved by describing the events takingplace in the village of Hebden in North Yorkshire. The title-"Hebden"-came about by connecting two Old English words "heope" and" dene", which meant "blackberry" and " valley".

Moreover, what the narrator claims is the veracity of what is happening:

*"The house still stands there, easily recognizable by its white were hand trees growing between the door and the path..."*the veracity of what is happening.

The events take place at night when *"Tom were up, just sett in', and castin 'shadows",* implying that *"the moon has only risen, just casting its shadow".* In Yorkshire, the moon was considered a symbol of magical power. If a person saw how the new moon came, he should bow to it three (in some sources nine) times. It was believed that those who forgot about this condition or looked at it through the glass called out to misfortune and became unhappy and unfortunate.

We can also observe the relationship between language and culture in the narrator's use of many comparisons.

<div align="center">

"as faltasginger-beer"

"as blackasacrow"

"asredasaturkey-cock"

"aswickasascoprell",(which in modern English has the form "as swift as a squirrel").

</div>

Turning to the linguistic originality of this tale, we can mark some lexical units, submitted nouns that characterize low intellectual and the social level of the protagonist. Expressions – *"stealing rascal", "dirty waggabone", "cock-eyedragamuffin"*denoting a thief, arogue, a beggar, scoundrel are stock of colloquialvocabulary. In addition, the place of origin of the fairytale "The Fly crow" influences the language structure. There is a Yorkshire dialect in Yorkshire which slightly differs as it took some features from the London dialect and from a mixture Old English and Old Norse: For transmission features of the Yorkshire dialect, an apostrophe was used for omissions of the sound like "h" or "th" andother sounds at the end of the word-*"...he camewi'a crack again't' chap"*

*F*airy tale **"The Black Bull of Norroway"** is one of the examples of the magical folk tale of Scotland. For the first time the fairytale "The Red Bull of Norroway" (with a similar plot, but under a different name) appeared in Robert Chamber's "Popular Rhymes of Scotland" in 1842. The current version has been edited by J. Riordan in 1894 [3].

In the title of the tale, we draw attention to one of the acting persons-the blackbull, which as a result turned out to be an enchanted prince whom she was able to free from magical spells. In general, the ability of a person to transform into animal and return to human form again, as well

as violent transformation of the hero into an animal are manifested in the language of fairytales as they are residual forms of totemic representations. The most pronounced animal in the life of the English peasantry are bulls and cows. Magical properties of "bull" are emphasized by its black color, which carries a huge symbolic meaning and it contextually correlates with the world of supernatural beings [5, pp. 81-83; 6; 10, pp. 2888-2893].

The main character is a young girl-the youngest daughter and the queen ("the third doct her"), who has to pass the test to get happiness. The heroine is not individualized, but in the narrative her moral virtues such as steadfastness, devotion, patience and humility are emphasized.

Fabulous space is limited to a certain area-Norrway-there is no such city or settlement in Scotland, therefore, we can assume that the narrator had the northern lands or the territory of modern Norway in mind, since the landscape has been described further in the tale in following mode-*"dark and terrible valleys""dark andug some glen", "smooth hills", "glassy hill"* [3].

In the tale magicenters into reality quite organically, as the line between reality and fiction is almost unnoticeable. There is no real time, so we donot know in what year or season the events took place: fairy tale begins from the words: *"Once"* ("…One day…"), *"in the good old days" ("langsyne")* and ends with *"And as far as I know, they lived happily to this day".*

However, we can feel the movement of time, as our main character first has to wait 3 days for her betrothal, and also to help the blacksmith ("the smith") for 7years, to get the iron shoes that helped get to the prince Norruey sky (In this story, the main character receives a pair of iron shoes (iron shoon) that allowed her to climb glassy hill), so we feel the development and scale of the tale.

CONCLUSION

Wenotedin the beginning of the analysis that the tale is Scottish; therefore the units of the Scottish dialect will be combined with Standard English, for example, a washer wife – a washerwoman. There are also other examples, which in the Scottish dialect and in the British version they convey the same meaning, but they also written and pronounced differently, for example: *loch=lake; ken=know.* Besides, the Scottish dialect also influences the grammar of English, using instead of not-*noornae (ne):kendna=don't know; couldn't bring = couln't bring.*

In the collection of J. Riordan it is noted that magical folklore tales are most often precisely Scottish, and we assume that this is also due to the geographical position, and with the fact that it is from Scotland that a large the number of magical stories in which he shows intelligence, courage, courage, cunning of heroes. Therefore, we believe that the narrator wanted to reveal national traits precisely through such a picture of the world associated with overcoming difficulties, defeating evil, gaining new knowledge and other items.

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COMPETENCE IN LINGUODIDACTICSAND CONTENT DESCRIPTION OF COMPETENCE CATEGORIES

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ABSTRACT

*The article deals with the study ofproblems of competence in linguodidactics and content description of competence categories in teaching foreign languages. Self-awareness based on a person's unique individuality, ability to take responsibility for the development of society is gaining special importance. The **actuality** of the theme is that the training of teachers of foreign languages has a valuable and purposeful orientation. The application of the competent approach in our research made it possible to imagine the result of competence in education, to see its new aspects.The **object** of the article is thecompetence in linguodidactics and content description of competence categories. At the present time, the competence approach lies at the core of the substantive renewal of foreign language higher education. The **aim** of the article is providing general information about the approach which creates a basis for eliminating traditional cognitive orientations in higher education, radically updating educational content and teaching methods and technologies.*

Methods: *such methods as descriptive method, method of componential analyses were used toprove the in formativeness of the topic relied on the studies of well-known methodologists in the field of teaching foreign languages.*

Results (Findings): *The analysis of the opinions presented in the article shows that the study of methodological basis of teaching foreign languages determines the prospect of a detailed study of the teaching system, cognitive orientations in higher education. The study of the definitions given to the concept of "competence" in the works of foreign specialists, more emphasis is placed on the independence and responsibility of the individual. The results obtained will help to consistently study important issues of general and private linguistics and find their solutions.*

Conclusion: *Summing up the results, it can be concluded that the Competence provides a reliable basis for a person to achieve his goals of personal importance: it does not matter what the goal is and the social structure of the environment in which the person operates. In this way, a new view of the description of educational results aimed at solving real problems - the need to introduce competencies begins to emerge.*

KEYWORDS: *Concept, Competence, Analysis, Literature, History, Development, Approach, Methodology.*

INTRODUCTION

The concepts of "competence" and "competency" are considered here as the main criteria for upgrades and determine the level of modernization processes which are being carried out. Therefore, the main issue is to clarify the definition, characteristics, appearance and structural content of these concepts. Only then we will be able to clearly imagine the possibilities of the concepts of "competence" and "competency" as an integrative indicator for evaluating the quality of higher education.

From overall perspective, "competence" is derived from the Latin word "compete", which means "to fit", "to suit", and refers to the ability of a person to:

- Compliance with the established criteria, set requirements and established standards in the relevant field of activity;

- Able to actively and effectively use the knowledge and skills in solving a certain issue;

-Means that he will have the ability to take the initiative in the situation and achieve his goal with confidence.

LITERATURE REVIEW

The analysis of the literature on the history of the emergence and development of the competence approach shows that "as well as the interpretations of the concepts of competence and competence, the views on the results of educational processes organized on the basis of approaches based on these concepts are complex, multifaceted and ambiguous"   [2: 7].

The concept of "competence" was used for the first time in the field of performance-based education in the USA in the sixties of the last century, and served as a criterion for preparing specialists who can withstand competition in the labor market. Initially, in the tradition of behavioral psychology, competence was considered as a skill that is formed as a result of automatization of knowledge and is necessary for performing simple, easy practical tasks. Such an approach was sharply criticized at the time: because competence in the form of practical knowledge was insufficient for creative activity and individual (independent) education. Based on the same considerations, the need to introduce the concepts of "competence and competences" came into existence.   Considering competence as a personal category, competences (in different aspects) were converted into curriculum units and defined as a component of competence. Competence is often used to describe the potential that a specialist needs to find his place in the labor market. Competence is a somewhat broader concept and is generally considered as a set of competencies, i.e. characteristics manifested in productive activity.

MATERIALS AND METHODS

In the definitions given to the concept of "competence" in the works of foreign specialists, more emphasis is placed on the independence and responsibility of the individual. In the same period, under the influence of transformational grammar and the theory of language learning, the concepts of linguistic and communicative competence were introduced [7].

In 1971-1990, it is characteristic that competence-competence categories were used in the theory and practice of learning languages other than the mother tongue. Also, at this stage, competence-competency categories were introduced to determine the level of excellence in management, leadership, and culture of behavior. The basis of this technology is E. Thorndike and B. Skinner's

experiments in the field of cognitive psychology. Their experiments proved that it is possible to teach a person (learner) to solve problems of standard and non-standard types. In order to completely get out of the problematic situation, it is necessary to form a holistic image of the existing situation.

Through experiments, the methods of achieving a positive result, setting a goal, choosing a strategy for success, and evaluating the achieved result were shown. The experience of solving problematic issues is formed as a result of active learning: only acquired knowledge, skills and competence should be the result of actions such as directing individual knowledge formed as a result of feedback, debates and collective thinking to the current situation.

RESULTS

"Since the seventies of the last century, the term "competence" has taken a decisive place in the terminological field of language teaching" [4: 3]. The presence of communicative competence in a person expands his opportunities to interact with other people "in all aspects of life". Specialists in the field of foreign language teaching methodology thought not only about the methodological description of communicative competence in a foreign language, but also about the need for practical actions in detailing the requirements for each stage of learning a foreign language [4: 5].

Components of the concepts of "competence" and "competitiveness" have been developed for such closely related fields as labor psychology, motivational psychology, and management. According to J. Raven's definition, competence is a special ability required to perform a specific action in a specific subject area [3]. In his research, for the first time, attention was paid to the psychological aspects of competence, the problems related to the formation of competence in different periods of human development, and the conditions necessary for the formation and development of competence were studied. While researching the structural composition of competence, J. Raven his intellect; shows such components as effective behavior; ability; internal motivation. It justifies the importance of these components in the development of competence. Competence is always demonstrated in action. It is impossible to observe an invisible competence. The characteristic of competence is that it can be manifested only in a harmonious combination with human values, that is, in the conditions of a person's strong interest in the activity he is conducting. In 37 types of competence, it is shown that competence is manifested as a result of motivation [3:258].

DISCUSSIONS

As we mentioned above, when defining the concept of competence, foreign psychologists consider qualities such as independence and responsibility of a person to be primary. However, these two important qualities are lacking to reveal the essence of professional competence. Professional competence is seen in a specialist's deep knowledge of his work, adequate solution of a professional problem, and creative organization of his work. Basedonthisnote, the following professional competences:

- Social competence: a person's ability to engage in collective activities and relationships with others, willingness to take responsibility for the results of his work, mastering the methods of acquiring professional knowledge;

- Special competence: readiness for independent implementation of certain types of activities, ability to solve standard and non-standard issues related to the profession, ability to evaluate the

effectiveness of one's work, ability to independently increase knowledge and skills in one's profession;

- Individual competence: it is possible to mention its main components, such as the willingness to regularly improve one's qualifications and to express oneself through work, to have professional reflexive skills, to be able to overcome inconveniences and declines in the field of work [1].

CONCLUSIONS

1. Foreign scientists have developed a model for increasing the competence of ordinary employees [5]. In this model, the main emphasis is placed on the individual-psychological qualities of the employee, such as independence, discipline, communication, and the need for self-development. In the model, the most important component of professional competence is the employee's ability to adapt quickly and without objection to the existing working conditions.

2. The ability to find independent solutions to complex problems;

3. Independent acquisition of new knowledge, skills and abilities;

4. To have a positive opinion about his personality;

5. Being able to achieve harmony in communication with others;

6. More emphasis is placed on qualities such as the ability to behave appropriately within the team.

7. Competence within the framework of this model is considered as a result of the development of existing and acquired characteristics, abilities and talents in a person.

8. Competence in this interpretation provides a reliable basis for a person to achieve his goals of personal importance: it does not matter what the goal is and the social structure of the environment in which the person operates. In this way, a new view of the description of educational results aimed at solving real problems - the need to introduce competencies begins to emerge.

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THE EXTERNAL STRUCTURE OF THE TEXT IS A SET OF PROPERTIES CONNECTING LITERARY CONTENT WITH REALITY

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ABSTRACT

*The article deals with the the texts, considered as a product of discourse activity, is included in the group of linguistic phenomena consisting of the generalization and integrity of structural and substantive-logical relations, when the main attention is paid to its internal structure and content. However, in order to know the true essence of discourse rules, it is necessary to determine the scope of their relations outside the text. The **object** of the article is the external relations of the text whichare an integral part of it, and this is especially evident in the literary discourse. In addition to being a set of features that connect the literary content with reality, the external structure is also distinguished by its mobility and instability. The **aim** of the article is to define and show the external relations from the text whichoften prompt the emergence of hidden or implicit meaning.*

Methods: *such methods as descriptive method, method of comparative analyses were used toprove the in formativeness 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 thatthe phenomenon resulting from the transfer of phrases from one text to another is the basis of the concept of "intertextuality", which literary critics are trying to define on a large scale.*

Conclusion.*Summing up the results,it can be concluded that one of the distinguishing features of literary discourse is its content versatility, which is manifested in the occurrence of different approaches to the perception of this content and the occurrence of cases of interpretation through different associative connections. Ambiguity of a literary work can be attributed to the different course of realization of syntagmatic and paradigmatic relations in the language of literary expression. Stylistic relations occur in the connection of elements of the same level within a single text, while paradigmatic relations reflect the connection of elements within and outside the text.*

KEYWORDS: *transfer, quotation, phrase, discursive environments, semiotic character, stability, poetic discourse, Citation, intertextuality, content.*

INTRODUCTION

It is somewhat difficult for the addressee of the discourse to understand the meaning created by indirect expression, and in this he must first of all refer to the indicators and signs contained in the text. One of such indicators is a quote-excerpt formed by means of phrases. Phrase, which is copied from another text, has a metonymic character, it is a tool that takes the place of a whole speech structure and expresses its content in a condensed form.

During the transfer of the quotation from one text to another, the linguistic character of phrase is revealed. This word unit describes similar situations of non-linguistic reality in different discursive environments, but the fact that language units have a semiotic character ensures not only their stability, but also their continuous development. For example, in the sources of poetic discourse, it is observed that the quotation undergoes semantic changes under the influence of the internal structure of the new text. Citation is, of course, a certain type of linguistic repetition, but the most important thing is not simple structural repetition, but inconsistencies that arise in the process of acquiring new knowledge [2: 211; 1: 187]. Accordingly, a quote is an literary representation of a new state of reality while preserving the general content of the previous one.

Literature Review

R. Barth, one of the scientists who used the concept of "intertextuality", writes, "Any text is, in fact, an intertext: other texts exist in it at different levels in a familiar or unfamiliar form; the texts of the previous culture and the texts of the present period form its basis. Any text is a new fabric woven from old quotations (words and phrases)" [5: 462].

In fact, a literary work is a unique type of text, which, in addition to having indicators of completeness, integrity, and structure, is also a product of the literary thinking of the creator - the author. Therefore, the text serves as a "tool that creates new content and summarizes cultural memory" for the literary work [14: 21].

It is well known that it is almost impossible to create a text without referring to and relying on pre-existing field texts. Russian literary critic M.M. Bakhtin believes that in order to understand another culture, it is not necessary to "move" to it, on the contrary, it is necessary to stay firmly within one's own culture[6: 12]. At the same time, his dialogue theory allows a clear idea of intertextuality. The activation of dialogue and the resulting intertextuality, which is an ontological feature of any text, is one of the factors that ensure the creation of an literary work [12: 6].

According to N.A. Kuzmina, who studied specially the phenomenon of intertextuality, this phenomenon can be described from different points of view. Therefore, from the point of view of the theory of reference, intertextuality reflects the property of double referentiality, that is, the text, along with the direct reflection of reality, also refers to another text.From the point of view of information theory, intertextuality reflects the actions of collecting information through direct experience - observation and reference to other texts. Semantically, intertextuality is a way of creating content by referring to other texts, but when interpreted from the point of view of cultural studies, the phenomenon of intertextuality is formed in connection with cultural values [13: 25-26].

According to Russian literary critic B.M.Gasparov, when intertextuality occurs, the author of the work uses "communicative fragments" and these fragments, like nominative units, are stored in memory and used as finished products. Communicative part is "a unit of linguistic activity that

exists in the mind" and it has the characteristic of providing meaningful unity and communication [8: 122].

Materials and Methods

The "communication field" that the scholar distinguishes is the area where the text is created. Within this area, cognitive operations are performed, the scope of the creator's thinking, its direction is determined, and ultimately, a single unit takes place in a network of various connections, and occurs in various contexts. This cognitive-communicative activity and the formation of various contents are related to the effective use of language material. This activity "takes place at the core of the actions around the existing linguistic product, starts from it and returns to it" [8: 320].

Israeli professor Yehoshua Bar-Hillel called the problem of a complete understanding of information transmitted in English, and gave the following examples: [7: 69]:

1) Ice floats on water

2) It is raining

3) I am hungry

The content of the first sentence is understood by almost all English speakers in the same way, because it is clear where the ice is floating (in the water). (However, in the later stages of understanding the content, the question "In which water: the river or the sea?" may arise.) In order to understand the content of the next sentence (2), it is necessary to know when and where this event (rainfall) is taking place. Or it is necessary to determine the time and place when this sentence is pronounced. Also, the full understanding of the content of the last sentence (3) depends on who and where it is said.

One should not forget the importance of space and time of events for communication activities. Each event takes place in a certain place and time, and the listener receiving information about this or that event seeks to know when and where it happened. In addition, for the full understanding of information, since any activity is performed by a certain person (persons), information about the subject of this activity is also required. So, the questions "when" and "where" accompanied by the question "who" determine the content of the speech structure [Safarov. 2008: 164].

One of the cognitive mechanisms operating in the communicative field is, of course, quotation transfer. Such transfers perform two main tasks in relation to differences in the purpose of its use and the author's communicative purpose: 1) historical-literary process, ensuring the continuity of traditions. In this case, the quote becomes a factor determining the activity of the literary movement; 2) in literary works (especially in verse) the movement can perform the function of satire, imitation.

Quotation - when referring to the quote, an implication occurs in the content of the work. The perception of such a concept is the understanding of current events on the basis of experience accumulated in the past. A structure based on meaning has two foundations, one of which is the "base environment" and the other is the "repetition environment" [3: 17]. Both of them are means of distance meaningful communication, which arise on the basis of mutual internalization of context relations. It is important to take into account the context relations and to identify the means by which distant semantic relations are created when distinguishing the meaning.Intertext,

so to speak, removes or expands the boundaries of the text, loosens the structure of the text in some way, makes it permeable, and its form regarding its meaning and content is variable and uncertain [11: 30]. It is clear that when the phenomenon of intertextuality is activated, the form of the text regarding the meaning and content is subject to change, however, the formation of uncertainty in the content is not a sign that the content is not understandable.

R. Lakoff is one of those who advocated the need to study discourse deixis as a separate phenomenon. Along with time-space deixis, the scientist proposed to study emotional and discourse deixis. Discourse or text deixis is manifested in the use of expressions that refer to a certain part of the text. For example, expressions such as "in any case", "on the contrary" are a means of referring to previous or subsequent parts of the text. The reason why such phrases are included in the deictics is that it is possible to search for the referent of the speech structures made with their participation in the text [4: 505].

They take on a deictic meaning in the text, such as phrases such "in the next chapter", "in the last paragraph", "next Sunday". Also, the demonstrative pronouns "this", "that", "he" refer to the preceding and following parts of the text:

- *The same coughing sound came from the side of the tree. (18: 6);*

- *These are the neighbors that I know in our neighborhood.* (9: 99).

Results

It is noticeable that discourse deixis is a phenomenon very close to anaphora. The main sign of anaphora is coreference, it is noted that it occurs in a single sentence, in relation to several sentences, in the text. The adaptation and interaction of deixis and anaphora is also recognized. While deictic expressions provide information about the referent, anaphoric pronouns repeat this reality (object). However, it is necessary to find a difference between these two phenomena: when a pronoun or other phrase refers to a certain part of the text, there is a discourse deix, but when a pronoun and another linguistic symbol in the text are related to the same referent, the phenomenon of anaphora appears [16: 196].

Pronominalization is related to the problem of distinguishing anaphora and discourse deixis, i.e., the interpretation of the phenomenon of riding, and here it is appropriate to mention the case called "pronoun of laziness" by J.Lyons [4: 673]:

– *The hero who gave his handkerchief to his wife was Othello and his wife who has lost it was Desdmona.*

The pronoun "handkerchief" in this sentence is not a co-referent of "*his handkerchief",* but it replaces a noun phrase in the meaning of "*The handkerchief of the hero whose wife lost it".*

Similarly, in the speech activation of pronouns, there are such cases that it is difficult to include such activation in the framework of the anaphora phenomenon:

- *I have never lost it.*

- *That's a lie!*

In this dialogue, the pronoun "that" does not act as an anaphoric conjunction, its referent is the proposition of the first sentence. Paying attention to the use of pronouns in the "pending" state, J. Lyons believes that impure textual deixis occurs in such use [4: 670]. However, it is common for

the pronoun "That" to be used in the text as an anaphora or in a similar function. The referent does not change in the activation of this function of the pronoun.

Pronouns, in particular, personal, reciprocal, and demonstrative pronouns, are of great importance in the syntactic formation of the text, because with their presence, the text components are interconnected not only syntactically, but also meaningfully. In other words, pronouns act as connectors in the formation of text and text fragments [17: 20]:

- *N. could not sleep for a long time at night. During the next two days, he tried to come to terms with what he had been through, but he was afraid to think. Although he still thought it was a misunderstanding, he now felt that he had been fired, his heart was angry, but he had a hope that everything would pass. He thought that it was necessary to get up on time in the morning before going to sleep, according to his skills, but suddenly he remembered that he would not go to work the next day. He wanted to escape from this dream, but he felt his helplessness in front of the happenings and began to feel depressed that everything was in vain now* (19: 20).

- *He adheres to the wisdom that "a man speaks one thing", he does not turn back from the lion's trail, from the word of the investigator. He hates those who write lies in his newspaper and then apologize. That's why they try to distract you as much as possible* (19: 31).

Discussions

The personal pronoun "he" is repeatedly used in the texts, and through this, it ensures the formation of syntactic and at the same time semantic relations of the components in the given texts. In this respect, the pronoun performs a function characteristic of synonymous means. Because in this situation, it can replace a person or an object and become a substitute for him in terms of content. A. Potebnya emphasizes that the personal pronouns used in this way are important according to their functions [15: 27] .

The above-mentioned "basic environment" and "replication environment" have two forms of meaning:

1) the meaning of the "other" (quoted) text expands when the "background" takes the lead. In this case, the quote takes place from a context close to the content and becomes a means of expressing the continuity of the historical-literary process;

2) "repetition environment" meets the conflict of events determining the value of the content, and the semantic content of the "basic environment" changes. When a quote taken from the original source is placed in an inappropriate context, the content changes and takes on the appearance of parody.

Each form of intertextuality takes place in the conceptual space of the entire text and affects the realization of the author's communicative goal in the expression of the literary idea. When phrases are transferred to a new context, context conflicts occur and meaning is formed.All this leads to internalization of the semantic and emotional content of the text. The analysis of the use of linguistic units, including phrases, in the literary text in mobile, intertextual conditions testifies to the fact that the meaning phenomenon occurring in intertextual situations and the information transmitted during its realization is divided into external and internal texts. The dual nature of a tag requires that internal elements of the text enter into infinite and complex relationships with external elements.

There is also a series of phrases of a certain type that migrate from text to text, which are actually made by one author or another. For example, compare: *bag of bones* (first used in the novel "Oliver Twist" by C. Dickens and currently used in the sense of "a very thin person or a very thin animal"), *a flying hoe* (phrase, which became popular after the Uzbek film "Abdullajon", " in the sense of a lucky person).

Conclusions

Thus, the feature of intertextuality is one of the most important features of the communicative-pragmatic structure of an literary work. At present, having intertextuality and meaning, while performing the task of influencing the addressee, strengthens the emotional shell of the content of the literary work, destroys its pragmatic essence. Units and structures of all levels of the language system are involved in the occurrence of the phenomenon of intertextuality with this ability. The role of the system of phrases in expressing the intertextuality feature is also special.

In recent years, Uzbek linguistics has paid more attention to the study of linguo-pragmatics and cognitive linguistics problems. Among the linguo-pragmatic studies, especially the issue of text pragmatics has been attracting the attention of linguists. Although some work has been done in this area, there are still some issues to be resolved. Contemporary linguistics pays serious attention to the study of the internal possibilities of language level units that are not given in direct observation, which arise in connection with such factors as the context, speech situation, the general knowledge of the speakers of the external world, and language skills.

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SEMASIOLOGICAL AND SEMANTIC CHARACTERISTICS OF PROPER NOUNS

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ABSTRACT

*The article deals with the study of Proper Nouns, whichserve to express such meanings as action, state, process, quality of things andsign.It is known that the wealth of the dictionary is in its composition. The dictionary consists of different groups; it forms a complex of units that are very different from each other. In this complex, Proper Nouns also have a special place and position. The **actuality** of the theme is that the Proper Nouns form a less studied group than other types of dictionary units. The **object** of the article is the semasiological and semantic characteristics of Proper Nouns. Many questions arising from the fact that linguistics did not fully develop the principles of analyzing individual spheres of study of Proper Nouns still need a specific answer. In particular, the current problems of linguistics include semasiological indicators of Proper Nouns, their grammatical categories, and description of meaning and definition of tasks when creating a text. The **aim** of the article is providing general information about the Proper Nouns, these masiological peculiarities of their verbalization, the definition of the place of Proper Nounsin the dictionary ofthe language.*

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

Results (Findings): The analysis of the examples presented in the article shows that a large-scale study of groups of nouns with Proper Nouns determines the prospect of a detailed study of the vocabulary system, the semantics of vocabulary units, and their communicative-pragmatic capabilities. The study of linguistic units from the point of view of an anthropocentric approach based on the dialectic of "possibility and reality" plays a theoretical role in clarifying certain abstract states in linguistic structures. The results obtained will help to consistently study important issues of general and private linguistics and find their solutions.

Conclusion: Summing up the results, it can be concluded that in the language system, it is required that all vocabulary units have semantic, syntactic and morphological characters. Therefore, as long as the role, essence of words in the system is determined, it will be necessary to pay attention to their same three signs. In addition, in the classification regarding the categorization of words, these signs are summarized.

KEYWORDS: *Proper Noun, Semasiological And Semantic Characteristics, Vocabulary System,Dictionary,Grammatical Meaning.*

INTRODUCTION

When dividing nouns into a separate category, scientists recommend taking into account the semiological sign and semantic properties of words. Most of the scientists are in favor of choosing "subjectivity" or "substantiality" as the general meaning of nouns.

But nouns also serve to express other meanings such as action (play, run, study), state (sickness, sleep, depression), process (asking, talking, drawing), quality of things, sign (beauty, length, darkness).

It is difficult to determine the grammatical meaning of word groups due to the fact that they are interchangeable. Among other things, the meaning of "subjectivity" is interpreted by some as a lexical meaning, while others prefer to assign it to grammatical or logical categories [2; 12 etc.].Some do interpret "subjectivity" as both lexical and grammatical meanings [3].

LITERATURE REVIEW

It is known that lexemes such as *love, beauty, freedom, greatness*refer to abstract concepts. Similarly, nouns such as *breakage, removal, acceptance, rapine* express action, not independent objects.The fact that nouns, in addition to being the owner of a sign, i.e., substance, can also designate an abstracted action, sign, or relationship is a common, universal phenomenon for all languages, and nouns with such a meaning acquire the characteristic of grammatical object.Nouns in this group participate in the sentence as a unit expressing the meaning of the subject.

According to the American linguist W. Chafe, these features of nouns ensure the possibility of forming syntagmatic lines of "subject-action" (subject, object, means of action) and "subject-sign" (such as the quality, dependence of the subject) [1: 63.]

The meaning of the nouns in this group is formed not only by naming concepts, but also by logical adaptation, which creates the basis for various derivational changes. As an example, the following series of derivational transformations can be given:

a) Morphological derivation: to kill - killer, to intend – intention, to desire – a desire (object noun); to mix – mixer, to cut – cutter (instrumental noun);

b) Lexical derivation: to read a document – the document reads – a reading of the document;

c) Syntactic derivation: children are happy - happy children - happy people.

The given examples testify that nouns have the ability to perform two different semiological functions, they are not only naming things, but also describing them.

The assumption of these tasks by a single unit causes the formation of unique predicative and attributive combinations. Linguist A.Rakhimov, relying on the opinions of Russian scientists Yu.S.Stepanov, L.N.Murzin, believes that the occurrence of intercategory migration or paradigmatic changes is not related to the phenomenon of linguistic derivation [11: 146; 14: 142; 7: 47].

MATERIALS AND METHODS

Despite the fact that linguists have long been busy with the issue of defining the semantic signs of nouns and their semantic grouping, the opinions expressed in this regard are different, and the standards for separating meaning fragments often do not match each other.

While differentiating word groups traditionally relies on three main criteria - the semantic nature of the word, the function it performs and the place it occupies in the structure of the sentence, linguists work on the basis of an incompatible principle in the internal division of noun groups:

1) Determination of the objective nature of objects-phenomena in the world;

2) The type of meaning of the linguistic unit.

Using these principles, the first semantic classification of nouns takes the form of "concrete" and "abstract" nouns. At the moment, the distinguishing factor between the names of these groups is not clear, the boundary between them is relative.

Some propose to choose their nominative meaning, which occurs in the process of naming reality, as a criterion for the distribution of nouns into one or another group.

Researchers from another group argue that the study of word semantics based on the separation of denotative meaning is not enough for their linguistic analysis and that denotative meaning is more related to the logical content of linguistic units [10: 199-159; 4].

Of course, it is a very difficult task to uniformly describe the semantic features of the thousands of nouns that exist in the language system, as no reliable standard and method has been created. The difficulty of this task is also explained by the fact that the relations of the represented objects in reality have a multifaceted and perfect nature.

When talking about the semantic properties of nouns, first of all, it is necessary to distinguish between their place among nominative units and the denotative meanings activated by their participation in speech structures.

In the first case, denotation is a generalized concept of an object (or a class of objects) in reality as an object of naming, and in the second case, denotation is the relationship of a linguistic sign with an object in the speech process, that is, its connection with its referent [9; 6].

The signifier, which is another organizational part of the semantic structure of linguistic units, appears in different forms:

1. Signification - in contrast to denotation, appears as the complete content of a certain concept. For example, in the naming of singular or concrete things, such as *city, wind, book, village, rain, book*.

2. In the naming of concepts that are highly abstracted, generalized and do not contradict the concept of objectivity: *coldness, calmness, darkness, activity, maturity*, etc.

3. In the linguistic realization of generalized, abstract concepts representing categories of thinking: *event, quality, quantity, etc*.

4. Terms related to various fields, metalinguistic concepts [5: 34-40].

In lexical units with a narrow conceptual content, the concept of objectivity, that is, the denotation, is of course more important than the signifier. Such lexical units have a denotative meaning as they fulfill the nominative function. If the signifier that occurs in the conceptual

relationship prevails over the denotation, the linguistic sign has a purely significant meaning and serves to name abstract concepts.

At the same time, since the language system and reality do not distinguish strictly limited subject areas, the classification of words into one or another type creates great difficulties. Nevertheless, it is necessary to divide the nouns into semiological-semantic groups.

Usually, words with a denotative meaning are included in the group of concrete nouns, while words expressing a significant and significant-denotative meaning are included in the group of abstract nouns [15; 13]. Among the nouns in the first group are words that perform two different functions, that is, nominative and significant. The meaning of the nouns in this group is based on the concept of the object, which is the object of expression, and the concept of the signifier, which expresses the different characteristics of the objects.

The main part of the vocabulary of the language system is nouns that can be perceived by the sense organ. Concrete or other nouns of this type, which have received the term "certain", can be divided into a number of thematic groups in relation to the differences in their categorical features:

1. Name of the substance: *water, gold, sand, silver*, etc.

2. Personal name: *girl, teen-ager, mother, father,* etc.

3. Item name: *pencil, book, spoon, carpet, key*, etc.

4. Plant name: *tree, tulip, plant, root*, etc.

5. Place name: *village, city, desert, mountain, valley*, etc.

6. Quantity name: *tone, kilo, couple*, etc.

7. Organization and institution name: *school, office, shop, market*, etc.

8. Name of time: *day, season, morning, evening, night*, etc.

These thematic groups are divided into smaller groups. For example, personal descriptive nouns are divided into lexical-semantic groups:

a) A group of nouns describing a person in terms of age: *girl, boy, teenager, teen, baby,* etc.;

b) Lexical-semantic group describing a person in terms of kinship: *mother, father, grandmother, sister, brother, father, sister*, etc.;

c) A group of words describing a person in terms of profession: *worker, reader, teacher, waitress, farmer, broker, reaper*, etc.;

d) Words describing a person in terms of place of residence: *British, westerner, muscovite, Japanese, Pakistani,* etc.;

e) Words describing a person in terms of appearance: *hump, blind, fat,*etc.;

f) Words that describe a person in terms of his mental state: *foolish, stupid, chatter,* etc.;

g) A lexical-spiritual group describing a person socially: *rich, poor, greedy, stingy*.

RESULTS

Abstract nouns express the same or similar quality that exists in different things in the form of an allegory. For example, if the abstract quality sign of *apple, melon, sugar, honey* is "sweetness", then the general sign contained in a certain object in the abstract noun *sweetness* is given as an allegory.

Therefore, the difference between specific and abstract nouns is not only in their representation of a real (book, apple, door) or imaginary (love, romance, dessert) general single event, but also in the way in which the meaning of the sign and adjective is interpreted.

When the expressed field of subjectivity, i.e., denotation, fully forms the lexical meaning of the word, the grouping of nouns in relation to categorical symbols would be sufficient to describe their semiological properties.

But the set of categorical semantic signs, rather than determining the nominative value of the word, forms its syntagmatic possibilities. For this reason, semantic grouping is important for determining whether nouns are combined with units belonging to other word groups (eg, adjectives and verbs).

In addition, the lexical meanings of nouns never lose their denotative-significant properties, and the difference between denotations is manifested as semantic synonyms, forming paradigmatic relations. Synonymous relationships are often expressed in the use of different linguistic means in different languages. For example: *tree: willow, maple, birch-tree, pine-tree, fir-tree, etc.*

Also, not all concrete, countable, inanimate object nouns are equally "concrete" or "certain". The analysis of subject and logical connection of nouns is necessary to determine only their direct nominative meaning. The semantic derivation possibilities of nouns are not the same in different groups [8: 116; 11: 100]. For example, the names of plants, structures, and tools, on the one hand, are close to terms, and on the other hand, they resemble proper nouns (compare: nuclear physics – nuclear physics laboratory; oil and gas institute, design center, and etc.).

Since nouns naming parts of the body, clothes, and food are widely used, their semantic content also expands. For example, lexical units such as *eye, head, hand, month, heart* refer to concrete, specific things in relation to nominative meanings, participate in various metaphorical and metonic processes, and they start to express abstract artificial meaning.

DISCUSSIONS

In the group of nouns under analysis, the words naming natural phenomena and separate, single objects in reality (such as the sun, moon, sky, universe, wind, rain) and the words expressing the physical actions of objects (such as sound, whistle, light, noise) are worthy to be described separately.

The difference of these nouns from other groups is seen in the uniqueness of the denotation. The denotation arising on the basis of the perception of single things-events corresponds to the significative part of the meaning structure, because in such nominative activity the denotation repeats the concept of separate, single events. For this reason, the meaning of these types of nouns has a significant-denotative nature and they can be conditionally called "concrete-abstract nouns".

The scope of use of words such as *thing, way, fact, point, line, base, article, side, object, matter* is wide.

Words having wide meaning represent some common sign characteristic of a number of objects and are on the verge of losing their semantic essence. These nouns, approaching other semiological groups, sometimes perform the function of a pronoun. But we have to admit that the nouns in this group are kept in a significative-denotative form to their referent in the process of speech activity [16; 17].

As an example, we can compare the combinations, which contain nouns with a wide meaning of this type:

To arrange things

To hare things straight out "to fix the situation";

To sell things

Things are what they are.

Although the use of the noun *thing* in the cited compounds gives an idea of their active meaning (compare: personal things, memorable *things), but the referent of this linguistic unit is clear only in the context. For example: Those are things we cannot alter* means "This is something we cannot change (situation)"; *Take the thing away!*With the meaning, "Lose it!"

CONCLUSIONS

1. Nouns denoting inanimate objects and substances are few in number and have the same meaning. The denotative basis of nouns in this group is the imagination and understanding of indivisible substances and materials.

2. Most of the nouns in this series are close to the term series, but some words such as *water, iron, steel, gold, silver* have the opportunity to be used on a wide scale as a result of meeting various metaphorical and metonymic movements.

3. It is known that nouns are divided into groups of singular nouns and collective nouns according to whether they represent one type of object or a group of objects in the form of singular number.

4. Collective nouns, in turn, are divided into two classes according to the characteristics of the denotations: 1) the denotation consists of an image of a group of individuals distinguished by some common characteristics such as: *family, party, brigade*; 2) denotation - a general concept that does not describe expression: *poverty, freedom*, etc.

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FOREIGN LANGUAGE TEACHING METHODOLOGY: APPROACHES, METHODS AND MODERN TENDENCIES

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ABSTRACT

In this article foreign language teaching methodology is precisely described as well as all approaches and methods are mentioned in terms of where they came from, how they developed and in what purposes they are used so far. Moreover, modern tendencies of FLT have been outlined in order to be developed for the future.

KEYWORDS: *Approach, Method, Technique, Applied Linguistic, Correlative Assumptions, Total Physical Response.*

1. INTRODUCTION

Throughout history, changes in language teaching methods have reflected recognition of changes in the type of proficiency learners require, such as a shift toward oral proficiency as the goal of language study rather than reading comprehension; they have also reflected changes in theories of the nature of language and language learning. The goal of foreign language study is to learn a language so that learner can read its literature or benefit from the mental discipline and intellectual development that comes with it. While the various teaching approaches and methods that have emerged in the last 60 years have often had very different characteristics in terms of goals, assumptions about how a second language is learned, and preferred teaching techniques, they all share the belief that if language learning is to be improved, changes and improvements in teaching methodology will be necessary. Professional organizations that endorse specific teaching approaches and methods, academics who support some and reject others, publishers who produce and sell textbooks based on the latest teaching approaches and methods, and teachers who are constantly looking for the "best" method of teaching a language have all contributed to this notion.

2. LITERARY REVIEW

The distinction between a philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language is critical in describing methods. In an attempt to clarify this distinction, the American applied linguist Edward Anthony proposed a scheme in 1963. He identified three levels of conceptualization and organization, which he

termed approach, method, and technique: "An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A technique is implementation which actually takes place in classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well." Another scientist describes these three concepts following: "An approach describes the theory or philosophy that underpins how a language should be taught; a method or methodology describes, in general, a way of implementing the approach (syllabus, progression, and types of materials); and techniques describe specific practical classroom tasks and activities".

The Oxford Advanced Learners Dictionary (2016) defines a technique as a way of carrying out a particular task, especially in the execution of duty. For instance, new surgical techniques mean quality treatment in a shorter time. Thus, a technique is a systematic formula by which a task is accomplished. Furthermore, Donald B.Hofler clarifies "Technique may be defined as the immediate procedure or strategy that is used to implement the method" . Even before Anthony (1963) discussed and defined the term, the language teaching literature generally accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, technique include all tasks and activities. They almost always planned and deliberate, done on purpose rather than by accident. They are the product of a choice made by the teacher and they can, for purposes as a language teacher, comfortably refer to the pedagogical units or components of a classroom session.

3. METHODS

FLT methods arose as a result of the application of new theoretical discoveries. Methods are also influenced by educational philosophy, perspectives on the nature of language and how it can be taught and learned, and ideas about classroom interaction. Following we will discuss about evolution of methods step by step.

From the XVIIth to the XXth centuries, *the Traditional or Grammar-Translation* method applied the study of Latin and Greek grammars to the study of foreign languages. This method was popular for learning foreign languages in the nineteenth century, but by the end of the century, shifts toward the Direct Method were evident. Even today, despite its obsolescence, it has not completely died out, as evidenced by textbooks still in use and the practice of some classes.

The Grammar-Translation Method focuses on teaching foreign language grammar by presenting rules with exceptions and lists of vocabulary translated into the mother tongue. Its most important classroom activity is translation. This was the general procedure of a typical lesson: a presentation of a grammatical rule, followed by a list of vocabulary, and finally, translation exercises from selected texts.

Scholars such as Sweet, Vietor, and Passy wrote about how the applied linguistic principles could be best put into practice. However, parallel to the ideas advanced by Reform Movement members was an interest in developing principles for language teaching based on naturalistic principles of language learning, such as those seen in first language acquisition. This resulted in what have been referred to as natural methods, which eventually led to the development of what became known as the Direct Method.

Enthusiastic supporters of *the Direct Method* introduced it in France and Germany (it was officially approved in both countries around the turn of the century), and it became widely known in the United States through its use in successful commercial language schools by Sauveur and Maximilian Berlitz. (In fact, Berlitz never used the term; instead, he referred to the method he used in his schools as the Berlitz Method.) It stood for the following principles and procedures in practice: All classroom instruction was given in the target language; only common words and sentences were taught; oral communication skills were developed in small, intensive classes through a carefully graded progression centered on question-and-answer exchanges between teachers and students; grammar was taught in an inductive manner. The Direct Method was thought to have several disadvantages. It necessitated the use of teachers who were native speakers or had native-like fluency in the foreign language. It was largely dependent on the teacher's ability rather than a textbook, and not all teachers were fluent enough in the foreign language to follow the method's principles. Critics argued that strict adherence to Direct Method principles was frequently counterproductive, because teachers were required to go to great lengths to avoid using the student's native language when a simple, brief explanation in the student's native language would have been a more efficient route to comprehension.

*Audiolingual method*corresponds to the FLT structuralist tradition in the United States, which became the dominant orthodoxy after WWII. Its roots can be traced back to Bloomfield's seminal work, which established the foundations of structural linguistics by segmenting and classifying utterances into their phonological and grammatical constituents. Fries, Brooks, Rivers, and Lado continued to apply these principles with a close relationship to behaviorism until the 1970s. Bloomfield (1942) became a foundational source for the Army Method, which was developed in response to the need for army personnel following the United States' entry into World War II. Its primary method was imitation and repetition. Teachers were encouraged to attend summer institutes to improve their knowledge of foreign languages as well as to learn linguistic principles and new linguistically based teaching methods. Language teachers set about developing a method that would work in college and university classrooms in the United States. They drew on their previous experience with army programs and the Aural-Oral or Structural Approach developed by Fries and his colleagues, as well as behavioral psychology insights. The Audiolingual Method was created by combining structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology. The following are the most important FLT principles in the Audiolingual Method : Foreign language learning is similar to other types of learning and can be explained using the same laws and principles; Learning is the result of experience and is visible in behavioral changes; Foreign language acquisition differs from first language acquisition; Foreign language learning is a habit-forming process; Rather than analysis, language learning is accomplished through analogy (habit formation involving discrimination and generalization) (deductive learning of rule, as the Grammar-Translation Method); Errors are caused by L1 interference and should be avoided.Audiolingualists demanded that the foreign language curriculum be completely reoriented.

The communicative movement sought to shift the emphasis away from grammar as the primary component of language and toward a different view of language, language learning, teachers, and learners, one that emphasized language as communication and making the classroom an environment for authentic communication.

Total Physical Response (TPR) is a language teaching method that focuses on the coordination of speech and action; it tries to teach language through physical (motor) activity. Developed by

James Asher, a psychology professor at San Jose State University in California. The method is based on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as Harold and Dorothy Palmer's 1925 language teaching procedures. Asher sees successful adult second language learning as a developmental parallel to child first language acquisition. He claims that speech directed at young children consists primarily of commands, to which children physically respond before producing verbal responses. Total Physical Response was popular in the 1970s and 1980s because it was supported by those who stressed the importance of comprehension in second language acquisition. For example, Krashen (1981) believes that providing comprehensible input and reducing stress are critical to successful language acquisition, and he sees performing physical actions in the target language as a way of making input comprehensible and reducing stress. Total Physical Response, according to Asher, should be used in conjunction with other methods and techniques. Indeed, TPR practitioners typically follow this recommendation, indicating that TPR is a useful set of techniques for many teachers and is compatible with other teaching approaches. Principles of the Total Physical Response method are follow: before speaking improve students' understanding of the new language. Students have the option of remaining silent; movement aids language retention; students are directed by imperatives; both watching and doing actions are beneficial; static routines are ineffective; because novelty is enjoyable, the teacher should mix up commands and add new ones; spoken language should be preferred over written language.

Caleb Gattegno developed *The Silent Way* as a method of language teaching. It is based on the premise that the teacher should be as silent as possible in the classroom while encouraging the learner to produce as much language as possible. Gattegno's previous experience as an educational designer of reading and mathematics programs informed the use of color charts and colored Cuisenaire rods in the Silent Way. The Silent Way has many similarities to other learning theories and educational philosophies. The Silent Way's overarching goal is to provide beginning-level students with oral and aural proficiency in basic elements of the target language. The general goal for language learning is near-native fluency in the target language, with emphasis on correct pronunciation and mastery of the target language's prosodic elements. The learner's immediate goal is to gain a basic practical understanding of grammar. Following are the main principles of Silent Way Method: teachers should begin with sounds that are familiar to them; Offer assistance only when absolutely necessary; teachers allow students to use their own language learning knowledge; teachers should not act as a role model for the students; teacher can allow students to record sounds to demonstrate what they have learned.It is the students who work on the language, not the teacher. The teacher takes a back seat. The teacher's role in the learning process becomes less important; mistakes are valuable and necessary for learning; progress, not perfection, is more important; it is critical for students to pay attention to the teacher. The Silent Way learning tasks and activities encourage and shape student oral response without direct oral instruction or unnecessary modeling by the teacher. Simple linguistic tasks in which the teacher models a word, phrase, or sentence and then elicits learner responses are at the heart of the method. Learners then combine old and new information to create their own utterances. To elicit learner responses, charts, rods, and other aids may be used. Although much of the activity may be directed by the teacher, teacher modeling is minimal. Responses to commands, questions, and visual cues form the foundation of classroom activities. Learners should strive for independence, autonomy, and responsibility.

Community Language Learning method. Charles A. Curran and his colleagues named their method Community Language Learning (CLL). Curran was a counseling specialist and a

psychology professor at Loyola University in Chicago. Counseling-Learning refers to his application of psychological counseling techniques to learning. Counseling is defined as one person giving advice, assistance, and support to another who has a problem or is in need. The counseling metaphor is used in Community Language Learning to redefine the roles of the teacher (the counselor) and the learners (the clients) in the language classroom. The CLL method is founded on principles that encourage learners to communicate with one another rather than on the production of 'correct' language. Because communication requires comfort and security, learners' needs and feelings are taken into account in all aspects of the teaching process. To begin with, it is critical to establish a mutual relationship between the learner and the teacher in order to create a safe learning environment; students learn more effectively when they feel safe. Furthermore, the teacher should respect the learners' level of confidence and convey to them what is required for success. Learners must understand the boundaries of the teaching activity assigned by the teacher in order to feel more secure about it. Finally, in order to feel a sense of community and to learn from each other as well as the teacher, students must work in groups. Cooperation, rather than competition, is encouraged in this regard. When it comes to CLL implementation in the FLT context, the method can be used to overcome barriers to language teaching, such as anxiety. Learners are not treated as "whole persons" in most schools where English is taught as a foreign language; rather, they are treated as "empty vessels to be filled with knowledge" by the teacher. Adopting CLL techniques such as translation, reflection, reflective listening, recording, and being part of a supportive community would thus be extremely beneficial.

Suggestopedia method. GeorgiLozanov, a Bulgarian psychiatrist-educator, developed Suggestopedia, also known as Desuggestopedia. Suggestopedia is a subset of Suggestology, which Lozanov defines as a "science... concerned with the systematic study of the nonrational and/or nonconscious influences" to which humans are constantly responding. Suggestopedia attempts to harness and redirect these influences in order to optimize learning. The decoration, furniture, and arrangement of the classroom, the use of music, and the teacher's authoritative behavior are the most noticeable features of Suggestopedia. The claims made for suggestopedic learning are astounding. Dr. Lozanov defines suggestions as all the micro-messages of weak intensity that a person picks up and senses without realizing it. However, it is this barely perceptible information that determines a learner's self-image, attitude toward a subject, and likelihood of success. Lonny Gold defines four main principles that characteriseSuggestopedia: the first is no shame or guilt must be experienced by learners when errors are made; the second is every piece of information must have emotional meaning and pertinence; the third is important information should be largely hidden so that it is only perceived by students peripherally; and the fourth is assimilation must precede analysis. Then Lonny gives a brief comment in order for each of these principles: for the first principle - teachers who are afraid of losing control instill fear, shame, and guilt in their students. These have never assisted anyone in learning anything. In fact, they inhibit learning because fear causes the release of adrenaline and cortisol, which block blood flow to the neocortex. This mechanism is critical for our survival. If a bus is approaching, the most important thing is to get out of the way, not to complete Einstein's Theory of Relativity. Blood flow to the legs is required, not to the brain. When people believe they are in danger, they remain alert in anticipation of the next threat to their safety; this state of alertness prevents them from relaxing sufficiently to absorb new information. For the second principle – long-term memory is sensitive to emotions and feelings, such as joy, sadness, fear, anger, and surprise (which is often several different emotions at once). These emotions will be triggered by powerful

experiences and will be retained more easily than abstract information. A good teacher will thus imbue important knowledge with positive and "pleasurable" meaning that students will enjoy recalling. For this principle – even more surprising is the fact that, unless it is surprising or shocking, direct perception only makes it to short-term memory, and this memory operates like the blackboard in a traditional classroom: as soon as one lesson ends, the new teacher erases what was previously on the board to make room for new information relevant to the new lesson. According to current neuro-scientific thinking, short-term memory lasts about three and a half days before being repackaged by the hippocampus for long-term memory or fading into oblivion. Long-term memory kicks in and takes over at this point. For the fourth principle – analyzing material that students have not yet integrated emphasizes the complexity of the material and the difficulty of the task ahead. This could create a fear of failure and a psychological barrier. Analyzing previously assimilated information, on the other hand, provides students with tangible proof of their intelligence, which is always gratifying and reassuring. It is critical to do things in the correct order.

Communicative Language Teaching (CLT) represents the beginning of a major paradigm shift in language teaching in the twentieth century, the consequences of which are still felt today. The basic principles of Communicative Language Teaching are now widely accepted worldwide. The Communicative Approach to language teaching is founded on the concept of language as communication. The goal of language teaching is to develop "communicative competence," as Hymes (1972) defined it. This term was coined by Hymes to contrast a communicative view of language with Chomsky's theory of competence. Henry Widdows on is another theorist whose views on the communicative nature of language are frequently cited. Widdows on presented a view of the relationship between linguistic systems and their communicative values in text and discourse in his book Teaching Language as Communication (1978). He concentrated on the communicative acts that underpin the ability to use language for various purposes. Communicative Language Teaching is more of an approach than a method. It refers to a broad set of principles that reflect a communicative view of language and language learning and can be applied to a wide range of classroom procedures. These principles are as follows: Learners learn a language by communicating in it; the goal of classroom activities should be authentic and meaningful communication; communication fluency is an important aspect, communication necessitates the use of multiple language skills; learning is a creative construction process that involves trial and error.

4. CONCLUSION

It has been discussed about definitions of approach, technique and method. Furthermore, the article is dedicated for the development of the methods. The approaches and methods discussed in this article have identified a number of issues that we anticipate will continue to shape the future of language teaching in various ways. Some responses to these issues may take the form of new approaches and methods, while others may result in the refining or reshaping of existing approaches and methods as the teaching profession responds to new research findings and developments in educational theory and practice. Regardless of changes in approaches and methods, we can expect the field of second and foreign language teaching in the twenty-first century to be no less of a ferment of theories, ideas, and practices than it has been in the past.

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THE EXPERIENCE OF FOREIGN COUNTRIES IN THE FORMATION OF THE IMAGE OF STATE POWER IN THE MINDS OF CITIZENS

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ABSTRACT

This article is devoted to the analysis of foreign experience in the formation of the image of state power in the minds of citizens. The article presents the experiences of such countries as the USA, Great Britain, Germany, and Japan. The experience of the above countries shows that the image of state power in the minds of citizens is formed by several channels, such as: - outsourcing from state organizations to consulting companies in the direction of image-making; - coverage of expert opinions of the scientific community; - vigorous activity of both opposition and ruling political parties; - live broadcast of the government's report in parliament; - proper public control by civil society institutions; - the functioning of special departments created under the bodies of the personnel service. Also, based on the experience of countries, the importance of raising the legal and political culture of citizens, which originates from the inclusion of relevant subjects in school education, was identified.

KEYWORDS: *The Experience Of Foreign Countries, The Image Of State Power, The Minds Of Citizens, Outsourcing, Image-Making Companies, The Scientific Community, Public Control, And Civil Society Institutions.*

INTRODUCTION

Today we see the intensive development of the world, the global community, and, in connection with this, the use of various creative and innovative approaches in the system of interaction between the state and citizens. In order to study the valuable experience of other states, in addition to the theoretical and methodological analysis of the features of the formation of the image of state power in the minds of citizens, it is important to study the practices of image formation in those states. This will allow us to see the mechanisms, factors, and measures in shaping the image of state power in the minds of citizens of advanced states, which will help us explore this topic in more depth, correlate theoretical concepts with implementation in practice, and most importantly, identify those aspects that we can use in our republic.

To do this, we will further describe the features of the formation of the image of state power in the minds of citizens of such states as the United States of America, Great Britain, Germany, and Japan.

Experience of the United States of America. The United States of America (USA) is a federal presidential republic. There are several approaches to the formation of the image of state power at all levels. Because heads of administrative units at all levels (merstvo, governorate, and presidency) are elected directly by the citizens, to form their image, they attract specially trained professional image makers who form both a personal image and the image of their activities. This is also due to the fact that candidates nominating themselves for the post of heads of administrative units at all levels must go through two stages: 1 - intra-party elections "primaries" (from primaries, primary elections); 2 - general elections (general elections) [1]. To participate in the primaries, candidates individually work on shaping their image, attracting special experts. After winning the primaries, the political party itself will contribute to the formation of the candidate's image. From which it follows that one of the main tasks of a political party is to increase the image of a candidate within their party and lower the image of a candidate within other parties through the use of various political technologies. From these, it can be concluded that political parties are one of the main institutions for shaping the image of power in the minds of citizens.

Also, the mass media (media) in the United States is one of the main elements that forms both a negative and a positive image of power in the minds of the people.[1]. One of the main functions of the media is to cover various problems of citizens and criticize the activities of state bodies, to force them to reconsider their activities. This is the main tool for exercising public control, through which citizens give their assessments to state bodies and influence decision-making, ensuring the development of relations between the state and citizens.

In addition, in the United States, public organizations represent the interests of various groups to which their activities are directed, performing a number of state functions in identifying, highlighting and solving the main problems of this target group. It is for these purposes that public organizations establish contacts with state bodies. At the same time, four main functions of public organizations are carried out: 1 - they initiate new ideas for the development and solution of problems, 2 - carry out state orders regarding their target audience, 3 - exercise public control over the activities of state bodies, 4 - form public opinion among the target audience on the activities of the relevant state bodies[2].

Lobbying in the United States is also important; this is considered a legal activity to regulate legislation.[3] Where interest groups, promoting their economic and (or) political interests, influence public opinion by forming a certain image in the minds of citizens about the activities of politicians and government bodies on specific issues[4]. In this regard, there are special lobbying companies that provide lobbying services such as the development of specific arguments and strategies for shaping public opinion, etc. Based on this, we can say that lobbying is one of the key institutions for shaping the image of power in the United States.

In turn, state bodies on an ongoing basis study the opinions of citizens about their activities through the involvement of private consulting companies, the main function of which is the development and implementation of measures to improve the image of this organization. There are over 15,000 such companies in America today.[5]. In this regard, professionally trained groups of specialists are engaged in the formation of the image of state power, which ensures constant monitoring and maintenance of a positive image, despite the activities of many interest groups.

Thus, in the political and social structure of the United States, there are many groups of influence, on the basis of which the process of forming the image of state power requires a lot of

effort and resources. To reduce the manipulation by groups, a high level of political and legal consciousness among citizens is required. For this purpose, special training sessions have been introduced in schools, such as the state structure of the United States, "public policy" and "problems of modern America", where the student's political position and critical thinking are formed.

UK Experience Great Britain, or the United Kingdom of Great Britain and Northern Ireland, is a unitary parliamentary democracy and a constitutional monarchy. The formation of the image of state power in the minds of citizens in a given country is determined by the peculiarities of public administration. First of all, the fact that British civil servants are employees of His Majesty the King. This means that the image of the state apparatus and state power in the UK is directly related to the image of the Royal Family. In this regard, the formation of the image of state power as a component of the image of the monarchy has historically been given great attention, which begins with the creation of a positive image of the Crown and its employees.

It can be said that the formation of the image of state power in the minds of British citizens is carried out with the help of the following institutions: the "Shadow Government" the "Parliamentary Clock", public organizations, the media, ministries and departments, as well as "think tanks" from the scientific community.

An important feature of the state-political structure of Great Britain is the presence of the "Shadow Government" (Shadow Cabinet), which is formed by the opposition party. The structure of the "shadow government" consists of a shadow prime minister and shadow ministers, which duplicate the officially functioning government[6]. Each representative of the Shadow Government, depending on his position, is engaged in the study, identification of shortcomings, and development of proposals for the relevant positions and persons of the official government. It is they who set the tone for assessing and shaping the image of the current government.

Also held on a permanent basis (every week) in the House of Commons, "Parliamentary hours" allow the opposition, deputies to discuss various components of the activities of the official government, ask questions, and put forward alternative solutions and ideas for the functioning of the government[7]. This, in turn, forces the official government to have a clear position, reason, and think through its activities comprehensively, knowing that they are under the supervision of the opposition, which expresses the interests of citizens and the state. "Parliamentary hours" are held openly on the air, which directly affects the formation of the image of government in the minds of British citizens.

In addition, public organizations in the UK are active, studying the opinions and needs of their target audience and improving their standard of living, which increases the level of satisfaction of this target group of citizens and contributes to the formation of a positive attitude towards the state and the image of state power[8]. Also, these organizations actively exercise public control over the activities of the relevant state bodies. Thus, they form the opinion of the target audience about state power.

At the same time, one can notice the special activity of party organizations that constantly monitor and provide expert assessments of the government's activities. It is the political parties that have seats in parliament that promote the interests of lobbying groups that purposefully form public opinion about the activities or inaction of public authorities.

It is also important that, in order to form a positive image of the civil service, the image of ministries and departments as an important component of the British government, the necessary measures be taken by the functioning Commission on Personnel Issues. The secretariat of this commission has a special department to improve the image of the UK civil service, where public opinion is studied on an ongoing basis and, based on the results, special measures are taken and strategies are developed to improve the image and attractiveness of the civil service.

In addition, in the UK, the scientific community has a great influence on the formation of the image of state power. Many scientific and educational institutions operate "think tanks" where research activities are carried out in various areas of public policy. It is the "think tanks" that periodically publish the results of their research on the activities of the current government, its shortcomings and relevant recommendations. Their publications influence the formation of public opinion and the opinion of the scientific community about government[9].

The UK media is based on the principle of freedom and covers both the negative and positive sides of the government. At the same time, an important function of the media is to cover various problems of citizens, discuss the activities of state bodies, and show directions for their adjustment. This makes it possible to realize the essence of the media as a tool for exercising public control and influencing the decision-making of state bodies at various levels.

Based on the above, we can conclude that in Great Britain there are elements of the personification of state power when it is perceived through the personalities of sovereigns. In addition, the activities of the government are clearly controlled and evaluated by the "Shadow Government,", party organizations, and other institutions, which leads to the constant, careful work of the current government and the UK state apparatus to form an appropriate image of state power in the minds of citizens.

In terms of government, **Germany, or the Federal Republic of Germany**, is a parliamentary republic. Germany consists of 16 federal administrative units, which form the government at three levels: 1) at the level of the federation; 2) at the land level; and 3) at the municipality level [1]. This, in turn, forms the specifics of the system for forming the image of state power in the minds of German citizens. A feature of German public administration is a multi-party system, due to which many ideologies compete, ranging from the radical left to the radical right.[10]. It is they who form public opinion based on their political platforms, which directly affects the formation of the image of state power in the minds of citizens.

Also one of the features of the German political system is the creation of a coalition government by several parties. In this regard, members of the coalition parties are consolidating their forces to shape the image of power. Each party creates an image in the minds of citizens according to its political line[11].

In addition, public organizations in various areas are actively functioning in Germany, which perform a number of tasks to identify and solve the problems of their target audience and develop proposals to improve their quality of life.[12]. At the same time, these organizations exercise public control over the activities of the relevant state bodies. It can be said that public organizations in Germany are highly active and influential in the life of society; thereby they participate in shaping the image of state power in the minds of citizens.

It should also be noted that the German media are based on the principles of freedom of speech and expression of will and represent one of the most influential institutions in the formation of

public opinion. Given their potential, public authorities are making efforts to fully cooperate with the media. To do this, in all state organizations in Germany there are press services, where professional public relations specialists work. Thanks to their activities, the image of a state body is formed in the minds of people.

The functioning of the Commission for the Public Personnel Service of Germany, which is a collegial body and in its activities develops and implements the state personnel policy of the country, is also significant. In the structure of the executive apparatus of this organization, there is a department for improving the image of civil servants. This structure, on an ongoing basis, simultaneously studies the moods of civil servants and the image of civil servants in the minds of citizens while developing appropriate proposals for their improvement, which directly affects the formation of the prestige and image of the civil service as a significant component of state power.

Japan Experience. Japan is a decentralized, unitary democratic state with a constitutional monarchy. The government of Japan is formed by the political party that wins the most seats in the lower house of Parliament.[13].

In the system of forming the image of state power in the minds of Japanese citizens, the existing Commission on Personnel Policy plays an important role, which monitors the conditions, expectations, and problems of civil servants on an ongoing basis and, accordingly, takes the necessary measures to improve the performance of civil servants, focusing on enhancing the image and attractiveness of the Japanese civil service among the population. Also, this body conducts an assessment of the competence of civil servants in order to develop them and increase the efficiency and competence of the human resources potential of the civil service, which also directly affects the increase in the prestige of civil servants.

Also, another institution for shaping the image of state power in the minds of citizens is the Public Councils under state bodies, where experts and members of the public are involved in assessing the image of state bodies, identifying shortcomings, and developing proposals for their elimination.[14]. Through which, a certain image of state power is also formed in the minds of citizens.

In addition, it should be noted the prevalence in Japan of "quasi" NGOs created with the support of the state. At the same time, the institution of amakudari (from Japanese, "who came from paradise") is important in the functioning of these organizations, which is a system for the formation of the staff of NGOs by people who have retired from public service, who have experience, connections, influence, and respect. They play an important role in shaping public opinion in relation to state authorities.

Also in the Japanese Parliament, weekly "parliamentary hours" are held, where the opposition party issues questions about the activities of the government, which are then assessed. This process is broadcast live and affects the formation of the image of power in the minds of citizens.

Further, local representative bodies are the main institutions on the ground that exercise control over the activities of local executive authorities. The established commissions in the representative bodies of local authorities in various areas carry out a systematic inspection of the relevant executive authorities. These commissions publish the results of reports on inspections in the media, which also directly affects the formation of the image of the relevant state body.

In addition, there are Citizen Complaints Centers in Japan. In these centers, work is mainly carried out on a voluntary basis, and the main function of these centers is to listen to citizens' complaints about the activities of state bodies. These organizations periodically hold press conferences, which directly from the image of state power. In this connection, government agencies are making efforts to work closely with these centers.

The experience of the above countries shows that the image of state power in the minds of citizens is formed by several channels, such as: - outsourcing from state organizations to consulting companies in the direction of image-making; - coverage of expert opinions of the scientific community; - vigorous activity of both opposition and ruling political parties; - live broadcast of the government's report in parliament; - proper public control by civil society institutions; - the functioning of special departments created under the bodies of the personnel service. Also, based on the experience of countries, the importance of raising the legal and political culture of citizens, which originates from the inclusion of relevant subjects in school education, was identified.

It can be said that all studied foreign countries have in common the fact that enhanced public control has been established over the activities of the government, which obliges them to constantly make efforts to form a positive image of state power in the minds of citizens.

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