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## ANCIENT INDIAN CONSCIOUSNESS OF THE ENVIRONMENT: A HISTORICAL SCRUTINY

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### ABSTRACT

*Mankind has always tried to comprehend different natural occurrences and environmental features which surround them as free gifts of nature be it mountains, rivers, rainfall and vegetation. Since ancient times, these gifts of nature allowed human beings to expand their activities and develop from being primitive hunter-gatherers to pastoral nomads and then to settled agriculturists. However, the seers and thinkers of the ancient times understood the fact that while gifts of nature could be found and used aplenty, attempts to exploit nature beyond the boundaries of stability would lead to the nature's wrath. Thus, the idea of utilizing nature with due consideration to maintaining its integrity, along with other inhabitants of the environment, was the ancient Indian perception of sustainable living which was rooted in environmental consciousness.*

**KEYWORDS:** *Ancient India, Environment, Paryavarana, Panchbhutas, Conservation, Vedas, Upanishad, Kautilya's Arthashastra, Ashokan Edicts, Prayag Prashasti, Hathigumpha Inscription, Kalidasa.*

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### INTRODUCTION

The historical analysis of mankind's interaction with the environment in India's ancient past is of great importance and potential. It is understood that ancient Indians inquired about different ways in which the nature affected them and also recorded different aspects of the environment which human beings had to protect for their own well-being. Ancient India has a lot to offer as examples in terms of precedents for environmental conservation which tend to inspire the tone, and increase the efficiency, of sustainable living in modern times. This realization suggests that the ideation of providing for a healthy world to live in germinated in ancient times, along with a keen observation of the ecological surroundings that the nature can be as unforgiving as it can be nourishing. Being conscious of this basic principle, it was important to conserve the sensitive but beneficial ties that humans enjoyed with their environment, lest the destruction of the Mother Nature result in the abolition of human beings themselves.

The Sanskrit word for the environment is *Paryavarana* which refers to an envelope covering all living things on the earth. This in itself suggests the intimate connection between man and the environment and the consciousness of the fact by the former. This has allowed the humankind to comprehend the significance of the gifts that nature has bestowed upon humanity. In India, since ancient times the human connect with the environment has been perceived in terms of the senses that human beings possess. It is believed that the human being is made up of the *Panchbhutas* or the five elements – air (*marut*), water (*apah*), ether/ space (*vyoma*), earth (*kshit*) and fire (light/energy/ heat (*tej*)). These five elements in turn are said to be connected with the five human senses –vision with fire, smell with earth, hearing with space, taste with water and touch with air, suggesting an inseparable human identity with respect to the physical nature.

The environmental connection of the humans, including the creation of other living things in the environment, is reflected in the ancient text *Brihadaranyaka* Upanishad which talks about the idea of binary fission beginning from the Man and thus delves sharply into generating awareness of the natural world. Said to have been composed around 7<sup>th</sup> to 6<sup>th</sup> century BCE and considered to be one of the oldest of the Upanishads, *Brihadaranyaka* starts with the theory of the creation of the Universe – “The cosmic energy is thought to integrate in the microcosm and the microcosms integrate the individual to the universe”. The text highlights the idea of being born of nature, both knowingly or unknowingly, which makes the human strive for peace with the environment– “when one tears out the tree from its roots, the tree can grow no more...” More deeply, the 6<sup>th</sup> *Adhyaya*/ 4<sup>th</sup> *Brahmana* of the text emphasises the inter - connectedness of the environmental phenomenon with the knowledge that all living beings have cosmic connection in the universe – “The earth is the essence of all these beings, water is the essence of the earth, plants of water, flowers of plants, fruits of flowers, man of fruits, seed of man”. Protecting nature was therefore regarded a duty, and one was made careful while using resources from the earth. For example, if a man found himself in the water, he was to recite the following verse – “May there be in me splendour, strength, glory, wealth, virtue!” Yet another very ancient text, the *Atharva* Veda, provides a remarkably fuller description of the human connection with other living beings sharing the same environment –

“Let there be balance in the space! Let there be balance in the sky! Let there be peace in the earth! Let there be calmness in waters! Let there be growth in the plants! Let there be growth in the trees! Let there be grace in all Gods! Let there be bliss in the *Brahmand*! Let there be balance in everything! Let there be peace and peace! Let such peace be with everyone of us!”

The inherent need in humans to be in balance with nature is insightful.

In ancient India, the respect and admiration for nature was defined as higher existence and various natural forces were deified as gods and goddesses. This was found to be necessary to legitimize the supremacy of nature over man. In a way, this suggests the birth of religion. However, and significantly, the response is indicative of the mankind acknowledging surrender to, or his lack of control over, natural processes which needed to be respected if human beings had to move ahead with their lives. Thus, we find different deities representing the different forces of nature– Lord Indra with rain, thunder and lightning; *Agni* with fire; *Varuna* with water; *Marut* with storm; *Vayu* with air; *Surya* with the sun and so on. People prayed to the deities for their benevolence, hence followed the natural law or *Rta*, humbly accepting the insignificance of the human in the face of the infiniteness of the nature. This carried a sense of obedience to the environment. Perhaps the need to closely interact with the environment made the people personify nature in order to understand it better. Such a thinking also entailed looking at the

environment with greater conservation efficiency, especially because people seemed to have imbibed nature friendly activities based on the belief that human beings were under the mercy of the nature for the continuance of their lives. Thus paved the way for the evolution of the ancient Indian system of nature conservation.

Different ways in which the nature affected humans were not only inquired in to in ancient India but were recorded for protection, if only for the well - being of the mankind. This allowed the development of eco-friendly and environmentally directed practices and activities. Of the five *Mahayajnas* or great sacrifices of the Hindu householder, the *Bhutayajna* was the most significant innovation that involved daily offerings of food in a ritualistic manner to animals, birds and other living creatures – believed to be a way of reciprocating the benevolence of nature. There also emerged other expressions that conveyed how different natural forms were conceived as divine. The *Bhavishya* Purana suggests that a particular tree would give a sonless person the feeling of possessing a son, while the *Skand* Purana attaches auspiciousness to the act of planting a tree. The *Brihadarnayaka* draws a parallel between *Vanaspati* (the king of trees) and the human, reflecting how nature was as much living as the human being himself. The *Shukla Yajurveda* even deifies the tree as a god while the *Aranyani* hymn of the Rigveda makes it the duty of human beings to conserve forests. The *Atharva* Veda also talks about the helpful qualities of pure water, suggesting it to have healing powers against the intrusion of diseases thus stressing on the importance of preventing pollution of water. Some Rigvedic hymns also refer to the healing powers of the air by characterizing it as a fluid embalmment which brings health and happiness to human hearts. Similarly, *Prithvi Sukta* of the *Atharva* Veda is probably one of the most ancient invocations of the Mother Earth, stating that human beings have a mother-child relationship with the earth. The *Prithvi Sukta* instructs the humans to cultivate ideal qualities to protect the nature. This is considered a nourishing reality.

It was not just ancient Hindu scriptures or Hindu religion that helped to indoctrinate nature conservation in the minds of the people. Both Buddhism and Jainism were equally close to the idea of extending human relations over to the environment by propagating the significance of universal peace under the doctrine of *ahimsa*. Lord Buddha attained enlightenment under a Pipal tree on the banks of the Niranjana River. The Pipal tree came to be known as the *Bodhi* tree considered to help the humans achieve their fullest potential under its sanctuary. Several *Jataka* stories show Buddha in different forms of trees, alluding firstly to the concept of being one with the nature and secondly making trees objects of worship in Buddhism. The *Vanropa Sutra* in the *Sanyukta Nikaya* suggests that acts of afforestation, and gardening, increase the doer's spiritual merit. Jainism, like Buddhism, served to preach the significance of non - violence towards all living things, including plants and animals. Mahavira, along with the other Jain Tirthankaras, was vehement in conveying the message of protecting the environment and the process propagated for this was quite austere. Mahavira too attained supreme knowledge or *Kevalagyana* under a Sal tree on the banks of River Rajupalika, reiterating the nature's embrace and its mind widening capacities.

In ancient India a more enhanced form of nature conservation was seen, as several dynasties and kingdoms realised the need to consciously undertake steps for the protection of the environment. Several ancient Indian kings adopted animals as symbols in their emblems such as the Gangas of Talkadu choosing elephants to represent themselves, the Kadambas preferring lions, the Hoysalas associating with the tiger and the Vijayanagara Empire opting to be represented with the boar. Apart from this symbolic significance of the nature, the ancient Indian kings also issued

coins with animalistic images. It was however the powerful Mauryan Empire with which amazing developments in the field of conservation were seen. Kautilya's *Arthashastra* and the Ashokan edicts, particularly the Pillar Edict V, are reflections about the protection and conservation of the environment which make a discussion of the two ancient Indian sources not only exemplary but necessary. Even though considered to be prescriptive in nature, their assertions are arguably rooted in environmental conservation realities.

Kautilya's *Arthashastra* is essentially famous as a treatise containing various parts which deal with the statecraft and administration, offering insights on aspects of life in the Mauryan Empire, the first powerful centralized Empire to rise in the Indian subcontinent in ancient times. It is said that *Arthashastra* was composed and expanded between 2<sup>nd</sup> century BCE and 3<sup>rd</sup> century CE in the form of *shlokas*, and does not outright mention Kautilya's concerns for natural conservation. There is however another novel aspect about *Arthashastra* which is not that commonly known. Effective environmental and ecological concerns are so implicit to the text that these have to be inferred from multiple paragraphs spread through the work. When studied together, the underlying spirit of respecting the environment in the text becomes clear. *Arthashastra* discusses Kautilya's perceptions on the environment, spelled out as protection instincts towards natural elements based on an understanding that nature has productive potential for human development and that it is needed to be conserved. The text highlights the mutual harmony of humans as immediate companions of the nature, hence with the environment at large. As a statecraft, the *Arthashastra* instills this virtue in the minds of the general populace through various state directives and laws. It was expected that people in Kautilya's time would be reminded of their inner consciousness about shared existence with nature, having a focus on conservation.

The *Arthashastra* contains names of a wide variety of animal and plant species, mentioned along with the information about the climate and the geographical landscape of the time. A major theme in the account is of land and forests which are seen as abundant resources essential for the very survival of the human beings. Land at the time was the chief agricultural, hence economic, resource. *Arthashastra* accords full recognition to the potential and natural quality of the land. There is the mention of powerful states being one with land that is devoid of mud, stones, salty ground or uneven land. Kautilya aimed to prohibit human indulgence in land as he refers to the life-giving powers of the land to be augmented by irrigation works which in Kautilya's definition has included flower gardens, vegetable gardens, wet-crop fields and the sowing of roots. The text furthers the principle of judicious use of land by prohibiting the establishment of recreational halls or parks. There is also mention of the patterns of land use, ideal uses and penalties for violations for causing destruction of land. Kautilya's *Arthashastra* warns against reckless endeavours of humans on land as "...the worst of all".

The *Arthashastra* also suggests to develop animal sanctuaries by giving full recognition to the forest. Health of the forests was to be ensured for protecting wild life in *Abhyaranya* or *Abhyavan* where animals and trees were to be free from the fear of slaughter. *Arthashastra* also mentions penalties for committing such acts as deforestation. Forests were evidently meant to be protected even if it meant their preservation as an economic resource yielding raw materials for the production of goods and also the use of forests essentially for the purposes of boundary demarcation, keeping the military and strategic considerations of the Empire in mind. Thus, mention is made in *Arthashastra* of rich forest flora like the Teak, Palmyra, Mimosa, Arjuna, Birch, Bamboo and Birch among other tree types as also of firewood,



fodder, fruits for medicine and flowers. It is also revealed that the Mauryas designated special forests to protect the lions and tigers, also for the supplies of timber.

Beyond this Kautilya suggests the possibility of planting material forests in many tracts of land where a forest did not exist before, or on land unsuitable for agriculture, thus giving full recognition to the forest. This feature outlines the expansion of green cover by making conscious efforts through administrative support which though aimed at creating forest wealth to contribute to state treasury, can also be viewed primarily as an act of forest conservation. Such initiatives were accompanied by other actions. There was a ban on cutting shoots of flowering or fruit bearing trees. Similarly, a tree that provided shade could not be harmed. Various fines are mentioned in the text for such violations. The *Arthashastra* even cautions the Director of Agriculture in administration that in cases of a loss of fruits during his work, he will be subjected to a fine equal to the loss of the fruit. The text also suggests the ways in which even the fallen flowers, fruits and grains were to be used by the ascetics and Brahmanas for such practices as *agrayana* sacrifice. The basic principle of no harm to be done to the environmental produce was thus followed.

This may be treated as an environmental conservation dictum particularly in relation to the elephant forests (*hastivana*) which extended far and wide under the Mauryas. There are references about providing state support to the *hastivana* through forest superintendents and guards indicating beyond doubt that these forests were protected areas. The superintendent and the forest guards were supposed to protect the elephant forests by keeping track of all forest entrances and exits. The elephant keepers and border guards were to track the number of elephants, their sleeping places, foot-prints, dung and damage. This resonates with the modern-day idea of census taking of wild and domesticated animals to keep track of the fauna and its survival. While training and bravery of the elephants mattered, *Arthashastra* also stresses their numerical strength. Kautilya believed that “bravery can be imparted by training, but numerousness cannot be created at all in a brave few”. Punishment for slaying of elephants in the *hastivana* was execution.

The text contains strict laws against animal cruelty too and ensures the well-being of both the wild and the domestic animals. Animal parks were created in non-agricultural lands to shelter wild animals where all animals were welcomed as “guests” and given full protection. *Arthashastra* informs that killing or injuring animals in these parks was a punishable crime. Special officers were given responsibility for this. The village headman was responsible for domestic animals and the head shepherd for grazing animals.

Kautilya views forests as enclosures that covered more than just beasts, being a depiction of unbounded natural wealth and thus had to be protected. In what seems to be the most telling statement of the nature’s value, *Arthashastra* sees as an essential prerequisite the administrative scrutiny to restrain malpractices and wastage in protecting the forests. Indiscriminate destruction of forests is prohibited, particularly in reference to the burning of forests. Discarding this method is explicit in *Arthashastra*, “...he shall cause to be burnt in fire one who sets on fire a pasture, a field, a threshing ground, a house, a produce, a forest or an elephant forest...” The attitude of protection applied to animals as well. For example, attendants of elephants included physicians, cooks, trainers, guards, fodder givers and so on. Ill provisioning of elephant stalls, striking them in improper places, riding them into unsuitable lands were all punishable offences. This also covered horses, since both elephants and horses were an imperative play in the battlegrounds. It’s important to note that Kautilya suggests maintenance even of diseased or old age horses rendered



incapable of participating in wars. The Superintendent of slaughter houses was supposed to impose the highest fines for violence inflicted on such protected animals. *Arthashastra* goes to the extent of saying that “he who himself kills or incites another to kill or steals or invites another to steal shall be executed”. The calf, the bull and the milch cow was to be strictly protected against killings and torture since they were immensely important for dairy products and the labour they provided.

*Arthashastra* also gives details on the negative effects of the environmental resources, for example the text looks at the link between soil erosion and the subsequent fall in land productivity. Similarly, remedies against danger from locusts, birds, rats and insects include smearing of grains in milk of *snuhi*-plants or mixing them in secret mixtures or instituting tax on rats per head or performing pacificatory rites. Also, to fight such disasters, certain worship rituals, oblations, recitals of benedictions, magical rites and festivals were to be carried out. In case of danger from wild animals, carcasses of cattle were to be mixed up with a liquid or cattle intestines were to be filled up with *mandana-kodrava*, which appears to be a poisonous variety of grains. Hunters and fowlers were supposed to keep themselves busy by setting up concealed cages, pits and traps for taming wild animals. To ward off the dangers posed by serpents, experts in poison-cure were to act with charms, magic spells and medicines besides taking collective initiatives to kill the snakes.

*Arthashastra* also talks about vastu-shastra, or science of architecture, and lays down its own rules of designing and constructing structures in conformity to the environment. While it can be argued that vastu - shastra has no logical connection to the environment, it is important to note that it does contain a lot of rules that relate to the environmental factors. According to the *Arthashastra*, the fundamental principle behind vastu - shastra is to bestow harmony between a resident, the built structure and the nature. Kautilya describes “houses, fields, gardens, building of any kind, lakes and tanks”, each as vastu. The text gives a number of suggestions regarding fastening of roofs, foundational measurements, intervening space between houses, size of windows, and the building, or unbreakable roofs to ward off “evil consequences of rain”. It is also advised to “provision permanent houses with dunghills (*avaskara*), water course (*bhrama*) and a well (*udapanam*)”. Kautilya’s mention of vastu shastra testifies its importance in sustainable development. Extensive planning of settlements, curbing excessive consumption of natural resources, logical approach to land choices and disposal of sewage – the *Arthashastra* accords importance to all these to ensure sustainability of the environmental resources, ensuring their appropriate conservation. Besides, the text considered water as an extremely precious resource, regarded as a collective and not a private commodity. The *Arthashastra* prescribed fines for such acts that affected water bodies adversely, for example for damaging embankments or for diverting a water course or for obstructing water bodies. Thus, the *Arthashastra* prescribes efficient water management and also on how to do it.

The Mauryan ruler Ashoka’s time period too shows a sense of undying fidelity to nature that focused on the acquisition and protection of the earth and its living beings, guided most vociferously by the dictum of non -violence or *ahimsa*. The emperor Ashoka’s reign shows that conservation of the environment was part of a person’s *dharma* in life which could determine a person’s spiritual value. This reflects that the idea of moral backing of the environment carried greater weight than mere legal guarantees in safeguarding the nature. These feelings were not meant to stem from just the orders given by an impersonal higher authority but was to arise from an inner consciousness that reminded people of their shared existence with the wider world.

Whatever is the motive, the Ashokan Empire covered vast tracts of environmentally rich zones and the biodiversity itself had both aesthetic as well as practical value.

It is to be understood that various faunal and floral species were presented for conservation in several Ashokan edicts which contain ideas about preserving the animal and the natural world. Explicit reference to the importance of nature and the need to conserve it is found in Rock Edicts 1, 2, 3, 4, 8, 9, 11 and 13 and in the Pillar Edicts 2, 5, and 7. The edicts were royal orders, but these also contained information about major thoughts of the king about his drive to secure the ends of an environmental mission. The Pillar Edict V is exclusively related to environmental conservation while other edicts reflect the recurrence of Ashoka's request and the environmental plea to people of his empire to conserve and protect natural wealth. The issuance of edicts shows that environmental conservation was given a legal stature in Ashoka's time given the fact that these were to convey laws of the king to the people at large. However, when viewed deeply it can be argued that the psychology behind the environmental plea combined spiritualism with statecraft. If it wasn't for the inner values of the people towards the nature, hope for the environmental reverence would have been completely lost. Ashokan Period is a reflection of careful management and more importantly it generates a sense of responsibility among the people towards the natural spheres.

Ashokan edicts continuously encourage the people to participate in the community as good neighbours and to carry out their duties as protectors of all lives, be it towards a shrub or a common facility. The edicts infallibly recognise that anarchic lifestyle, reckless waste disposal and negligence to cleanliness of one's surroundings were meant to be punished. No one was allowed to throw dirt on the road and block it with muddy water. Fines were imposed for voiding faces near a water body or a holy place or even near a royal property. Passing of urine in open was strictly prohibited, if it wasn't due to an illness, medication or fear. Similarly throwing an animal carcass inside the city was not at all allowed, even taking the carcass out from a gate other than the one meant for carrying out corpses was fined. It was the duty of the city superintendent to inspect places supplying water, roads, water – courses, covered paths, and ramparts. The attempt was meant evidently to prevent, and abate, air, land and water pollution – through perhaps the earliest of the environmental laws.

Ashoka's time period is also about depicting the balance between the man and his environment. The very fact is compelling that Ashoka was consistently thought provoking, and remained mindful of animals and their welfare, while giving out instructions through the edicts. For example, the Pillar Edict V enlightens us with a list of animals and birds that were not meant to be killed under any circumstances. There is a further list of animals which could be killed only on certain days. In addition, Ashoka states that all those creatures that are useless and inedible shall not be killed. Similarly, a lot of insects and creatures of no particular significance were declared inviolable. People could not catch fish on certain days, they were prohibited to do so because of the interference this caused with their natural breeding cycle. Further, the calf, the bull and the milch cow were to be strictly protected against killing and torture. It fell under the duties of the superintendent to check on the conditions of animals maintained as domestics by the herdsmen. Ashokan edicts also disapproved of "useless ceremonies and rituals" which dealt with spell-making or poison manufacture.

Other schemes introduced by Ashoka were efforts towards environmental conservation. His rule is particularly known for the programmes aimed to prevent forest burning for various human endeavours which destroyed living beings. Such measures, though said to have been primarily

influenced by the Buddhist *ahimsa* dictum, nevertheless lessened the indiscriminate destruction of forests by burning. The Pillar Edict V furthers the theme of the nature conservation by elaborating that the animals which resided in the elephant parks must not be killed. Ashoka himself became an example when he reduced the number of animals killed daily in the royal kitchen “for the sake of curry” from “many hundred thousand to two peacocks and a deer”, and even the killing of these three was to be stopped in future. Ashoka discontinued the royal hunting expeditions with the same intention. Sacrifice of animals was also discouraged as it usually involved slaughtering of the best animal of the herd. Another major Rock Edict II, informs about the initiative to start something like what is called veterinary clinics in the modern times. The edict states about the appointment of medical men who were to treat both humans and animals. Similarly, the Rock Edict I states that particular animals which were killed for the meat would not be slaughtered in coming times. These reflections about Ashoka’s sacred geometry with *ahimsa* are usually emphasised, but, when viewed deeply the initiatives indeed signify an intrinsic connection between the universe and the individual, implying the firm dependence of the two upon each other. The animals, birds, forests were declared protected and trees were to be planted to expand the green cover. The Ashokan edicts talk about the importance of protecting the environment in a tone of direct conversation with his subjects. They also preach a tone of peace with the environment.

Ancient Indian religions other than Hinduism too helped indoctrinate nature conservation into the minds of the people. Buddhism was closely associated with the idea of universal peace which extended over human relations with the environment. Lord Buddha attained enlightenment under a Pipal tree on the banks of Niranjana River, which came to be known as the Bodhi tree. This shows how close association with the nature was considered to help human being achieve their fullest potential. In fact, several *Jataka* stories show the Buddha in the form of different trees, alluding to the concept of being one with nature and making trees objects of worship in Buddhism. The *Vanrupa Sukta* in the *Sanyukta Nikaya* suggest that acts of afforestation and gardening increase the doer’s spiritual merit.

Jainism also served to preach the significance of non-violence towards all living things, including plants and animals. Mahavira, along with the other Tirthankaras, was vehement in his message of protecting the environment, and the process of maintaining the rules was quite austere. Treated fundamentally as a religion of ecology in the first book of *Acharanga Sutra*, *ahimsa* in Jainism is much more than just not hunting others. Jainism propagated, “not intending to cause harm, physical, mental or spiritual, to any part of nature”. This intrinsically established that the nature is bound together and it indicated in practice to develop an attitude of compassion towards nature – “No waste, no overuse, no polluting” – a cardinal principle advocated today for the preservation of nature. Mahavira’s attainment of *Kevalagyana* or supreme knowledge under a Sal tree on the banks of the river Rajupalika, also reiterates the mind widening capacities of nature’s embrace.

The advent of the 6<sup>th</sup> century BCE brought with it another sense of and an attitude towards nature conservation. Largely known for the onset of second urbanization with the extensive use of iron tools and weapons, improved knowledge of agriculture and irrigation, production of surplus crops, expanding trade and commerce as well as use of punch marked silver and copper coins – all features denoting the century as a turning point in the history of India. Towns, capital cities, fortified places having bureaucracies and the armies signified about the expanding economy. It was the time when forests were cleared extensively with better made iron tools as agricultural

settlements expanded into the Gangetic Plains. A large - scale tradition of animal sacrifices also began with people wanting to please the gods for more and more materialistic gains. In time there grew a distance between man and the environment with indiscriminate hunting of animals, extensive fishing practices beyond the natural regenerative capacities of water and the use of iron tools in the rampant clearing of forests. Man did not fear nature any longer, rather it came to be worshipped more as a source of prosperity. Animals as a result came to be regarded as part of material wealth. Instead of praying to the gods for the safety and preservation of nature, mankind looked towards the natural environment as a source of good fortune synonymous with wealth.

As Indian society became more and more complex, the sense of intimacy with the nature assumed different forms. The environment was still recognised as integral to the survival but it was increasingly linked to the desire for increased amenities and luxuries. We are told that many dynasties realised the need to consciously undertake nature conservation in the face of increasing urban development. This included changed perceptions and significant innovations in the manner in which the rich and diverse fauna of India came to be perceived. Ancient Indian kings began to adopt animals as royal symbols in their emblems such as the Gangas of Talkadu representing themselves with the elephant, the Kadambas choosing lion in their emblem, the Hoysalas giving primacy to the tiger and the Vijaynagar Empire preferring the boar. Apart from using animals for their royal symbols and the flags, ancient Indian kings also issued coins bearing animalistic images. Similarly, many laws were enunciated in parts of India that made unnecessary exploitation or overexploitation of forests punishable by law.

The cause of the nature conservation came to be characterised more by the efforts to develop it as anthropological landscape rather than to ensure minimal damage to the natural landscape. One of the most predictive examples which reflect ancient Indian environmental consciousness of the kind is the *Hathigumpha* Inscription located in the Udaigiri Hills near to Bhubneswar. The inscription, named after a cavern is of the great Kalinga ruler Kharavela, said to have been a great lover of nature. The inscription refers to the wonderful and rare elephants, horses and other such animals, now held important for their use in the army. Hence, they had to be specially taken care of. The inscription also refers to such trees as the *Kalpa Vriksh*, believed to be a wish fulfilling tree, and also talks about the fire sacrifice thus alluding to the idea that human existence was linked to the nature. Besides this, human efforts to give a sense of aesthetics to the surrounding nature are also part of the inscription. For instance, there is reference to the restoration of gardens, erection of lake embankments and tanks as well as cisterns. The use of natural resources is reflected in the efforts made to construct a canal, originally started from Tanasulia to Kalinganagar by Mahapadma Nanda of the pre-Mauryan Nanda dynasty, subsequently extended by Kharavela.

In another dimension, the nature conservation in ancient India is found to be involved with cultural activities and this is evidenced from the Nanagh at and Nashik cave inscriptions. The Nanaghat inscription is one of the oldest cave inscriptions, with Satvahan as in the Deccan as the makers. The inscription mentions the earth girdled by the ocean and the best of mountains. It then goes on to describe many sacrifices being performed such as *Agniyadheya*, *Rika*, and *Oraya* sacrifices among many other such activities. It is important to note that in each of these sacrifices hundreds and thousands of cows, elephants and horses were being gifted by the performers of sacrifices. This indicates that the fauna, the animal world, at the time was very rich and it had become a vital resource of *dakshina*, done to earn the spiritual merit in honour of the donor. The period was witnessing a move towards more settled agricultural life, and animals acquired the

status of exchange resource. A gift of animals was regarded of value to repay the priests by those on whose behalf the priests performed the rituals. The importance of animals like the milch cows donated for use in daily life or the growing importance of elephants and horses donated for use in the army was an indication that animals of ancient India's rich eco-system had become important components to support the web of human activity like in the performance of rituals and customs, though in time such an emphasis made the ancient Indian eco - system of rich animal diversity less stable for preserving the rich fauna. In the long run, such a human ascription of importance to the animals eventually resulted in an environmental stress. As *dakshina* became a common practice, the value of wildlife as part of nature came to have different connotation. The faunal wild life began to be exploited under human influences, this eventually contributed to distancing of the people from the natural world.

The Nashik inscription of Ushavadata in cave 10, another very old cave inscription believed to have been created around 120 CE in the Deccan, also records the actual tradition of *dana* of animals to the Brahmins and the Buddhist *bhikshus*. At one place the inscription cites the charity given to the Brahmins and Buddhists of 30, 000 cows, including about 32,000 stems of coconut trees. Besides this, the environmental significance of the inscription lies in documenting the gratuitous distribution of water with reference to the wells, tanks and gardens. These are mentioned as part of the infrastructure to serve the pilgrims and the general public. While such acts do not directly reflect on enhancing the quality or conservation of the physical environment, it does ensure that the people in ancient times could enjoy the benefits of the natural world.

It is to be noted that the Shunga ruler Agnimitra has been described as a hero in Kalidasa's *Malvikagnimitram* which provides a keen description of environmental situations in Vidisha in central India during the Shunga period. The text alludes to the environmental sensibilities of the Shunga ruler. Considered as one of the greatest poets and playwright of ancient India, Kalidasa is profusely known as the immortal poet of nature. His *Malvikagnimitram* has the love story of Agnimitra and Malvika as the central theme. But, more deeply it contains the ethical knowledge and the morality of care, concern and protection towards ecological surroundings. The depiction of seasons and description of plants, creepers, trees, the Sun, the Moon, the Sky including birds are emphasised in *Malvikagnimitram* as elements which play a role in keeping and maintaining the environmental balance. Two other works of Kalidasa also need mentioning. His *Ritusamhara* describes seasons in detail and his other poetic work *Meghduta*, reflects on various aspects of the nature, and especially clouds. One of his other creations titled *Vikramorvasi* is well known for the Act IV which describes King Vikramaditya (Chandragupta II), shown as wandering through a lovely forest with various trees and flowers.

Kalidasa flourished during the reign of Chandragupta II, one of the most powerful emperors of the Gupta period in ancient India. Similarly, the Chinese traveller Fa Hien (or Faxian) recorded his impressions of ecological aspects of the empire during the reign of Chandragupta II. He took note of very different vegetation in India from China, and, found bamboo, sugarcane and pomegranate as the only familiar plants. Fa Hien also visited Malwa region and praised its climate. Crucially Fa Hien's observation about the period that no one kills the living things shows the beliefs of the time about the sacredness attached to the nature's gifts. Apart from such descriptions, it appears that the environmental concerns had lost their epistemological importance as the records of the Gupta period acquired more importance in the form of political documents. The famous Allahabad Pillar inscription, also known as Prayag Prashasti, praising the virtues, deeds and bravery of Samudra gupta, is a very important epigraphic source of geo -



political landscape of the history of the Imperial Guptas. Even so, it does talk about Samudragupta capturing the forested areas of Central India, suggesting a picture of the natural topography and vegetation that might have existed in the *Ativarajyas* or Forest States. At a metaphorical level, the Pillar inscription eulogises Samudragupta's fame going higher and higher, and, significantly compares the King's ascent as purifying the world like the white water of the Ganges (holy river) lashing forth rapidly and flowing through many paths.

However, the post-Gupta period saw a decline in the urban features of ancient India and the transition of the same to feudalism. This meant a period of self - imposed self-reliance which gave a great boost to agriculture and thus affected the environmental potential of those times. A greater understanding of human beings with regard to the forces of nature did not continue to be facilitated, though some examples do appear which describe impenetrable nature of the landscape. For instance, Harshvardhana, the ruler of *Pushyabhuti* dynasty is depicted in Banabhatta's *Harshcharita* to have ventured into the Vindhyan Mountains looking for his sister. Banabhatta also details a vivid description of rural India's natural environment. A fuller account of the time is also given by the visiting Chinese pilgrim, Hiuen Tsang (Xuanzang), who travelled through India. Hiuen Tsang crossed the rivers Yamuna, Ganges and Shruvha to reach south to Kanauj. Other than this his account seems to be impressed by the patronage of king Harsha to Buddhism and scholarship of Buddhist scriptures. Hiuen Tsang gives a detailed account of the people of India and their culture but not so much of the environmental concerns or about the richness of the environment.

Thus, a historical analysis of man's interaction with the environment in India's ancient times is of great potential and importance as ancient Indians were very much aware about the ecology and environmental sustainability. Ancient Indians inquired about the different ways in which nature affected them and recorded the different aspects of nature which human beings had to protect for their own well - being. In fact, ancient India has a lot to offer in terms of precedents for environmental conservation and examples to inspire the tone and increase the efficiency of sustainable living and development in our times. The realisation suggests that protecting nature and ecological diversity can help maintain a balanced environmental harmony in our present existing world.

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## TEACHING MONOLOGICAL SPEECH OF THE RUSSIAN LANGUAGE AS A MEANS OF FORMING SPEECH COMPETENCE OF NON- PHILOLOGICAL UNIVERSITY STUDENTS

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### ABSTRACT

*The article discusses the teaching of monologue speech in the Russian language as a means of forming the speech competence of students of a non-philological university. The volume and degree of speech competence of students of national groups of non-philological universities are determined, and the psycho-physiological foundations of various types of speech activity are clarified. When developing a methodological apparatus, special attention is paid to the classification of exercises, which includes pragmatic, intellectual and linguistic aspects of the communication process.*

**KEYWORDS:** *Education, Students, Russian Language, Competencies, Non-Philological Universities, Speech Formation.*

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### INTRODUCTION

At the present stage of the development of the educational process, the requirements for the professional training of students have changed. The changes are associated with the development of special disciplines and the growing role of the Russian language in terms of improving the preparation of each student, as this is the key to future success and professionalism. The role of oral speech cannot be underestimated. Various conditions of student learning, lack of teaching materials, and lack of study time necessitate a new organization of the educational process in technical universities in Kyrgyzstan. These trends are related to the language training of students in technical universities of the Republic of Kyrgyzstan. The expansion of the student population with students from remote regions of the republic, where the level of knowledge of the Russian language is very low, requires the use of new educational materials that meet the current level of methodological thought.

An analysis of modern literature on the methodology of teaching the Russian language shows that the issues of the formation of speech competence are at the research stage and many scientists are constantly looking for optimal methods for solving this problem.

The volume and degree of speech competence of students of national groups of universities are determined, and the psychophysiological foundations of various types of speech activity are clarified. When developing a methodological apparatus, special attention is paid to the classification of exercises, which includes pragmatic, intellectual and linguistic aspects of the

communication process. When developing the method of Russian as a non-native language, special attention is paid to the formation of monologue speech, depending on the real needs of students.

The main goal of the modern methods of teaching the Russian language is to increase the level of knowledge acquired by students, and to develop their skills in practical knowledge of the Russian language.

To achieve these goals, it is necessary, based on the knowledge accumulated by methodology, linguistics and psychology, to determine the optimal means and conditions for teaching speaking on professional topics, taking into account the linguistic features of professionally directed monologue speech.

Analysis of the level of Russian language proficiency of students, as well as the data obtained during the experiment, revealed the following problems:

- Students experience great difficulties in practical knowledge of the Russian language;
- Cannot correctly and coherently express their thoughts;
- Do not understand the meaning of many words and special terms;
- Do not have time to record lectures.

All these factors hinder students from mastering their future professions. The greatest difficulties arise for students from remote mountainous villages, where the level of teaching the Russian language is very low. Observations of the speech of students in the educational and professional spheres of communication indicate a low level of language proficiency. Most students, especially in the first year of study, encounter difficulties in explaining, and retelling what they have read or heard.

In this regard, there is a need for linguistic study and description of professionally oriented texts on architecture and urban planning and other technical specialties for professionally oriented student education. At the same time, it is already clear that the characterization of the scientific style of speech based on the text in the specialty requires further study and description for educational purposes.

Acquaintance with the educational materials used in the technical universities of Kyrgyzstan showed that they practically do not present tasks and exercises aimed at developing monologue speech in the speciality.

Speech is a complex form of mental activity that is inextricably linked with thinking. "Activity as a holistic act has an independent goal realised by the subject of activity and a single motivation. An activity consists of a sequence of individual actions, each of which has an intermediate goal subordinate to the overall goal of the activity" [2].

Actions are formed from separate operations, which are performed, unlike actions, unconsciously, automatically. To participate in a speech activity, you need to know the actions of which it is composed, in order to master actions and operations. In the course of its formation, any expanded connected statement goes through several stages, stages. Each stage consists of separate verbal-thinking actions. In order for the act of speech activity to take place, each stage must be provided with a set of specific skills and abilities. If we consider the mechanism of

generating a speech statement, as modern psycholinguistics presents it, then everything that has been said will become more concrete.

The theory of speech activity distinguishes four phases of generating an utterance:

1. Motivation;
2. Formation of speech intention (speech intent);
3. Internal programming (internal speech);
4. Implementation of the program (external speech) [3].

1. Motivation;
2. Formation of speech intention (speech intent);
3. Internal programming (internal speech);
4. Implementation of the program (external speech) [3].

The ability to expand the statement through micro-themes. This skill implies the ability to understand and outline the main issues, and to delineate the boundaries of the issue that should be raised in the statement.

The ability to logically arrange micro-thematic unfolding. This skill includes the ability to determine the sequence of expression of the main content, to outline the beginning, the main part, and the conclusion, that is, the main compositional parts of the statement.

Thus, both in the first and in the second case, the significance of language means is minimal, since the stage of expansion is realized in the phase of programming the utterance. With the final phase of the utterance, that is, the phase of the implementation of the program, the connection increases with the formation of the subsequent group of skills.

The ability to deploy each micro-topic through predicative sentences. Select predicative units that correspond to the topic of the statement, and combine them, use certain methods and means of communication. Build a complex syntactic whole as the main structural unit of the text.

The ability to logically and sequentially, in parallel or in a mixed way, connect predicative units as part of a complex syntactic whole.

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## APPLICATION OF FOREIGN EXPERIENCE IN POVERTY REDUCTION

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### ABSTRACT

*This article presents the results of a comparative analysis of the data collected by the author through sociological research, which regulates the increase and widening of class differences in the stratification process in society, and the negligence in maintaining it can lead to the preservation of poverty and first, it highlights the hybridization of poverty, which has new features and appearances as a global problem.*

*It is also important to study the experience of Vietnam, which has successfully entered the world market, which requires a lot of work to reduce poverty. based on objective necessity, ways to improve factor analysis in this regard were also suggested.*

**KEYWORDS:** *Society, Stratification, Evolutionary Development, Cultural Development, Democratic Development, Poverty, Income.*

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### INTRODUCTION

From history I are known for us as well as for the periods of self-involvement, scientific discoveries, economic development, military potential, democratical development and cultural development. As a result, societies have gained the traditional community, the traditional society from traditional society, a form of postindustrial society from an industrial society. However, the issue of poverty among the country remained as a constant problem.

Incorporation of the differences between the classes and keep the expansion between the classes and maintaining it in the practical way is the preservation of poverty. On the background of high history and great achievements in the XXI century, this problem has not lost its tensions, but it has new features and appearances as a global problem around the world. In this case, many scientific research and various reforms are being carried out to eliminate poverty and eliminate its various forms. At the same time, the attempts gradually reduced the number of poor in the country, given negative consequences in the country, and exaggerated the number of poor in the country.

It should also be noted that due to the global achievement of global achievements in the world is very unevenly distributed, the average income in 20 countries is the lowest number of income in 20 countries

More than 37 times, this difference has doubled in the last 40 years. In various countries, the state's social policy is determined on the basis of reducing poverty. In turn, social funds cover the

social protection, social security and social insurance systems. The national social protection systems can be distinguished due to its diversity depending on typology. In European countries, different social protection systems are also called "Social Protection Models." In particular, according to the European Commission's 1995 report, the European Union rules: continental (German, the Netherlands), Anglo-Saxon (Liberal, Ireland, USA and Japan), Scandinavia and Southern Europe (Italy, Spain, Greece, Portugal) are models.[1]

It is important to study the Vietnamese experience that have successfully entered the world market that requires a lot of work to reduce poverty. Vietnam has achieved the increase in poor incomes from low-income incomes and the number of people living below the poverty line. For example, the 1988 population decreased from 65% to 28.9% in 2003. As a result, the UN and World Bank Vietnam, the highest place in the average indexes of human development among the countries. Currently, the poverty zizma in Vietnam is 15.7% of the population.[2]

China is implementing adequate programs in the world to eliminate poverty. The social policy of the Chinese government is aimed at developing harmoniously and to the average prosperity society in the near future. On February 5, 2021, China, at a meeting of the country's leading country's achievements, China has invested \$ 246 billion in the country to fight infrontal and resolve poverty. The country's chairman has declared that "China has defeated absolute poverty." [3] Currently, almost 100 million rural population crossed the poverty border in China, 832 companies and 128,000 rural areas were removed from the list of 128,000 rural areas.

The President of the People's Republic of China Xi Jinping first announced that the idea of the fight against poverty in 2013 during the investigation into the Province. According to him, it is necessary to ensure the low-income segments of the population and the "general average prosperity society" of the population. Despite the Koronavirus Pandemy, the fight against the Coronavirus Pandemy, the fight against the Coronavirus Pandemy carried out by the Chinese government, intended to achieve this until the end of 2020. In China, the diennel is 100 million in China eight. It is also possible to say the person from the limit of absolute poverty.

The term "middle class society" was first introduced in 1979 as the purpose of modernization of the country by the architect of Chinese reform. According to the World Bank, in the last 40 years, China has released more than 850 million people from poverty. [4]

This means that if the study of poverty problem in China, the most acute issue of poverty is impaired to democratize poverty. These reforms, which began by Dan Siapin, almost half the population of China can be considered the most effective program to protect absolute poverty.

In early 2021, the Chinese government announced that it had eliminated absolute poverty compared to the standard equivalent of \$ 2.30 per person per day applied to rural areas. The latest survey of household income, expenditure and living conditions in 2018, produced by the China National Bureau of Statistics, shows that the poverty rate is below the international poverty line of \$ 1.90 per day. Decreased by 0.5 percent. [5]

In our view, the first decade of the reforms initiated by Deng Xiaoping saw a rapid increase in agricultural income in China, as the most serious social unrest in China under Mao Zedong was eliminated. As a result of the expansion and deepening of reforms in the second decade, industrial enterprises played a decisive leading role in urban and rural areas. In the third decade, the dynamics of China's export-oriented coastal areas spread further into the interior, as migration to urban centers accelerated, investment in infrastructure (e.g., through the Western Development Strategy) increased, and a growing part of China became economically viable.

integrated into global value chains. In the fourth decade, China's social policy expanded somewhat, including local interventions in the least developed countries and the establishment of a basic social security network for China's rural population. This social policy has expanded over the last decade, culminating in a targeted campaign to eradicate absolute poverty over the past five years.

In China, market-oriented reforms have served to increase economic opportunities. The transformation of China from a largely rural and agrarian country to a developed industrial country, the application of social policy to the regions using market demands, government incentives to accelerate the growth of efficiency and effectiveness between small industrial producers and large manufacturing firms, and creating a healthy competitive environment served to finish. It has also introduced gradual market incentives for entrepreneurs and investors in China. In fact, while these changes are in line with classical economic development theories, they have served to lift more people out of absolute poverty in China than economic development.

At present, the minimum daily income of the majority of the Chinese population is \$ 5.50. China, which has eradicated absolute poverty, has set 2035 as its target date for achieving overall prosperity. This can be understood as creating opportunities for a decent standard of living for all Chinese citizens.

In France, the state's involvement in the system of combating and preventing poverty is enormous. This country has set a mandatory minimum wage rate that is sufficient for all employers to meet the basic needs of the worker, which is regularly indexed. In addition, the mechanism of compulsory social insurance, which provides for high labor pensions, unemployment benefits, child benefits and allowances, as well as quality medical care, is widely used to combat poverty. In France, social services have a special place in municipalities. If a person does not have insurance experience due to his / her age or being a woman with children, as well as due to special life circumstances and circumstances due to the loss of a breadwinner or incapacity for work, he / she has the right to apply to the municipality. then he can be provided with material, legal, psychological, and other social assistance as necessary. [6]

In our view, due to the relatively low level of poverty in France, no special programs have been developed that reflect the state policy aimed at eradicating poverty. It can be seen in the social policy of France that the population can be assessed as a preventive measure to prevent the population from falling into poverty, that is, as a measure to prevent the population from falling into poverty.

The fight against poverty is being carried out in Russia on a nationwide and national scale. In Russia, economists and sociologists believe that the origin of poverty problems is not in the economic sphere in general, but in the worldview and mentality of the people. Poverty lies in the mass consciousness and psychological mood of people. This means that positive shifts in social services and social protection can only be achieved in the long run, as the reshaping of concepts, social moods and social consciousness formed over many years in the human mind and psychology is a very complex and long-term process. [7]

Russian scientists propose to do the following to reduce poverty in the country:

The first is to include a separate subsistence minimum for different categories of the population (urban, rural, as well as for cities with a population of more than one million). This will allow the

development of more specific programs aimed at supporting certain social categories of the population.

The second is to increase liability for non-compliance with the established subsistence minimum.

Third, to pursue a strict pricing policy by the state.

Fourth, setting prices for products that are included in a country resident's food basket and necessary to sustain his or her life.

Fifth, to bring pension payments to the level of the subsistence minimum (excluding benefits).

Sixth, increase scholarship payments to at least the value of the food basket so that students can live and not be afraid of being left without anything without the help of their parents or relatives.

[8]

In our opinion, the Russian model of poverty reduction can also give good results. But the principles of changing the human mind and psychology, which are the main focus of the Russian model, may lead to a slower implementation of this program for some time. Although the Russian model is implemented in the country according to a single standard, not all regions of Russia are equally economically developed. While some areas have developed industry, some areas have lagged behind in development. It is also possible to implement this model more effectively, taking into account the geographical location, natural resources and climate of the Russian regions.

Another sign of poverty in the country is the prevalence of malnutrition.

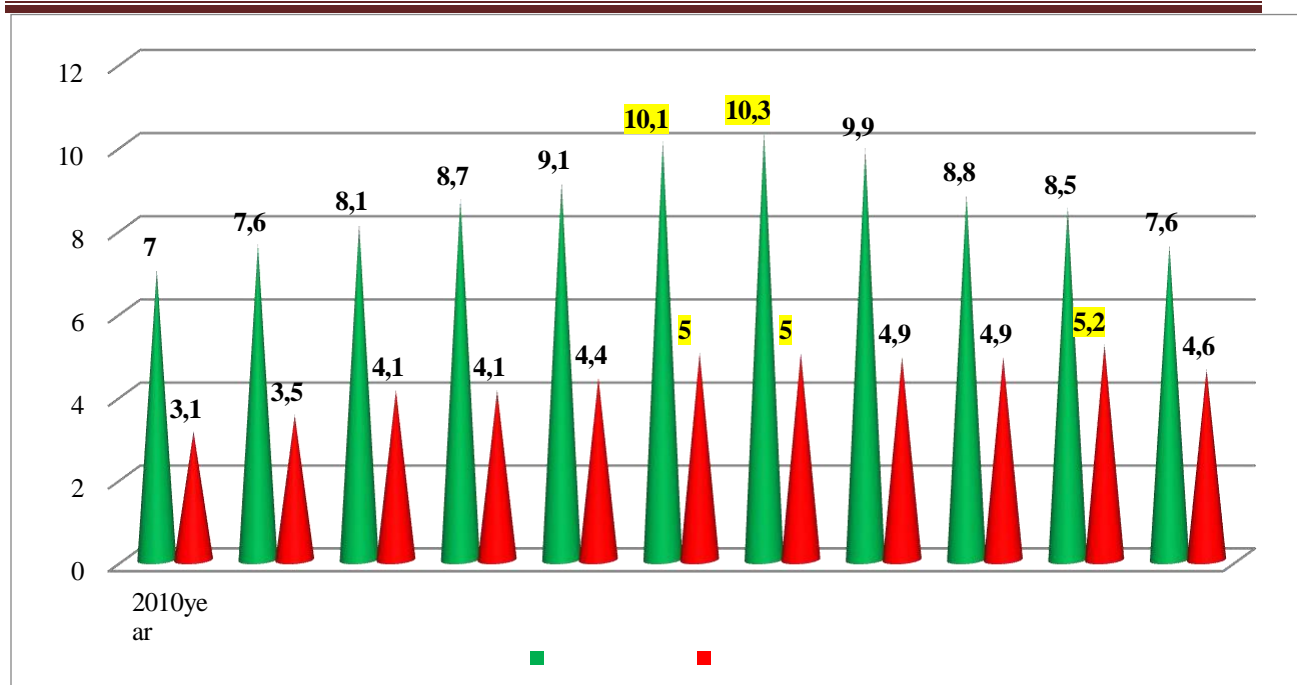
According to the data posted on the open data portal, the level of malnutrition has decreased compared to 2014. For example, the malnutrition rate was 6.4% in 2014, 6.5% in 2015, 6.3% in 2016, 2.6% in 2017, 2018, 2019, and 2.5% in 2020. Malnutrition among the population means that there are absolute poor in the country and the opportunity to meet food needs 2.5% indicate that it is not present in the population.

Another social processes are the tools of the population of the country in the country, which are involved in the increase or circumstances of the number of people in the country. Analyzing the number of deaths in Uzbekistan, the highest number of people for the last 10 years in 10 years in terms of suicides, 10.1% in 2015, in 2016, showed 10.3% in 2016. Those who commit suicide among women are relative to one hundred thousand population

In 2015, 5.0%, 5.0% in 2016, in 2016, showed 5.0% in 2019. This means that the number that suicides men is once different than women. The high level of suicide can be considered that many social problems are realized without finding a solution to themselves as a socially dismissed person in a strong psychological affective state. (See diagram).

**In respect of the death coefficient of suicide, sexual population, 100,000 people[9]**

2011	201	201	2014	2015	2016	201	201	2019	2020
	2	3				7	8		
year	year	year	year	year	year	year	year	year	year
			1 man		2				
					woman				



The market economy formed in Uzbekistan is also likely to create a labor environment among the population. In this regard, there are several groups that are likely to fall into poverty levels. (1. Table)

- The first category includes workers who are low networks and qualifications that are difficult to enter the market or are low information below higher education.
- The second category can be highly qualified, highly educated workers working in economically crisis areas

This means that the establishment of vocational skills and mechanism of their skills of employees working in enterprises to reduce poverty. Of course, quality education for this education is an important social factor in reducing poverty in turn.

**Unemployment rate, in terms of gender and regions[10]**

№	Name	2015 year	2016 year	2017 year	2018 year	2019 year	2020 year
	Men	5,3	5,3	6	7,6	6,1	7,9
	Women	5	5	5,6	11,5	12,8	14,1
1	The Republic of Karakalpakstan	5,3	5,4	6	9,5	9	10,5
	<b>Regions:</b>						
2	Andijon	5,6	5,6	6	9,6	9,1	10,8
3	Bukhara	5,5	5,3	5,5	9	8,9	10,6
4	Jizzax	5,1	5,4	5	9,4	9,1	10,9
5	Qashqadaryo	5,4	5,3	6,1	9,7	9,3	11
6	Navoi	5	5	5,2	8,7	8,4	9,4
7	Namangan	5,2	5,3	5,8	9,5	9	10,5

8	Samarkand	5,6	5,7	6,5	9,7	9,2	11
9	Surxondaryo	5,4	5,5	6,7	9,5	9,2	11
10	Sirdaryo	4,9	4,3	5,1	9,6	9,2	11
11	Tashkent	4	4	5,2	9	8,9	10,5
12	Fergana	5,4	5,5	6,4	9,7	9,2	10,8
13	Khorezm	5,3	5,4	5,6	9,5	9	10,8
14	Tashkent	3,8	3,6	4,5	7,9	7,3	7,9

In 1996, the Law on Reconciliation of Personal Liability and Work Policy (The Personal Resportune and Work Opportune Reconsilation Mechanisms tried to balance conservative American values by strengthening social policy mechanisms. Indeed, the adoption of Prwora is in the near future America's recent history. The most comprehensive, one of the most large government reforms. Instead of normal financial assistance, Poverty reduction programs have also helped the poor to become a full member of the society. Less than their governments The creation of systems for assistance in the employment of secured and child care, health services, transportation, support, support, support, support, support, support, support, support, support, support, support, support, support, support transport, support, support, support and work is Berded. i. Prwora also allocates funds for the states that can improve kindergartens, school daily programs and other services for children. Prwora also helped reduce the increase in the poor generation by financing contrattoons between young people. New reform is very complicated, so individual states have been given the opportunity to develop and implement a prwore-compliant in its territories. [11]

One of the most successful performances of Prwora programs was in Wisconsin. As a result of the development of a new program, the number of social benefits from 1994 to 2001 Decreased by 82 percent. The news and success of the reform of PrWora in Wisconsin has led to practical work, stopping controversy in prosperity plans in other states. In Wisconsin, Wisconsin established and implemented programs that replace social benefits for all healthy poor and low-income people with state-sponsored work. At the same time, everyone strives to receive three intermediate. [12]

Negative to the negative aspects of the Prwora program, the former number of social subsidies to resolve less than the poverty line, weak motivations to encourage human factors to work, the institutional vulnerability of social benefits, In the states, the remaining sides can be indicated from the economic reality in the implementation of the program.

Britain is one of the most stable and rich countries. In recent years, many reforms are being carried out by the UK economic growth, as well as government measures aimed at combating poverty. However, inequality in income stress, obtaining or use of services means that inequality in the social sphere of the UK can be one of the main problems of society. One in four people living in the UK live in or below the poverty line. [13] According to the data, in England, 13.2 million people live below the poverty line, make up 23 percent of the total population. There is a "minimum income standards" project aimed at creating an optimal living standards for various types of families, according to the experts of this project, is enough for the poor, and enough for the quality of good quality [14].

In the UK, there is a separate approach to the village and urban population. The British model stands out with special programs, which are considered to eliminate the poor and child poverty,



and also separated separate programs. Today, the most common form of children's poverty is poverty in families. Today, about 30 percent of British children are classified as poor, from families who have two-thirds. According to analysts, the reduction of laborable benefits can significantly increase the poverty in three years in three years.

In 1999, when former England Prime Minister Toni Blair ended in England, until 2020 the children had fully violated the poor in England. But Tony Blair was not able to do it in his time. Because he did not ignore the low educational opportunities, including the low educational opportunities, low payment of low-payment, unfavorable working conditions and cheap housing. Currently, the main components of the UK poverty reduction strate are as follows: to increase the participation of the first, labor-right participation in the labor market. Secondly, at the expense of increasing employment care for those who receive benefits, attract them to more useful work. Third, ensuring financial security of families. The fourth is to improve access to public transport[15].

Conclusion It can be said that the worldwide countries have been done to reduce poverty. There are specific aspects of each state to the export of poverty. A number of international organizations such as the international organization, the World Bank, Asian Development Bank, the Islamic Development Bank, the European Union will serve as sense in reducing poverty in countries. While China has reduced the employment of the Vietnamese country from South Asia, China has eliminated absolute poverty in the country through perpetrating reforms and industry, production and foreign investment. The fact that the French experience is learning from the experience of France can be reduced poverty by preventing the population under the rule of poverty. The experience of Russia shows that poverty can be stopped at the rate of living, paid for the needs of the population and a non-social layer. Also, in the United States and the United Kingdom, it is possible to adapt poverty to the poverty of children in Uzbekistan.

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## WAYS TO ORGANIZE THE ACTIVITIES OF TEACHERS IN THE PROCESS OF DISTANCE EDUCATION

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### ABSTRACT

*This article describes the experience of teachers at a boarding school for students with intellectual disabilities in the conditions of distance learning during the pandemic. Recommendations for tutors on the organization of extracurricular activities and work with parents, which can be used in a distant period, are offered.*

**KEYWORDS:** *Remote Interaction, Students with Intellectual Disabilities, Online Mode, Online Survey, Feedback, Social Networks.*

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### INTRODUCTION

From 2020 to today, schools have found themselves in a remote learning environment and while the world of technology may be an overwhelming new space, educators are adapting! From Zoom to Google Classroom to Seesaw and everything in between, educators are tapping into a space they've never touched before, becoming "remote consultants" and thus staying in touch with students with intellectual disabilities. The experience of distance learning of a boarding school teacher with students with intellectual disabilities helped formulate a number of provisions that will make the work of a teacher a little easier!

1. Less is more. While we may feel the need to "do everything", when it comes to distance learning, less is more. Overwhelmed families, adapting to new situations, cannot always cope with the difficulties of balancing the needs of their children, who are suddenly out of school. The caregiver should be a source of support, not a source of stress. Based on our experience, we suggest doing one simple activity with the classes every week that requires little to no preparatory work from the family: no printing, no cutting, no additional material. It needs to be

kept simple so they don't feel like it's just one more thing to add to their already long to-do list. Here are some easy ways to do it: The educator contacts the educators and arranges a time to be invited to their scheduled Zoom meetings. The teacher can discuss safety topics, share links to Youtube videos about self-care, with some suggested anxiety relief exercises for students [2].

The educator can also share free digital assignments that students can complete on their devices without any additional materials. Here are a few of our favorites: Feelings About School Closing, Stress Management, Calming Strategies.

2. Let technology make your life easier. One of the undoubted advantages of distance learning is the reduction of paperwork. But physical distance can make communicating with family much more difficult. To solve these problems, the educator can use the following online tools:

Google Voice: If a teacher uses their personal phone to contact families during distance learning, they can use Google Voice to protect their personal phone number. This app is free to use and gives you a phone number where parents can contact you on the app. It also transcribes voice messages into emails!

Kami: For all the paper resources and activities that a teacher wants students to complete, the Kami Chrome extension is a must! This extension allows students to draw and write on uploaded PDFs and works with Google Classroom. You will have to pay for more advanced options, but the basic one may be just what you need.

Google Forms: This is the easiest way to collect information from pupils and survey families. Google Forms is a must-have tool that collects data for caregivers so they can spend less time organizing and more time communicating [4].

3. Strengthen collaboration. The transition to distance learning is new for almost all teachers, so the main thing is not to be alone. Experience shows that when combined with

other educators in online communities to prepare materials for counseling, the educator can implement the principle of "less -

more". You can also create your own class on Google, or the teacher can be added as a "teacher" to existing Google classes and share information there. The added benefit here is that this saves families the extra step of finding a teacher virtually.

It is also helpful to collaborate with your teaching teams when you reach out to families. You can get a Google Doc to register contacts so that you know which families have already been contacted. Everyone is well-intentioned when reaching out to families, but unfortunately the impact of multiple people reaching out to families in a short amount of time can create unintended stress and pressure on families. Experience shows that you need to think in advance about creating a script for your colleagues as well. So during other crises, class teachers and educators are often given a script with abstracts, suggestions or recommendations for families. The script can help them feel ready for potentially uncomfortable conversations as families can talk about their current issues.

4. Create virtual events. If you're frustrated that you're missing out on big events that usually take place this time of year, organize them digitally! Instead of an in-person careers day, 5-10 minute career videos can be recorded to share digitally with students. You can schedule a new smaller event. Record 5-minute self-care tips to create a healthy day.

However, if you can't turn the event into a virtual one, that's okay too. It must be remembered that this is not a normal activity. During this period, it is necessary to cancel or postpone the annual events that were usually held. Instead of,

In order to torment yourself with negative thoughts about this, you need to think about what will be most beneficial for your families at the moment, and direct your energy and activities there [5].

5. Do classes that work for you. How to deliver engaging virtual classes is a hot topic, but not as important as thinking about the disparities that exist with sudden distance learning. While live classes are great and a great chance to connect with students in the moment, the fact remains that many students won't be able to join classes at certain times and dates.

Class management is also an interesting phenomenon, especially depending on the class, and if technical features such as mute and chat is not used!

Live classes also create potential scheduling issues - not just for students who can attend other classes virtually, but for you too!

Day, you have to change the schedule, but they also cannot always get in touch. Pre-recording definitely has its upsides: it's editable and still allows you to interact with students and check out "live classes". Our experience has been that if you choose to have classes live, be sure to record them and post them where they will be available later for students who were unable to attend. Asynchronous learning is part of an attempt to equalize disparities in distance learning.

6. Focus on what your administration requires of you. We know it's easy to jump into the online space and start comparing ourselves to others, even if we know what's best. Sometimes, it seems that educators are still doing everything for distance learning, but it is important to focus on what your particular administration requires of you.

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## ORGANIZATION OF INCLUSIVE GROUPS IN STATE PRESCHOOL EDUCATION ORGANIZATIONS

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### ABSTRACT

*This article discusses the new system of education in our country, the improvement of the system of inclusive education, and the introduction of this system of education in preschool education, the adoption of new decisions and decrees to develop the system of inclusive education, it is said that the tasks are loaded.*

**KEYWORDS:** *Education, Upbringing, Inclusive Groups, Development, Improvement, Action, Preschool Education.*

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### INTRODUCTION

In our country, attention is paid to the education system at the level of public policy. Over the past period, a wide range of work has been carried out on the organization of an effective system of preschool education aimed at bringing the growing generation to a healthy and comprehensively mature age, introducing effective forms and methods of education and training into the educational process in our country. At the same time, the analysis carried out shows the need to provide coverage of children with preschool education, fill preschool institutions with modern educational and methodical materials and artistic literature, and attract qualified pedagogical and managerial personnel to the sphere.

In order to further improve the pre-school education system, ensure equal use of quality preschool education of my child; develop the non-public sector of preschool education services, as well as the resolution of the president of the Republic of Uzbekistan "on measures to improve the management of the preschool education system" on September 30, 2018 was adopted. In this decision, the concept of development of the pre-school education system of the Republic of Uzbekistan until 2030 was developed.

It is planned to further improve the normative-legal framework in the field of preschool education, create conditions for the comprehensive, moral, aesthetic and physical development of preschool children, increase the coverage of children with quality preschool education, ensure their equal access to it.



In accordance with the decree of the president of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan up to 2030", in order to develop inclusive education in Uzbekistan, improve the system of providing education and training to children with special educational needs, and improve the quality.

In 2020-2025, the "road map" was developed on the implementation of the concept of inclusive education development in the system of public education in 2020-2021. Target indicators (indicators) of the development of children's education with special educational needs until 2025-th year were approved.

It was determined that the concession would be carried out step by step on the basis of a separate "road map", which will be approved annually from the year 2022, based on the results achieved, the target indicators and the main directions intended for the respective period.

The implementation of two stages of conception, including:

During the years 2020 - 2022:

- Improvement of the regulatory framework in the field of inclusive education system;
- Training, re-training and professional development of qualified pedagogical personnel for inclusive education system;
- The material and technical base of the institutions where inclusive education is introduced is strengthened, they are special devices (lifting device, pandus, handle and others), provision of necessary literature, methodical manuals, equipment for training in various professions;
- Introduction of modern information and communication technologies and innovative projects in the field of inclusive education;
- Formation of a positive social environment among the population by explaining the right of children with special educational needs to acquire knowledge, the essence of inclusive education;
- Discrimination of children with special educational needs, implementation of measures aimed at preventing them from being treated negatively;
- Introduction of the inclusive education system into the activities of separate educational institutions as a test of experience.
- Over the years 2023 - 2025:
- Step-by-step implementation of the inclusive education system in other secondary education institutions;
- Implementation of measures aimed at ensuring the right of every child with special educational needs to receive inclusive education;
- The methods of teaching in inclusive education will be improved and the principles of individualization of the educational process will be introduced gradually;
- To take measures in the process of inclusive education aimed at moral and moral education of students, their healthy and energetic formation;

- Optimization of the number of specialized state educational institutions for children with special educational needs has been determined based on the physical and mental needs of students and the geographical location of educational institutions.
- The purpose of developing an inclusive education system is to provide an equal opportunity for learning and to create the necessary conditions for all children to succeed in education regardless of their individual characteristics, previous educational achievements, language, and culture, social and economic status of parents.
- The priorities of the development of the inclusive education system are:
  - Training, retraining and professional development of pedagogical personnel for inclusive education system;
  - Implementation of inclusive education programs in higher educational institutions in the direction of pedagogy, improvement of educational materials on the methods of inclusive education;
  - Development of modern theories of inclusive education, creation of the Centers for training, retraining and professional development of teachers working in the inclusive education system, as well as creation of conditions for acquiring the basis of individual-oriented approaches to education;
  - Create educational and methodological complexes and popular publications for teachers, readers, parents, specialists of public organizations, inclusive education for the general public;
  - Step-by-step increase in the quality of teachers, in particular the number of teachers with a master's degree, in secondary education institutions with the introduction of the inclusive education system;
  - In the introduction of inclusive education, first of all, attention should be paid to the teaching of children with special educational needs in secondary schools, which are located in remote areas, the number of pupils is low;
  - Formation of an independent system of assessment of the quality of inclusive education and establishment of additional pedagogical education services for children with special educational needs;
  - Development of a standardized program of training of leading personnel in the field of public education, introduction of training courses for the implementation of inclusive education;
  - To increase the efficiency and coverage of the system of professional development and retraining of teachers working in secondary education institutions with the introduction of the inclusive education system by establishing distance courses;
  - To increase the admission parameters of higher educational institutions in the direction of “Special pedagogy” education, on the basis of the recommendation of the Ministry of Education to introduce the determination of target admission indicators for applicants in remote areas in need of pedagogical staff;
  - Improvement of professional support and cooperation with young teachers in secondary education institutions, where inclusive education system is introduced, taking into account the growth of their service position;

- It was planned to develop and introduce into practice methodological recommendations for pedagogical staff on the application of innovative technologies in inclusive education and training of children with special educational needs.

"At the moment, inclusive education issues are the focus of attention of politicians, scientists, parents and teachers", - David Blanket said. In place of another important information, inclusiveness in most countries of the world is considered as a natural stage of the development of the educational system. Thus, on December 13, 2006, the UN General Assembly approved the Convention on the rights of Persons with disabilities, aimed at protecting the rights and dignity of these persons. In the context of education, this international document established a new stage of development in the Universal Declaration of international law - Human Rights (1948) from the declaration on the right of each person to education to the obligation of the UN member states to ensure the realization of this right. Disabled health care (HIA), including through inclusive education. The concert entered into force on May 3, 2008. By 2011, 147 UN member states had signed it. Currently, 99 states have ratified this international document. The content of the principle of recognition of inclusive education is that since 1990, several world-wide declarations and decisions have been adopted on the teaching of special needs children in the system of secondary schools. They were recognized by many countries of the world. But to date, there are many problems with the introduction of them into life.

In some states, however, the issue of education of disabled children is not included in it when laws or decisions are made regarding general education. But the recognition of inclusive education will not only be associated with the issuance of the law. The most important thing is to fight against discrimination (separation of people) and social prejudice. That is, recognizing inclusive education, it is the first priority to carry out propaganda work among the population. Another sad case is this - in the last twenty years of treatment, significant work has been carried out on the teaching of special needs children in the system of secondary schools. But the implementation of the inclusive education system is mainly on the scale of cities, and in rural areas, still children with special needs are excluded from education, or parents in villages have difficulties to provide their disabled child with access to special institutions in urban areas. Therefore, the involvement of children with special needs in inclusive education should be ensured that it covers all children with special needs in all regions. Reforms can manage the practice of educational goals, but they cannot directly manage their pedagogical practice. For this reason, in order for the reforms to be effective, they must be well discussed and considered by the administrators of the educational system, as well as those who practice it. On the example of developed countries, too, it is necessary to acquire a lot of practical knowledge and skills, including the use of modern techniques in practice and the promotion of these methods directly with them in the processes of training young personnel, as the cause of significant results. The task of inclusive education is to provide quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusiveness implies that children with limited opportunities should live in a family so that they have a positive psychological and social development and should acquire knowledge in a normal school together with their peers. The inclusive education system guarantees that a child in a wheelchair will receive education in any school located nearby, will have special assistance in learning to read and write if he is suffering from mastering, and the child who has not attended the lessons will be provided with appropriate assistance in order to return to school.

The importance of inclusive education in the system of preschool education is that quality education by including children with disabilities among healthy children from their early youth is the development of mental and physical feelings and actions in a child, ensuring that he receives.

What does inclusive education give to children with disabilities?

- Allows you to discover the opportunity for yourself;
- Independent movement occurs through the possibility of working together, in cooperation;
- Worldview increases, life experience increases;
- Increased attention and interest in studying;
- Begins to feel the same as with all;
- Opens previously unnoticed options;
- Disappears special yachts, such as boarding, isolation. How does inclusive education affect the life of healthy children?
- Peers who are not like them and feel their life, their needs;
- A sense of care for their peers awakens;
- To support them, to strive for help-a sense of humankind is brought up;
- Positive attitude to people around them, to those with disabilities, mutual respect is brought up in students
- People in need of help turn into a person who does not suffer
- Pre-school education in our country, aimed at inclusive education organizations are increasing and improving day by day.

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## DEVELOPMENT OF UZBEK TRANSLATION STUDIES IN THE XX CENTURY

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### ABSTRACT

*The article describes the emergence of the world of translation, the initial stages of development and historical roots, as well as the emergence of Uzbek translation. There is also information about translators and scholars who have little place in the field of translation, as well as their translations.*

**KEYWORDS:** *Translation Studies, Odyssey, European Translation Studies, Uzbek Translation Studies, Libyan Andronicus, Eugene Nayda, Torah Translations.*

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### INTRODUCTION

Before analyzing the development and enrichment of Uzbek translation in the twentieth century, it is expedient to return to the early stages of development and historical roots of this field.

Two thousand years ago, the Greek Libyan Andronicus translated the great Homer's Odyssey into Latin. In this way he not only laid the foundation for practical translation work, but was also the first to face the difficult problems of translation theory. However, the problems of translation in Europe began to attract real attention only from the VI-IX centuries. During this period, translation theory as a science had only just begun to be called childhood. Despite the fact that the issue of scientific understanding of translation has been studied for thousands of years, the theory of true translation has not yet found its place [1].

Translation, one of the oldest human professions, is a type of mental and creative activity that determines the process of translating content expressed in one language using other language tools [2]. Any translation is evaluated in relation to the original text, and the evaluation criteria may vary in different periods and societies. Tariffs for the content, types, functions of translation are infinite and colorful in terms of time and space. The existing tariffs are based on three types of translation activities - literary, linguistic and machine translation. Since its inception, translation has facilitated the exchange of information of various kinds, but the creation of translation theory dates back only to the twentieth century. Conceptual research and intuitive technologies specific to translation practice have led to the formation of the science of translation theory.

The concept of translation theory includes general and special theories of translation as well as machine translation theories. Translation studies is the organization of the process of transfer of spiritual cultural works of one linguistic community to another, the comparative analysis of the original and written and oral texts of the translation on various parameters. This once again



confirms that the organic object of translation studies is philological science, which is part of the association of the humanities, which is language and text, as the representative of human spiritual culture in society.

Significant scientific thinking in the field of translation theory began to develop rapidly, especially in the second quarter of the twentieth century. The deeper elaboration of the theoretical problems of translation abroad also coincides with the same period. John Ketford's lectures in Edinburgh and the monograph *The Linguistic Theory of Translation* (London, 1965) published in Oxford, and Georges Munen's *Theoretical Problems of Translation* based on his doctoral dissertation in French (Paris, 1963) and Italian (Turin, 1965). is one of the great achievements in this field.

Indeed, an attempt at a theoretical understanding of translation activity abroad can be traced back to an earlier work by Eugene Naida on the organization of Torah translations (New York, 1947). But this was only a pragmatic approach to translation problems in terms of linguistic principles. In 1969, Eugene Naida and Charles Taybor published a book in London entitled *The Theory and Practice of Translation*. In it, the theoretical conclusions arising from the possibility of applying and using linguistics in translation were thoroughly developed. In addition to England and France, translation theory has been developed in Germany and other Western European countries. In particular, Julius Viril's monograph on the problems of translation in German in Austria (Vienna, 1958); Wilhelm Wilmar's book on conformity and asymmetry in translation in Germany (Cologne, 1959), Rudolf Yumpelt's fundamental work on the translation of scientific and technical literature (Berlin, 1961) and the collection *The Art of Translation* (Munich 1962), prepared by the Academy of Fine Arts; Fried's book (Zurich 1963) and other works were published in Switzerland. Scientific research in the field of translation has also begun to flourish in the countries of the Socialist Commonwealth in Europe.

Harold Raab and Otto Brown's *Introduction to Translation Theory in the GDR* (Berlin, 1959); Otto Kade's study "Coincidence and Law in Translation" (Leipzig, 1968), Ioje Kardash's "Problems of Literary Translation" in Hungary (Budapest, 1965), Emil Sabo's "Literary Translation" (Budapest, 1961), Lyubomir Ognyanov's *Rizov's Fundamentals of Translation in Bulgaria* »(Sofkya, 1955), O. Voitasevich's "Introduction to the Theory of Translation "in Poland (Wroclaw-Warsaw, 1957), Jiri Levi's "The Art of Translation "in Czechoslovakia (Prague, 1963)," *Fundamentals of Translation Theory "in Yugoslavia* (Belgrade, 1963) and other scientific papers have been published. Eugene Naida's book *On the Science of Translation* (Leiden, 1964) provides an overview of current theoretical concepts. Such a review is to a lesser extent in Edmon Qari's *Modern Translation* (Geneva, 1956) and Theodore Sevori's *The Art of Translation* (London, 1957).

In the Americas, translation problems are also being studied with intensive imagery. A collection of articles on translation in the United States (Cambridge-Massachusetts, 1959; New York, 1966, etc.), the Texas Collection, prepared in 1961 by the Austin Translation Center, is devoted to the basics of translation. Olaf Blixen's *Uruguayan Literary Translation and Its Problems* (Montevideo, 1954), Basilio Silveyra's *The Art of Translation in Brazil* (Sao Paulo, 1954; second edition 1956) and Paulo Rona's *Translation Skills* (Rio de Janeiro) -Janeiro, 1956). (read in footnotes)

Theoretical problems of translation have been on the agenda of several local and regional meetings of experts. Congress of the International Federation of Translators, held in Warsaw

(Poland) in 1958, Bad Gadesberg (Germany) in July 1959, Dubrovnik (Yugoslavia) in August-September 1963, Lahti (Finland) in August 1966, Soviet Union in October 1977. Suffice it to recall the International Symposium of Translators and other conferences in the Union (Moscow). The International Federation of Translators (FIT) publishes in Babylon (now Berlin) and other European capitals Babylon (Babylon) and the Journal of Translators in Montreal (Canada), Linguist in Brussels (Belgium) and Geneva (Switzerland). ) Many theoretical articles are published in Tilmoch magazines, the Automatic Translation Collection in Cambridge (USA), the Monthly Translator monthly bulletin in Stuttgart, and later in Frankfurt am Main (Germany), and other periodicals. (read in footnotes)

Although Tightler considers it the duty of the translator to add or subtract to clarify the translation process, he emphasizes that the concept of paraphrase leads to an increase in free translations and has little to do with Dryden's influence. He uses a translator-rasson comparison based on 16th-century templates, but the difference is that the translator cannot use the same colors in the original, yet his image is required to reflect the force of influence in the original.

The translator must be able to feel the most delicate edges in the author's heart, that is, speak the language of the author. Translation theory from Dryden to Titler is linked to the problem of recreating the essential spirit, heart, and nature of a work of art.

However, the former dixtonomic (difference between the opposite idea) belief between the formal structure and the lesser soul is easily accepted as a writer. It constantly draws their attention to the discussion of imaginary theory. Contrary to the previous view, the spiritual task of the creator Kalorij [6] describes the translation as an inappropriate copying, i.e. the creation of a copy, not a new life.

It can be concluded that these views were among the earliest ideas in the field of translation in the 16th century.

The problems of translation were discussed several times in the 50s and 70s at the meetings of the Writers' Union (see the transcript of the supplementary report of P. Antogolsky, M. Avezov, M. Rilsky at the Second Congress of Writers of the All-Union in December 1954), meetings and conferences.

For example, the Conference of Translators of the Literature of the Peoples of the Union in Moscow in December 1954; An extended meeting of the Secretariat of the Writers' Union of the Union in October 1960 on the problems of translation; All-Union Meeting of Writers and Translators, 1970; International Symposium of Translators in 1978, etc .; In January 1960 in Almaty the Inter-Republican Council for the Translation of Russian from Central Asian, Kazakh and Azerbaijani Peoples, in Frunze in December 1961 a regional meeting on the translation of fiction, in Kazan in January 1962 an All-Russian meeting on this issue, in Tbilisi in March 1962 regional conference, a special plenum of the Writers' Union of Azerbaijan in Baku in April 1967, in Ulan-Ude It has become customary to publish the materials of such major conferences.

In Leningrad - "Theory and Criticism of Translation" (1962) in Moscow - "Actual problems of the theory of literary translation" (two volumes, 1967), in Moscow - "Problems of translation theory and teaching methods" (1970) in a separate book.

It should be noted that the history of Uzbek translation covers more than a thousand years. Works on various aspects of fiction and science have long been translated into Uzbek. Rare books written in Uzbek have been translated into Arabic, Persian, Latin and other languages and

have made a worthy contribution to world civilization. The data presented in the research on the history of Uzbek translation in the past centuries and the ancient schools of translation (J. Sharipov, Yu. Polatov, N. Kamilov) confirm our opinion [7].

In the sixteenth and early nineteenth centuries, Russian-speaking intellectuals outnumbered those in other parts of Russia (such as Turkestan). There are historical reasons for this, of course. There were many articles in newspapers and magazines devoted to the teaching and organization of the Russian language, and there were poets and writers who translated works of art from Russian. Especially in 1905, the work of translating Russian fiction into Tatar developed. Newly published newspapers, magazines and newly established publishing houses published works of Zhukovsky, Pushkin, Gogol, Lermontov, Goncharov, Chekhov, Pisarev, Gorky and other poets and writers in the Tatar translation in the form of separate books or articles. These translated works were distributed in Baku, Ashgabat, Khorezm, Bukhara and other places. Progressive representatives of Tatar literature set themselves the task of promoting the masterpieces of Russian literature through literary translation.

Talented poets and writers of the Tatar people Abdulla Toqay, Majid Gafuri, Fatih Karimi, Dardmand, S. Sunchalay, A. Battol and others translated the wonderful works of Russian writers and enriched the treasury of Tatar literature. Poet Majid Gafuri I. Q. read a number of parables by Krylov, and Abdulla Toqay by A. S. Pushkin, M. Yu. Many of the poems of Lermontov and other Russian classical poets were written by the great figure of Russian literature L. The Tatar people loved and read Tolstoy's works in their native language. It should be noted that the works of LN Tolstoy translated into Tatar were widely spread not only in Tatarstan, but also in Central Asia, including Uzbekistan. For example, "Hoji Murad", "Captive of the Caucasus" were also popular in Tashkent, Fergana and Samarkand. Works on nature, medicine, education, history and musicology were also regularly published in the pages of the magazine "Shoro". For example, "Opka ogrigi" (chakotka), "Microbes in milk and their benefits for colds" [8]. A number of works by the Russian scholar M. Kovalevsky and the famous orientalist VV Radlov have also been translated into Tatar and articles have been written about them. Tatar poets also woven lions in honor of Russian scientists. See Janibekov's poem "To Mr. Radlov" (No. 7, 1913).

We did not publish any newspapers or magazines in Tashkent, Samarkand and Fergana during 1908-1913. Only in October 1913 (Zerqola) - (Oina) magazine was published. The magazine was published in two, sometimes three languages, translating news and articles from Russian.

The magazine did not contain valuable translation materials, except for reports and articles from Russian newspapers about the course of the First World War in 1914. (Samarkand) newspaper was also published by Behbudi in March 1913 under his editorship and publishing. Although the newspaper had a number of important tasks ahead of it, it failed to do so, and the Samarkand newspaper did not publish any literary translation materials. On April 4, 1914, the newspaper Sadoyi Turkiston was published in Tashkent. The newspaper Sadoyi Turkiston published articles such as "Language and Religion", "Language and Spelling", "Language" (see Nos. 60, 63, 64 of 1915). "Sadoyi Turkiston" differs from other newspapers by its polygraphic and newspaper techniques. The newspaper had stopped publishing in late April, 1915. Until 1917, no Uzbek-language newspaper was published in Turkestan, Bukhara, or Khiva.

It was not until 1915 (Al Islah) that the magazine began to appear. The editor and publisher of the magazine is Sayyoh Abdurahmoi Sodiq ogli, and in 1918 Askarhon Pahlavonov was appointed the publisher. The magazine did not specifically translate works of art from either

Russian or Arabic-Persian, but only Arabic, Persian lion or some of the phrases included in the articles were translated into Uzbek. For example, in the main article of the magazine, issue 15, 1916, a verse from the Qur'an was translated. Isloh magazine was banned in late March, 1918, from the 6th issue. In February 1917, a number of newspapers and magazines began to appear in Turkestan; for example, (Al-Izah) published a translation of religious, literary, and political interim government decisions, programming, and guidelines in Ulama. Among them was one of the newspapers ("Salvation"). This newspaper was published instead of "Turkistan Province Newspaper". Behbudi and other journalists took an active part in this.

The newspaper became an organ of the Provisional Government. It contained decrees and appeals of the Provisional Government. In May 1917 (Shoroi Islamiya) and in June he was replaced by the newspaper Kengash. Ahmad Zakki Walidi was the newspaper's editor until the eighth issue, when he was replaced by Munawwar Qori Abdul Rashid Khan. These newspapers acted against the interests of the workers. At that time, along with the newspaper "Kengash", on April 20, 1917, the newspaper "Turon" was published. Its first editor-in-chief was Nizamiddin Qori Mullah Hussein ogli, and its publisher was the Maktab Society. The newspaper "Turon" also did not publish works of literary and artistic translation. (Only some of the messages were translated). The language of the newspaper was full of Turkish words, Turkish phrases and expressions. In September 1917, Turon and Kengash newspapers merged to form a new newspaper, Turk Eli. The magazine "Yurt" was published in Kokand on June 1, 1917. The magazine's headlines quote the German writer F. Schiller, which translates as "Antiquity is destroyed, times change, and new life is opened in the ruins (Schiller)." The publisher and editor of this weekly magazine was Ashur Ali Zahiri. The newspaper "El Bayrogi" was also published in Qoqand (September 8, 1917). The newspaper translated the views of foreign imperialists, British colonizers and White Guards about the Qaqan government into Uzbek and printed them in capital letters. Another newspaper published in Kokand was Tirik Soz, published in April 1917 under the editorship of Obidjon Mahmudov.

Ravnaqi Islam, a newspaper published in Qoqand, repeated in other newspapers at the time, "Long live freedom, justice and prosperity!" Long live lust and enmity! " The newspaper, edited by Tashmuhammad Nurmuhammad ogli and published as a "political, literary, and daily newspaper for the benefit of the people," did not serve the interests of the people. There was no room for translation material from these press pages. The newspaper "Fergana Page" ("Ferganskiy listok") did not differ from "Ravnaqi Islam" in terms of its content.

In short, the field of translation studies is one of the oldest professions of man, and translation is a type of intellectual and creative activity that determines the process of translating the content expressed in one language using other language tools. The field of translation has evolved on different continents at different times. On the European continent, attention was paid relatively early to the VI-IX centuries, while in America and Asia it is considered to have developed relatively late in the XVII-XX centuries. In Central Asia, it is considered to have reached its peak in the territory of Uzbekistan in the XIX-XX centuries

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## CHARACTERISTICS OF ORGANIZATION OF INTERNATIONAL RELATIONS IN THE WORKS OF MUHAMMAD SHAYBANI

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### ABSTRACT

*The article provides information about the life and scientific heritage of Muhammad ibn Hasan Shaibani, one of the leading jurists of Islamic law. It also reveals the role of Muhammad Shaybani in the formation and development of Islamic international law. In particular, information is provided on the works of Muhammad Shaibani on Islamic international law and the jurisprudential issues discussed in them. In addition, the importance of Muhammad Shaybani in ensuring religious tolerance and solidarity among Muslims and non-Muslims is highlighted. In particular, one of the important contributions of Muhammad Shaybani to the development of Islamic international law is that he showed the concept of territory, that is, ways to enter into peaceful relations with countries inhabited by people of other religions. At the same time, the article says that Muhammad Shaybani was awarded the title of "father of international law" for his contribution to the development of international law, and that Shaybani's scientific heritage is still valued.*

**KEYWORDS:** *Zahir ar-Rivaya, international Islamic law, international relations, Sunnah, Fiqh, territory, Dar al-Islam, Dar al-Harb, Dar al-Islam, mazhab, creed, morality, agreement*

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### INTRODUCTION

Muhammad Shaybani, a disciple of the Great Imam, played an important role in the formation of the Hanafi school of jurisprudence, one of the most widespread schools of jurisprudence in the Islamic world and the majority of Muslims, as a single sect. Imam Muhammad was one of the leading faqih of the Hanafi school and had a great influence on the systematization and dissemination of Hanafi with his works.

In the sources the full name of the scholar is given as Abu Abdullah Muhammad ibn Hasan ibn Farqad Shaibani (Zamiriya, 1999). Muhammad ibn Hasan's father was from the Harasta clan in the village of Ghuta near Damascus. There is no dispute when Muhammad Shaybani was born in 132/749 in the village of Wasit in Iraq (Subki, Sayis, Barbari., 2006). However, in some sources it is mentioned as 122/739. Nevertheless, most historians have accepted the first idea. He grew up in Kufa and Baghdad. He became a student of Abu Hanifa (d.150/767), learned from him, followed his path in fiqh, and sat in his circle until he was 18 years old. After the death of Abu Hanifa, Muhammad ibn Hasan al-Shaybani became a disciple of Abu Yusuf. According to



Professor Zamiriya, Shaybani also learned from Misar ibn Kidam, Malik ibn Miqwal, Umar ibn Zarr Hamadani, Malik ibn Dinar (Zamiriya, 1999).

Muhammad Shaybani was very talented. At the age of 20, Shaybani gave a lecture on fiqh in the main mosque of Kufa. Muhammad ibn Hasan, unlike Abu Hanifa and Abu Yusuf (d.182/798), paid close attention to writing books. He has written books on almost every field of jurisprudence. According to some sources, he wrote 990 books (Shaibani, 1986). The word «book» here refers to a work on a particular subject. For example, a prayer book, a zakat book, and so on. Later, the faqihs compiled all his books into one play (Zaydon, 2001). Muhammad ibn Hasan Shaybani is rightly considered to be the transmitter of Abu Hanifa and Iraqi jurisprudence to the next generation. Most of Imam Muhammad's books have survived to the present day. According to Professor Muhammad Dasuki, a doctor at Cairo University, he was the first faqih to turn Islamic jurisprudence into a book in a scientific style (Muhammad, 1987).

## **METHOD**

Muhammad Shaybani succeeded in finding solutions to various legal issues that arose in his time. Unlike his two teachers, Abu Hanifa and Abu Yusuf, he focused on writing books in addition to scientific discussions and practical activities, and for centuries his works, especially «Zahir ar-Rivaya», have been rare in the study of classical sources and methodology of Hanafi jurisprudence. is becoming a source.

«Zahir ar-Rivaya» is one of the main sources of Hanafi jurisprudence. That is why the scholars paid great attention to these books and commented on them. «Zahir ar-Rivaya» is valued for conveying the views, opinions and principles of the founders of the sect through the narrations of trustworthy people. In some works, the phrase «Zahir al-Mazhab» is used instead of «Zahir al-Rivaya», which means «a reliable doctrine narrated from Abu Hanifa, Abu Yusuf and Shaybani and passed on to the next generation through reliable and qualified jurists» (P.J.Bearman, 2002).

Below is a detailed look at each of the works of «Zahir ar-Rivaya»:

Al-Mabsut. This book is also called al-Asl. The reason for this is that the book was first written (Muhammad, 1987). It is the largest book of Muhammad ibn Hasan Shaybani, in which he summarizes the fatwas issued by Abu Hanifa as well as the issues of alliance and disagreement between Abu Yusuf and Muhammad Shaybani.

Imam Muhammad originally wrote each chapter of this book in the form of separate books. In particular, he wrote a book on prayer and called it «kitab-us-salat» (prayer book). He finished a book on trade and named it «kitabul-bay» (trade book). In this way, he wrote books on a number of jurisprudential issues and compiled them into one book. As a result, it became a mabsut (meaning «broad», «detailed»). Therefore, it was also called Mabsut (Sultonkhojaev, 2018).

This work includes chapters on prayer, funerals, fasting, marriage, divorce, sacrifice, compensation for killing or injuring someone, lost property, and more.

Each chapter of the book begins with the «asaar»'s (hadiths in the sense of message) that are accepted in Hanafi. Then the questions are given and their answers are given.

## **RESULT**

It is noteworthy that in the play you can find some jurisprudential issues related to international relations. In particular, the entry of a person belonging to the «Dar al-Harb» into the land of Islam and the safety of security, zimmi, that is, the testimony of members of other religions and their

responsibility for their crimes, as well as the responsibility of a Muslim for trading in the «Dar al-Harb» area and for committing a crime in that area.

However, these issues are often discussed in general jurisprudential sections such as the «chapter of trade», «chapter of crime», and «chapter of testimony». For this reason, al-Asl has been recognized by the jurists not as a book on international relations, but as one of the most authoritative works on general jurisprudence.

Among the books included in this work are «as-Siyar al-kabir», «as-Siyar as-sagir», which are aimed at regulating international relations. These books are important sources on Islamic international law and contain norms on various objects of international relations.

In this work, Muhammad ibn Hasan sheds light on the legal aspects of international treaties, wars, and embassy relations based on Islamic principles. According to sources, after writing the book, Muhammad ibn Hasan said to copy it to the sixty notebooks and load it on a cart and take it to the caliph's palace. The caliph was astonished when he was told that Muhammad ibn Hasan had written a book and that he could only carry it in a chariot. Seeing him, the caliph was even more amazed and sent his children to the classes of Muhammad ibn Hasan to study this book.

An interesting aspect of the narration of the book and its transmission to us is that Ishmael ibn Tawba Qazvini, the educator of the children of the Caliph, used to come to class with them to supervise the children and listen to the book. One of the narrators of the book is Abu Sulayman al-Juzjani, and the other is allied to be the tutor of the princes (Sarakhsi, 1997).

Shamsul Aiima Muhammad Sarakhsi(d. 483/1090), who lived and worked in Movarounnahr, commented on this work in his book Mabsut. Thanks to Sarakhsi's work, this work has survived to the present day. According to the information, the great jurist Abdurahman Awzai, who was one of the first to write a book on the subject of Siyar, received the work of Muhammad Shaybani «as-Siyar as-sagir». Then Al-Awzai asked: «Whose is this book?» (i.e. who is its author?) «Mohammed al-Iraqi's (Shaybani's)», was the reply. He then said: «Is it the task of the Iraqis to write on this subject? They do not know the siyar». Later, when Muhammad Shaybani wrote «as-Siyar al-kabir», Awzai, who also read it, praised the work, saying, «If there were no hadiths in this book, I would have thought that he himself would have created science».

Since «as-Siyar al-kabir» is the last book on jurisprudence written by Muhammad Shaybani, it was narrated not from Ahmad ibn Hafs al-Bukhari, but from Abu Sulayman al-Juzjani and Ismail ibn Sawaba. Abu Hafs, who narrated most of Muhammad Shaybani's books, had left Iraq at that time and reached Bukhara.

## **DISCUSSION**

It is useful to briefly describe the issues discussed in the play. The book reveals the basics of international relations in times of peace and war, military campaigns, the meaning, significance and purpose of jihad. It also sets out the conditions for the legitimacy of jihad and the foundations of a state of war with the enemy. It also covers the relationship of dhimmis with Muslims and the rulings that apply to them. It also analyzes the territory of the state and the legitimacy of the treaties and their extent in terms of time and space, military policy in Islam, selection of fighters, declaration of mobilization before the start of the war and the impact of the war on the population and property.

The play also deals with neutral areas that are the object of study of international relations and other issues discussed by international jurists, such as the definition of relations with them, treaties regulating the state of neutrality, rules related to ambassadors.

This work, like all other books by Imam Muhammad, will be a major source for studying international relations and the rules of jurisprudence in them. This great valuable book has been praised by many scholars for the urgency of the issues raised in it and the accuracy of the solutions presented. In particular, according to Imam as-Sam'ani (113-1166), it covers a wide range of issues: «as-Siyar al-kabir» contains about four thousand issues, and Muhammad Shaybani explained their solutions with intellectual and narrative rules. That is why this book should be included in the list of the most valuable works» (as-Sam'ani, 1976).

Another scholar, Dr. Muhammad Dasuqi, says in his book «Al-Imam Muhammad ibn al-Hasan al-Shaybani and asaruhu fil fiqhil Islam»:

«As-Siyar al-kabir is a unique work on international relations, and no jurist before or after Imam Muhammad has written such a book on Siyar» (Muhammad, 1987).

Admittedly, Imam Muhammad was not the founder of Siyar, a science of international relations, that is, before him, in the Muslim world, jurists such as Imam Abu Hanifa, Awza'i, and Abu Yusuf were also active in the siyar. However, Muhammad Shaybani's work on Siyar, which deals with issues of international relations in a comprehensive and detailed manner, set him apart from others and made him a leader in this field. That is why he deserves to be the «father» of international law.

Khalid Ramazan Bashir, a European lawyer, said: «Muhammad Shaybani's book «as-Siyar al-kabir» deals with every conceivable aspect of international law relevant to his time. In fact, the reader would be able to locate it within today's texts and specialized books on international law. While some think that his book is based on sources of Islamic law and was intended to regulate the international affairs of a Muslim state and is therefore irrelevant to the secular world order we live in today, others observe that such a comprehensive legal work written in the eighth century is undoubtedly a great asset to those specializing in the field of international law. They argue that the contribution of Muhammad Shaybani to this field is too great to be ignored» (Bashir, 2018).

One of Muhammad Shaybani's important contributions to the development of Islamic international relations is that he showed the concept of territory, that is, the ways in which states could enter into peaceful relations with them regardless of their religious affiliations. It is known that initially, according to Islamic international law, it was accepted to divide the world into two territorial parts, «Dar al-Islam» and «Dar al-Harb». «Dar al-Islam» is the area where Islamic rulings are manifested (Vizarat al-awqaf and al-shu'un al-Islamiyya, 1990).

According to Imam Muhammad, «Dar al-Islam» is a country ruled by Muslims, and Muslims in it are free from any danger. All people living in such an area, especially Muslims or members of other religions (dhimmis), are considered equal.

«Dar al-Harb», on the other hand, is an area where the rules of Islam are violated and where Muslims are persecuted for being Muslims (Sarakhsi, 1997).

Muhammad Shaybani further expanded the above views on the international region. He was the first faqih to introduce the concept of «Dar al-Ahd» into the category of territory in his works

(Muhammad, 1987). The concepts of «Dar al-Islam», «Dar al-Harb» and «Dar al-Ahd» can be compared with the territories of states in modern international law.

«Dar al-Islam» is the territory of Muslim-majority countries, «Dar al-Harb» is the territory of non-Muslim countries that pursue anti-Muslim policies, and «Dar al-Ahd» is the territory of states under the leadership of other religions and cooperating with Muslim countries.

According to Shaybani, the territories of the countries that were originally «Dar al-Harb» and signed treaties with Muslims will become «Dar al-Ahd». As a result, non-violent attacks on non-Muslim countries that have peace agreements with representatives of Islam will also be discouraged. This is an important step in maintaining peace.

In international relations, the recognition of a territory by another state is its recognition. It should be noted that Muhammad ibn Hasan al-Shaybani's views on the transformation of «Dar al-Harb» into a «Dar al-Ahd» by concluding a treaty were the basis for the establishment of the institution of recognition, albeit a simple one in Islamic international law. On this basis, in Islamic international law, another new concept in the issue of territories has emerged: the views of the treaty states. In return for this service of Muhammad ibn Hasan Shaybani, territories were classified into three types in Islamic international law.

Additionally, it is undeniable that many of the most modern concepts of contemporary public international law, such as the principle of humanitarian treatment of prisoners of war, had been anticipated by Islamic law. Indeed, the treatises of Islamic international law on this specific subject had anticipated by several centuries the first emergence of organized writing in the West on the subject of Public International Law.

Moreover, it should be emphasized that along with principles now incorporated in the Geneva Conventions, Islamic law books contained other principles not yet incorporated in modern conventions. Referring to international law, the The International Court of Justice Judge Christopher Gregory Weeramantry (1926-2017) adds that the eighth - century treatise of Shaybani had been the subject of a four - volume commentary by Sarakhsi long before the topic became the subject of western juristic writing (Bashir, 2018).

Khalid Ramazan Bashir, in his book «Islamic International Law Historical Foundations and Al-Shaybani's Siyar» focuses on the role of Muhammad ibn Hassan Shaybani in regulating international relations. In particular, the play focuses on the analysis of Muhammad Shaibani's views on international law with the contributions of European thinkers - Aurelius Augustine, Gracian, Thomas Aquinas, Vitoria, Hugo Grotius to the formation and development of international law.

The author emphasizes that Muhammad Shaybani clarified a theory of international law that was hitherto unknown to Europeans, and that his work, as-Siyar al-kabir, was the most comprehensive study of Islamic international law, a product of Islamic civilization. One of his great services is that he has shown different aspects of international law. «In terms of the scope of international law, this work of Muhammad Shaibani can be compared to Hugo Groti's Law of War and Peace» said Khalid Ramazan Bashir (Bashir, 2018).

## CONCLUSION

Muhammad ibn Hasan al-Shaybani's works, such as «as-Siyar as-sagir» and «as-Siyar al-kabir», contain concepts related to international law. Examples include the inviolability of ambassadors, the unconditional observance of international agreements, the separation of civilians and fighters,

the special status of women, the elderly and children in human rights, the protection of the environment, and the prevention of violence.

In his works on international relations, written by Muhammad Shaybani, one can see that peace, tolerance, and coexistence and solidarity with different peoples are the main ideas of international relations in Islamic law. In short, in the history of Islam, along with the specific historical conditions and environment in the formation and development of international relations, the role of works written by Muslim scholars has been incomparable. In turn, these works on international relations have also played a significant role in maintaining peace in the Muslim world.

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## FOREIGN LANGUAGE COGNITIVE LINGUISTICS IN THE SYSTEM OF SCIENCES

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### ABSTRACT

*The article discusses the most important achievements of modern linguistics in Uzbekistan. It is now in a new paradigm, from the point of view of the educational activity of foreign language classes with the participation of students of pedagogical universities. The most important object of research in this article on cognitive linguistics of foreign languages is the concept of concept. Concepts are mental thoughts that have a name in language and reflect the cultural and national views of a person in the world. Concepts are the concentrate of culture and the experience of a people.*

**KEYWORDS:** *Linguistics, Language, Philologist, Knowledge Science, Science, Foreign Languages, Concept, Student.*

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### INTRODUCTION

A foreign language is a verbal treasure of a nation, a means of conveying an idea that “fills” a particular language structure. In this case, the knowledge of the foreign language to be studied is not limited to the knowledge of the language. It is also information about the world, the social environment, the principles of speech communication, and situations. None of this type of information is considered a priority, only the study of all of them together and interconnected helps us to understand the essence of the relationship of language. The purpose of this article is to acquaint philologists with the basic theoretical and methodological guidelines of modern linguistics in the future; systematise the basic concepts of this science in a foreign language; cognitive linguistics is to show how tasks can be solved.

On the other hand, the concept is that the learner himself can enter the culture and in some cases influence it.

Cognitive is a branch of science in which the object of study is the human mind, thinking, and the mental processes and states associated with them. This knowledge and knowledge is the science of perceiving the world in the process of human activity.

The processes associated with knowledge and information is called cognitive or cognitive. Their synonyms are also the words "intellectual", "mental", "and rational"[1]. From the standpoint of cognitive, a person is studied as an information processing system, and a person's behavior is described and explained in terms of his internal states. These states are physically manifested,



observable, and interpreted as receiving, processing, storing, and then mobilizing information for rational solving problems.

Among the most important principles of cognitive is the interpretation of a person as a subject acting, actively perceiving and producing information, guided in his thinking activity by certain schemes, programs, plans, and strategies. And cognitive science itself has become regarded as the science of general principles governing the mental processes in the human brain.

Modern studies indicate that cognitive science unites several scientific areas: cognitive psychology, cultural anthropology, artificial intelligence modeling, philosophy, neuroscience, linguistics, etc. In this connection, it is important to note the interdisciplinary nature of cognitive science.

In cognitive science, the main attention is paid to human cognition, not only observable actions are investigated, but their mental representations (internal representations, models), symbols, strategies of a person, which generate knowledge-based actions; that is, the cognitive world of a person is studied according to his behavior and activity, proceeding with the active participation of language, which forms the speech-thinking basis of any human activity — it forms its motives, attitudes, predicts the result.

Thus, central to cognitive linguistics is the category of knowledge, the problem of the types of knowledge and ways of their language representation, since it is language that is the main means of fixing, storing, processing and transmitting knowledge.

It was in the middle of the twentieth century that the prospect of explaining some thought processes through observations of children learning the language appeared: it seemed that children in a uniform way came to master their native language and that this universal “algorithm” of mastering the language consists in introducing new rules into the inner grammar of the child. Summarizing the observations, the researchers came to the conclusion that these rules are very similar to everything that controls nonverbal activities and sometimes looks like involuntary, uncontrollable behavior, reflecting on the structure of perception, memory, and even emotions. Based on similar considerations, the cognitive approach is similar in spirit to the linguist’s work, interpreting the text and analyzing the reasons for the correctness and meaningfulness of the sentences.

As a result of cognitive activity, a system of meanings is created relating to what the individual knows and thinks about the world. The study of operating with symbols when thinking about man and the world and himself in the world united linguistics with other disciplines that study man and society, led to the creation of cognitive linguistics. Language from the standpoint of this science cannot be considered in isolation from other forms of human intellectual activity, since it is in the language that the results of cognitive activity are fixed. In general, the activity is one of the incarnations of man and his ontological property. They also considered language as a continuous creative activity and understood it as the basis of all other types of human activity.

Thus, the categorization of human experience is connected with its cognitive activity, since the informative information obtained in the course of human cognitive activity and becoming the product of its processing finds its expression in linguistic forms: “Language consciousness in general and the meaning of a word as its fragment is a form of structuring and fixing public people's experience, knowledge of the world ... the form of presentation and the actual retention of knowledge in the individual consciousness ”. Cognitive processes "are language-related and take the form of" linguistic "processes." [4].

Cognition is an important concept of cognitive linguistics; it embraces knowledge and thinking in their linguistic embodiment, and therefore cognition, cognitive turned out to be closely related to linguistics. It has already become an axiom that, in the whole complex of human sciences, there is, first of all, a relationship between language and other types of human activity. Language, even more than culture and society, gives cognitive scientists the key to understanding human behavior. Therefore, language has become the focus of attention of cognitiveists.

Cognitive linguistics emerges on the basis of cognitive within the framework of the modern anthropocentric paradigm, which significantly expands the horizons of linguistic research. In the second half of the twentieth century was the need to look at the language from the point of view of its participation in human cognitive activity. Information obtained in the course of subject-cognitive activity comes to a person through various channels, but the subject of consideration in cognitive linguistics is only that part of it that is reflected and fixed in language forms.

The formation of certain ideas about the world is the result of the interaction of three levels of mental reflection: sensory perception, the formation of ideas (elementary generalizations and abstractions), verbal and cognitive processes. All this summary information is the essence of the concept system. Cognitive science is the science of knowledge representation and information systems.

Knowledge derived from direct experience is refracted by consciousness in accordance with the existing empirical experience. Moreover, real ontological fragments of the world seem to acquire tropic features in the naive picture of the world, which is reflected in language. A person does not so much express his thoughts with metaphors as he thinks with metaphors, but because of this they assume self-interpretability: the semantic field, the grid of meanings, hybrid semantics, semantic space, the connection of different theories, and the center of the semantic field.

The solution of mental tasks is directly related to the use of language, for language has proven to be the most powerful in the semiotic plan of all communication systems. This is a cognitive mechanism that provides a virtually infinite production and understanding of the meanings in speech activity. A language not only mediates the transmission and reception of information, knowledge, messages, but also processes information received by an individual from outside, that is, he builds specific language frames. Thus, the language creates opportunities for streamlining and systematization in the memory of a multitude of knowledge, for building a linguistic picture of the world that is characteristic of each given ethno cultural collective.

Some researchers characterize cognitive linguistics as a new scientific paradigm.

The goal of cognitive linguistics is to understand how the processes of perception, categorization, classification and understanding of the world are carried out, how knowledge is accumulated what systems provide for various types of information activities.

It is language that provides the most natural access to consciousness and thought processes, and not at all because many of the results of mental activity are verbalized, but because "we know about the structures of consciousness, only because of the language that allows us to communicate about these structures and describe them in any natural language."

Cognitive linguistics was formed in a controversy with structural linguistics, but it does not contradict the structural approach, moreover, it assumes it and to some extent uses it. Structural approaches to the language, based on the immanent representation of the language, in different

countries differed mainly by their attachment to certain national scientific traditions and a greater or lesser degree of reductionism.

A break in the minds of many linguists of our time came only with the emergence of a number of new disciplines that showed the inadequacy of the immanent approach to the language system, ignoring the activity nature of the language and its inclusion in the processes of human life and society. This had an impact on linguistics itself: there was a change of value orientations, there was a desire to study mental processes and socially significant human actions, and linguistics was humanized. The center of linguistic research at the turn of the century turned out to be the processes of receiving, processing, and storing information. It was proved that, receiving new information; a person relates it to the already existing in his mind, giving rise to new meanings.

Operational units of memory - frames, concepts - become the instrument for operating in cognitive linguistics. Consequently, cognitive linguistics is aimed at modeling the picture of the world, at modeling the device of linguistic consciousness.

Cognitive linguistics are associated with new accents in language understanding, opening up broad perspectives for its study in all the diverse and diverse connections with a person, his intellect, and all cognitive processes. Cognitive linguistics goes beyond linguistics proper, in contact with logic, psychology, sociology, philosophy, which makes work in this area extremely attractive.

Cognitive linguistics and traditional structural-semantic linguistics are not alternative currents of scientific thought, but different aspects of knowledge of linguistic reality.

The conceptual structures constructed by means of the language are more likely related to the possible than the actual experience of the individual. Different concepts of the same conceptual system can be called the same verbal expression, which reflects the ambiguity of language expressions. We say that a man and a horse run, the clock runs, thoughts run, life runs, a stream runs. But language expressions in any case correlate with a certain concept (or their structure). Therefore, the understanding of a language expression is considered as its interpretation in a certain conceptual system, and not in terms of a certain set of semantic objects.

The most important object of cognitive science is language, but now scientists approach it from a different perspective. Without addressing the language, one cannot hope to understand the essence of such cognitive abilities of a person as perception, assimilation and processing of language information, planning, problem solving, reasoning, learning, as well as the acquisition, presentation and use of knowledge. Cognitive linguistics explores not only language but also cognition (cognition, thinking, knowledge): at the basic level of categorization "... the categories are not fundamental and the" highest "in the hierarchy of associations, but associations in which the most relevant for the ordinary are concentrated consciousness properties.

Concepts reduce the diversity of observed and imagined phenomena to something single, bringing them under one heading; they allow you to store knowledge about the world and turn out to be building elements of a conceptual system, facilitating the processing of subjective experience by summarizing information under certain categories and classes developed by society. Two or more different objects have the opportunity to consider them as instances and representatives of the same class / category.

Consequently, today's approach to the study of language is so complex that it can qualify as an interdisciplinary cognitive science, uniting the efforts of linguists, philosophers, psychologists,

neurophysiologists, cult urologists, and specialists in the field of artificial intelligence. So, in cognitive linguistics, the computer type of cognitive comes to the fore, exploring assumptions about the work of the human mind with a computer. Problems are similar to artificial intelligence modeling. German is associated with the analysis of language processing of information in the acts of generation and speech perception. Cognitive linguistics in Uzbekistan focuses on understanding how a naive picture of the world develops in the processes of human cognitive activity.

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## READINESS OF TECHNOLOGY TEACHER FOR PROFESSIONAL ACTIVITY IN INFORMATION EDUCATIONAL ENVIRONMENT

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### ABSTRACT

*The article describes the views of a technology teacher on his / her readiness for professional activity in the information educational environment, at the same time the content of preparation for this type of activity and its levels are deeply analyzed.*

**KEYWORDS:** *Technology teacher, information learning environment, motivational component, cognitive component, the component of activity.*

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### INTRODUCTION

To carry out any type of professional activity, a person must have certain qualities and skills. An important condition for successful professional activity is readiness to perform certain professional actions.

At present, in the context of the development of the information society and the modernization of the education system, the tasks of training teachers are changing and radically new requirements are set for the training of future teachers. Today, a graduate student of a pedagogical university begins working at schools with a changing educational system and a multi-level information learning environment, and he must establish a pedagogical interaction with students, considering their individual, characteristics.

### METHOD AND METHODOLOGY

Speaking about the professional activity of a technology teacher, it is worth to pay attention to the views of some Uzbek scientists. In particular, in the works of U.N. Nishonaliev the process of training teachers of technology education was studied in different historical periods and the innovative qualities of teachers of technology education was explored [1].

In the works of Sh.S.Sharipov the scientific, pedagogical-psychological, organizational conditions of formation of creativity of future teachers of technology and vocational education are defined. Concepts of creativity and periods of its implementation are developed. The content of new information technologies, including automated educational and information systems and a knowledge bank, has been developed to increase the efficiency of intellectual labor activity and creativity [2].

In the works of N.I. Taylakov pedagogical requirements, criteria, structure, forms and types of educational literature for the creation of a new generation of educational literature as a whole

system of scientific and pedagogical analysis, computer science in secondary schools, secondary special, vocational, higher education institutions features of teaching appropriate to the educational stages were identified and mechanisms for improving the creation of a new generation of textbooks and the concept of integration of educational institutions into a single information space, the pedagogical basis for the creation of electronic textbooks for educational stages and their use in distance learning were developed[3].

In the works of U.K.Tolipov the criteria and theoretical foundations for the development of professional skills and abilities of future teachers of higher education, the effective use of pedagogical technologies were created. Indicators and criteria for the development of professional skills and competencies based on pedagogical technologies for quality and efficiency control have been developed [4].

In this regard, the following questions arise: How to prepare teachers for professional activities in educational institutions with different levels of variable training and development of information learning environment (ITC)? What scientific requirements should the professional training of teachers meet today?

In the education system, special attention is paid to the readiness of teachers for professional activities. In particular, the implementation of a model ITC is specified in the personnel requirements and the state educational standard.

Thus, today there is a need for knowledgeable pedagogical staff with certain competencies to carry out the educational process in order to achieve new results in the school.

### **Discussion**

What is meant by a teacher's readiness for professional activity in general and for professional activity in the information environment in particular?

The analysis of scientific research has shown that the long-term training of a professional teacher is the object of research of scientists. In many scientific and pedagogical researches, methodical literature there are different options for determining the readiness of a teacher for professional activity. There is no clear idea of the definition of "vocational training" in science, there are different approaches to the problem of vocational training and different aspects of it are discussed.

Today, there are several basic approaches to defining the concept of "vocational training": functional and personal approaches, activity theories (participation in activities), and vocational education. While some researchers consider vocational training with a functional approach as a special psychological condition, others with a personal approach consider it as a system of personality traits and conditions, as well as individual personal qualities. According to activity theory, in order to achieve professional training, a teacher must master a set of professional functions and attitudes towards activities.

As part of professional training, researchers distinguish two components:

- 1) Psychological, psycho physiological and physical training;
- 2) scientific-theoretical and practical training.

At the same time, the authors define the concept of readiness to carry out pedagogical activity as a complex characteristic of its professional skills.



According to I.B.Gotskaya and V.M.Juchkova, professional training for pedagogical activity is a necessary condition for effective teacher activity, which includes different approaches to understanding pedagogical tasks, models of probabilistic behavior of the teacher, knowledge of certain methods of activity, assessment of their abilities [5].

According to scientists, preparation for professional activity includes followings:

- personalized outcome of the educational program in multilevel pedagogical education;
- Ability of the subject to carry out certain types of professional activities.

We support this idea of scientists. As I.B. Gotskaya and V.M. Juchkov defines, professional training for pedagogical activity is not an innate quality, but the result of special training, including: a set of professional knowledge; development of basic psychological functions; professional direction of education; education and self-education; professional self-determination.

According to the authors, preparation for any professional activity includes the following personal qualities:

- ✓ positive attitude to professional activity;
- ✓ availability of favorable mental conditions for professional activity;
- ✓ An important reserve of knowledge, skills and abilities to perform basic professional functions, etc.

An analysis of the research works has shown that a number of researchers are studying the problem of professional training of a technology teacher for different types of activities.

L.N. Serebryannikov puts forward the following idea: "Training a technology teacher involves achieving his or her professional readiness, continually developing and improving his or her professional qualities. " [6].

G.A. Moleva refers to the formation of a technology teacher's readiness to implement developmental education, an integrated education that includes a certain combination of mental characteristics of the individual, development and upbringing of students, purposeful preparation, internal need to organize and implement developmental education. He stressed that each subject contributes to the formation of the quality of preparation.<sup>1</sup> One of the important components of professional training of students of pedagogical universities is methodical preparation. Improving the process of preparing students for professional activity requires constant analysis of the state of their methodological preparation. In this regard, a number of researchers highlight the concept of "methodological readiness".

V. I. Zemtsova emphasizes that methodological training is a crucial component of a teacher's professional training, which is based on the level of development of methodological competence, methodological thinking and methodological reflection, sufficient to effectively solve methodological problems in different pedagogical situations [7].

Thus, we consider the structure of a technology teacher's professional readiness at an ITC as a system that includes motivational, cognitive, activity, and communicative components. Each component plays a unique role in the preparation system and in the interaction with other components.

The motivational component performs a motivating function and includes aspirations, positive attitudes, interests, and needs. The functions of this preparatory component include activating the manifestation of all other components.

Activity knowledge plays an important role in the cognitive component.

- Knowledge of how to perform specific professional actions of a technology teacher at an ITC. They are based on the idea of the professional movement itself, the dynamics and sequence of its implementation, and are an important means of mastering new movements. Activity-based knowledge informally provides the professional experience of a technology teacher.

Activity and communicative components serve to regulate the relationships and interactions between other components and provide the conditions for achieving operational goals.

On the other hand, the activity component is directly related to the formation of ways of performing professional actions and is cognitive with the ability to establish professional interactions with the subjects of the active learning process.

Analysis of the literature on the problem of training a technology teacher for professional activity, as well as the experience of training future technology teachers allowed us to develop a system of criteria and indicators that allow us to diagnose the level of technology readiness.

## **CONCLUSION**

In the process of developing the database of criteria, we considered the understanding of the essence of ITC, the peculiarities of the design and organization of the educational process in the introduction of the subject "Technology". We have developed an activity methodology (Table 1) for the training of technology teachers in ITCs.

The developed system of criteria and indicators of professional readiness of the future teacher of technology in ITCs is based on the following diagnostic tools:

- the degree of formation of the motivational component is determined by the method of questioning;
- The degree of formation of the cognitive component is determined by the test method;
- It is proposed to determine the component of activity in the process of pedagogical practice by the method of expert assessment of the results of the activities of future technology teachers;
- the degree of formation of the communicative component is determined by the method of analysis of the results of interaction of ATM subjects.

Thus, in the course of the research, we introduced the concept of “professional readiness of a technology teacher at an ITC” and developed a system of indicators and criteria to determine the appropriate level of training.

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## FORMATION OF PROFESSIONAL DIRECTION OF STUDENTS OF AGRARIAN HIGHER EDUCATION INSTITUTION IN THE STUDY OF A FOREIGN LANGUAGE

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### ABSTRACT

*The article deals with the formation of a professional orientation of students of an agricultural university in the study of a foreign language. Teaching a foreign language to students at the initial stage is a particularly difficult task, and students' communicative competence becomes a serious obstacle to their intellectual development, the formation of interpersonal relationships and the development of civilization standards.*

**KEYWORDS:** *Professional Orientation, Students, Agricultural University, Foreign Language, Education, Civilization Standards*

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### INTRODUCTION

In our modern country, the ongoing transformations in the educational structure of society, the expansion of business and cultural ties with foreign countries impose new requirements on language education - society needs specialists for whom knowledge of a foreign language is a professional necessity. The tasks facing higher education at the present stage orient teaching a foreign language not to passive knowledge, which consists in the ability to read and translate literature in the specialty, but to the practical use of a foreign language as a means of communication in the socio-cultural and professional spheres.

The current state of language education cannot be considered satisfactory. The basic course of teaching a foreign language, which is mandatory for all students, is several hours of academic studies, which is clearly not enough compared to the data of the Institute of Foreign Language Teaching. In accordance with the data of this institute, in order to study foreign languages at a sufficient level of communication, minimum hours of classroom lessons are required, therefore, the optimization of training within the allotted number of hours remains an important unsolved problem. Another feature of teaching foreign languages at an agricultural university is that almost a third of students start learning English from the basics. Teaching a foreign language to students at the initial stage is a particularly difficult task. The crisis of communicative culture has

affected virtually all segments of the population in our country, and the lack of communicative competence among students is becoming a serious obstacle to their intellectual development, the formation of interpersonal relationships and the development of the standards of Western civilization. The lack of proper attention to the development of a culture of communication among students of a non-philological profile in the practice of teaching at a university leads, on the one hand, to illiteracy of students' speech even in their native language, which makes communication difficult, and on the other hand, to a significant decrease in the communicative capabilities of students.

Learning to communicate is brought to the fore, both in theory and in practice, the position that language, being a means of human communication, functions, is assimilated, normalized and develops in the process of speech contacts and speech interaction of people is recognized. Communication, therefore, should be the goal, means and basis for organizing the teaching of foreign language speech. Obviously, the goals and objectives of education depend on the social order of society for the preparation of a highly qualified and educated specialist in the field of medicine. For students of an agricultural university, the subject "foreign language" is non-core, and therefore, in order to make the learning process the most effective and focused, the teacher must clearly understand the role and place of a foreign language in the life and work of a future professional. A characteristic condition and methodological feature of teaching a foreign language in our medical school is the lack of a natural language environment.

We have to state the fact that it is necessary to prepare a student to participate in the process of foreign language communication in the conditions of foreign language communication created in the classroom.

Since the material presented to students by ear serves as a model of the real language environment, conveying its main features, listening involves students in active speech activity. Mastering this type of speech activity should form students' psychological and linguistic readiness. The training program should be built taking into account the gradual increase in the complexity of students' speech operations with educational material.

Actual in this regard is the implementation of the idea of combining two tasks at the initial stage: teaching listening and, on its basis, teaching foreign language communication. With this approach, the study of a foreign language as another system of codes is based on the perception of speech by ear, which is a natural way for human ontogenesis to master speech. Perceiving speech by ear, students from the very beginning are immersed in the environment of the language being studied; they form the mechanisms of perception and understanding of speech, inner speech using the means of a new language code, knowledge of all aspects of the language system. As a result of a systematic specially organized practice in listening, students develop a communicative listening skill that provides access to foreign language communication.

**CONCLUSION:** Communication is impossible without the perception and understanding of the speech of the interlocutor by ear. Therefore, the purposeful development of listening skills and abilities is the dominant goal of training at the initial stage. The current educational materials and programs for teaching a foreign language to students of an agricultural university cannot fully provide the social order of today and need to be adjusted and adapted to the needs of students. Indeed, for students of the medical academy, the ability to listen to oral presentations in the form of messages, lectures, and reports and extract useful information from them is an important academic and professional skill.

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## UTILIZING CARTOONS TO TEACH LEXICON TO EFL LEARNERS

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### ABSTRACT

*Speaking, listening, reading, writing- are the 4 skills to acquire the language effectively, although these skills cannot be used without required lexica. Learning vocabulary is a key of success in language learning. However learning lexic seems difficult and often tedious for learners. Educating through games, mass media, songs, films are the ways of improving the learning atmosphere. One of the ways to make learning meaningful and interesting is utilizing cartoons, as children love and enjoys watching TV cartoons. This article aims to review relevant studies to provide the information about utilizing cartoons in EFL classrooms, while teaching new words to children.*

**KEYWORDS:** *Lexicon, Teaching Vocabulary, Cartoons.*

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### 1. INTRODUCTION

Expanding one's vocabulary is one of the most important components of learning English. Someone can express themselves with thoughts, emotions, feelings, and to express it they need vocabulary size of minimum 2000 most frequent words in consistency with the scholar in this field. However, memorizing lexic is not an easy way. We are searching most effective ways of teaching vocabulary to young learners. Cartoons also can be one ways to educate young learners, so that in this article we provide with the information about the role of cartoons in the classroom.

Cartoon, according to Wikipedia is a sort of image that is often created in an exaggerated or semi-realistic style, and sometimes animated. The precise meaning has changed throughout time, but nowadays it usually refers to either: an image or series of images designed for satire, caricature, or humor; or a motion picture whose animation is based on a series of illustrations. Similarly, Oxford languages describe cartoon as a simple drawing that exaggerates the traits of its subjects in a comical fashion, typically in a newspaper or magazine. As cartoons are in picture there considered as audiovisual recourse for learning. Audiovisual materials, consequently cartoons help learners to boost second/foreign language learners' listening comprehension skills, facilitate language acquisition by assisting students in visualizing what they hear, and improve language understanding and lead to extra cognitive benefits such as increased depth of processing (Danan, 2004 cited in Karakaş and Sariçoban, 2012).

According to study of ArÖkan and Taraf, (2010) teachers should establish learning environments in which children receive both aural and visual support in meaningful contexts, according to their result. By offering audio-visual input, realistic animated cartoons provide an excellent technique of contextualizing and presenting authentic language.

## **2. LITERATURE REVIEW**

English has now been designated as an international language. It has become a vital aspect of modern culture, economics, politics, sports, education, art, tourism, and science all over the world, transmitting the ideals and perspectives of its speakers and influencing public opinion the formation of their minds notes down Alghonaim (2019). Indeed, English has crucial place in our life. When we start to learn any language, firstly we start with its lexicon. The more words student knows, the better they can utilize the language.

There are many ways to learn vocabulary at present. TPR, games, flashcards, SMS messages, m-learning, online platforms, and so on. Animated cartoon is one of those ways to teach English words efficiently. Learning new words starting speaking in a new language not always begins with the grammar. For instance, a baby learns to speak in his\her mother tongue by listening the people around, babies begin to imitate the way people speak. Listening and watching called audiovisual skill which is helpful in learning a second or foreign language. Young learners are the children between 7- 12 years old. Their best learning tool is listening and watching, as they are not able to write or read skillfully.

By watching interesting and useful animated cartoons young learners improve both their audiovisual skill and accent learn more vocabulary. The goal of this study is to determine the impact of early cartoon exposure on children's language acquisition and to determine to what extent it is possible to learn a foreign language (in this case, English) using cartoon viewing as a critical educational tool for EFL children by reviewing the researches that are done in this field (Krashen, 2003; Enayati, & Farhad, 2003, Karakas & Sariçoban, 2012; Poštič, 2015; Enayati & Farhad, 2016).

Svetozar Poštič (2015 cited in Alghonaim, 2019), notes that children who have watched cartoons in English, specifically American English, since childhood have excellent pronunciation and communicate much more fluently in English than those who have not been immersed in the language since childhood. No one, on the other hand, compelled youngsters to study a foreign language. They did it on the spur of the moment, entering into the fascinating world of animation, with their favorite characters and intriguing stories. This completely captivated their interest and resulted in a relaxed attitude toward a foreign language. The desire to comprehend what is going on the screen has proven to be the most effective motivator for learning a new language concludes him.

Furthermore, Alghonaim continues that cartoons in a foreign language have a positive impact not just on orthoepy but also on other aspects of language mastery. In particular, the child learns new words (a benefit of cartoons is visualization, which allows the child to simply assume what is on the screen without needing a direct translation), how to construct sentences, ask questions, and apply them in the appropriate context (2019).

According to Arikan and Taraf's study the performances of two groups to see if there was a significant influence of cartoons in grammar and vocabulary education to young learners. The results show that both the experimental and control groups performed poorly in the test at the start of the study, but that the experimental group outperformed the control group by the end. In light of this discovery, teachers should construct learning environments in which children receive both aural and visual help in contexts that are relevant to them. While doing that, authentic animated cartoons offer an invaluable way of contextualizing and introducing authentic language by providing cartoons (2010).

It can be concluded from Radhiyani's research that the utilization of cartoon cinema as a source of information is beneficial. Teaching is a powerful tool for leading people to students of SLTP Negeri 1 Bulukumpa instructions to expand vocabulary (2022).

The use of Larva Silent Cartoon Movie in teaching and writing has a greater impact on students. Students are more driven to learn writing, like the learning process, and gain confidence as a result. Based on the preceding assertion of Putri, it may be stated that seeing the Larva Silent Cartoon Movie improves pupils' writing skills (2019).

The association between watching subtitled and non-subtitled cartoons and its influence on language development was studied by Karakaş and Sariçoban. Participants' scores improved significantly from pre-test to post-test, regardless of whether they viewed the movies with or without subtitles. The gains of the participants were assumed to be due to the use of cartoons as contextual aids. When accompanied by subtitles, the actions, hand and arm signals, as well as facial expressions, may help with understanding of the target verbs (2012).

However, there are certain limits to consider. The study was conducted with a small group of students and lasted only eight weeks. This made it impossible to assess retention in later phases of the pupils' education.

Students, on the other hand, were able to recall and use the terms they had learned over the course of the eight weeks.

Additional recommendations include conducting the study in a larger group for a longer amount of time and giving students the guiding assignment ahead of time to acquaint themselves with the video's content. After watching the cartoon movie, students should be given ample opportunity to brainstorm answers to the leading questions and be asked to share their thoughts in pairs before engaging in a whole-class discussion (Özürkud and Bümen, 2020).

### **3. CONCLUSION**

Vocabulary is pertinent in any language acquisition (we looked in context of English as a foreign language). Learning new words by repeating can be tedious for young learners as they have shortage in concentration and in focusing the attention. Cartoons are simply the type of material that inadvertently pushes a child to learn a language by presenting it in a fun and engaging manner. There are many studies that demonstrated the influence of cartoons in language learning.

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## COMORBID COURSE OF MENTAL DISORDERS IN EPILEPSY

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### ABSTRACT

*There are currently about 50 million people in the world diagnosed with epilepsy (WHO, 2001). Clinical epilepsy is represented by two symptom complexes: various types of epileptic seizures and mental disorders (psychotic and non-psychotic levels). Despite the frequency of occurrence of mental disorders in epilepsy, their most important role in the formation of the clinical picture, course and prognosis of the disease, they have not been standardized in any modification of epilepsy classifications.*

**KEYWORDS:** *Epilepsy, Mental Disorders, Comorbidity.*

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### INTRODUCTION

Epilepsy, defined as a condition with recurrent unprovoked seizures, is one of the most ancient diseases known to mankind (WHO, 2001). Among diseases of the nervous system, epilepsy ranks third (0.5-2% of cases), affecting all age groups of the population. [4, 5, 6]. The burden of epilepsy is unevenly distributed, and according to current data, there are differences in prevalence and incidence rates. Some of these differences may be related to different research methods and population structures [2, 3, 4, 5]. The increase in prevalence and incidence rates may be associated with low socioeconomic status, limited access to health care, and the influence of the external environment. Also, prevalence and incidence may be underestimated in areas where the disease is heavily stigmatized. This complicates comparative statistical studies of epilepsy and also mental disorders in epilepsy. Prevalence studies use the following methodology: analysis of medical records, house-to-house visits, and prevalence in age groups in

population-based studies, studies without clearly defined diagnostic criteria, race and ethnicity, socioeconomic status [6, 13, 14, 17, 21]. Several large epidemiological studies have shown that comorbidity rates for many psychiatric and somatic diseases are higher among patients with epilepsy. The results of a cross-sectional population study with an analysis of a sample from the database of outpatients in the UK (IS General Practice Research Database) for 1995-1998, published in 2004 (Gaitatzis A. et al., 2004) indicate that diseases that are widespread in the general population were also widespread among patients with epilepsy.

Among patients with epilepsy, mental illness was observed 2 times more often than among the general population. J.F. Tellez-Zenteno et al., (2005) analyzed data from epilepsy patients and the general population from two independent studies (Canadian health surveys, the National Population Health survey (NPHS, 49,000 people surveyed) and the Community Survey (CHS, 130,882 people), which represented 98% of the Canadian population. The prevalence of epilepsy and 19 other chronic diseases was estimated by asking respondents about diseases previously diagnosed by physicians. Prevalence values, their ratio (PR), and confidence intervals were calculated for the entire population. Among patients with epilepsy, significantly higher prevalence values were observed for most chronic diseases compared with the general population. Interpretation of epidemiological data on the comorbidity of epilepsy is limited by differences in the methodology used, the definitions used, and differences in the structure of the studied populations. Case-control studies provide insight into the degree of association of epilepsy with other diseases, but do not provide information on the frequency or distribution of these diseases among patients with epilepsy or in the study population.

The prevalence of mental disorders in patients with epilepsy, according to the results of various researchers, varies within a very wide range: from 3.8 to 60% (Kalinin V.V. 2010; Tellez-Zenteno J.F. et al., 2007; Lin J.J. et al., 2012; Rai D. et al., 2012). Mental, cognitive and social disorders can complicate the course of epilepsy [10, 12, 14, 15, and 21]. Disorders are detected more among patients with persistent seizures (25-50%). According to the data of epidemiological studies by V.A. Houser in patients with epilepsy, the values of the prevalence of affective and anxiety disorders, attention deficit and motor hyperactivity disorder (ADHD) and other mental illnesses are increased. There is evidence of a bidirectional relationship between some mental disorders and epilepsy (Kalinin V.V. 2009; Tellez-Zenteno J.F. et al., 2007; Lin J.J. et al., 2012; Rai D. et al., 2012). Other evidence of a bidirectional relationship comes from a study of patients with temporal lobe epilepsy, in this study the progression of mental comorbidities successfully controlled before the onset of epilepsy was revealed (Jones J.E. et al., 2007). Obviously, the relationship between mental illness and epilepsy is complex and not only a consequence of epilepsy itself (Kanner A.M. et al., 2003; LaFrance W.C. et al., 2008; Lin J.J. et al., 2012). The effectiveness of some AEDs in both the treatment of epilepsy and affective disorders confirms the mechanism of a bidirectional relationship between these diseases. The moment is not taken into account that against the background of AEP and a decrease in seizures, a "forced" normalization of the EEG occurs, a decrease in epileptic form patterns, focality decreases, a decrease in the amplitude of the background rhythm with an increase in the alpha rhythm index is determined, but psychotic disorders appear up to Landolt's syndrome, acute paranoid and acute affective psychosis. Valproate, carbamazepine and lamotrigine are effective in the treatment of bipolar and schizoaffective disorders, and lamotrigine in the treatment of bipolar disorder. Compared with healthy individuals, patients with epilepsy and concomitant mental illness had a greater number of days of incapacity for work and more often received disability, which may be associated both with epilepsy itself and at the same time with a greater decrease in cognitive



functions and greater stigmatization (Kessler R.C., 2012). Comorbid mental illnesses explain the variance in quality of life indicators to a greater extent than both epileptic seizures and demographic characteristics (Jones J.E. et al., 2007; Kessler R.C., 2012).

Depression is the most common psychiatric comorbid disease of epilepsy, with a lifetime prevalence of 30-35% among patients with epilepsy. Depression is the cause of a decrease in the quality of life and a significant predictor of the quality of life in patients with drug-resistant epilepsy (Karlova V.A., Khabibova A.O., 2000; Choi-Kwon S. et al., 2003; Boylan L.S. et al., 2004; Cramer J. A. et al., 2003; Guekht A. B. et al., 2007). Depression is most common in patients with partial epilepsy arising from the frontal or temporal regions and among patients with poor seizure control. In population studies, the prevalence of depression ranged from 21-33% in patients with epilepsy with persistent seizures and 4-6% in patients without seizures (O'Donoghue M.F. et al., 1999; Edeh J., 1989; Jacoby A., 1996 ).

The observed high comorbidity is influenced by many factors [8, 9, 18, 19]. Along with research data showing the presence of depression in patients with epilepsy, there are studies that have studied depression as a risk factor for the development of epilepsy.

In these studies, it was found that depression increases the risk of epilepsy, which is evidence of the general pathophysiology of these two diseases (Forsgren L., 1990; Jones J.g et al., 2007). For example, the presence of pathology of the hippocampus has been associated with the presence of depression in patients with epilepsy. A. Quiske et al. (2000) found higher BD1 scores in individuals with hippocampal sclerosis than in patients with temporal lobe epilepsy without hippocampal sclerosis (Series W. et. al., 1999; Guye M. et al., 2002). The size of the area with reduced values of N-acetylaspartate was linearly related to the severity of depression (Gilliam F.G. et al., 2007).

Depression is only part of the multi factorial association between epilepsy and suicidal behavior. According to a number of studies, in patients with epilepsy, the risk of suicidal behavior is approximately 3 times higher than in the general population (Bell G.S. et al., 2009). According to a meta-analysis of 12 studies, the standardized mortality rate among patients with epilepsy was 5.1 (95% CI: 3.9-6.6) (Harris E.C. et al., 1997). In a case-control study using sources from Denmark, data were studied on 20,000 people who died as a result of suicide and more than 400,000 survivors after a suicide attempt, comparable to those who died by sex and age (Christensen J. et al., 2007). Among those who committed suicide, 500 people were patients with epilepsy. The study noted that patients with epilepsy are 3 times more likely to commit suicide than those without epilepsy. Among people with epilepsy, more people had mental illness than those without epilepsy (odds ratio 4.3), but the proportion of people who committed suicide among people with epilepsy was 2 times higher than among people without epilepsy, even after excluding people with mental illness and taking into account others. Factors. In 2005, the FDA expressed concern about the possible increased risk of suicidal ideation, suicide attempts, and actual suicide with AEDs. The results of several macroepidemiological studies have been published, the efforts of which have focused on finding an association between AED and suicidal behavior. According to a study based on data from the Danish National Register of Prescriptions, AEDs increased the risk of completed suicide (OR 1.85 (CI95%: 1.4-2.5)), while for clonazepam, valproate, phenobarbital and lamotrigine this increase was statistically significant (Olesen J.B. et al., 2010). E.Patorno et al. (2010) noted that compared with topiramate, gabapentin, lamotrigine, oxcarbazepine, tiagabine and valproic acid had a statistically significant increase in the risk of suicide attempts and completed suicide. A.C. VanCott et al. (2010),

analyzing data from elderly patients with a psychiatric history, found that the use of valproic acid, lamotrigine or levetiracetam had a statistically significant, independent correlation with suicidal behavior [14, 15, 21].

Anxiety disorders are the second most common comorbid epilepsy of mental illness, occurring in 15-25% of patients (O'Donoghue M.F., et al., 2010; Edeh J., 2010; Jacoby A., 2011). According to A. Gaitatzis et al. (2004), the proportion of patients with anxiety disorder was 11% of 5834 patients with epilepsy, compared with 5.6% of 831163 people in the population. The relationship between anxiety disorder and epilepsy is complex. That is why it is necessary to distinguish between the various manifestations of anxiety disorder during periods of an attack, after an attack, and in the period between attacks. Existing susceptibility factors, neurobiological factors, iatrogenic consequences [18, 19, 21] (AED, surgery) and psychosocial factors all seem to play a role and have their individual differences. Various forms of anxiety disorders (generalized anxiety, panic, phobic, obsessive-compulsive disorder, PTSD) can be observed in the interictal period with the same clinical manifestations as anxiety disorders in the general population. However, anxiety symptoms in the periictal period often differ from those in the interictal period (Beyenburg S. et al., 2012). Patients with Alzheimer's disease and other types of dementia have a 5-10 times increased risk of developing epilepsy compared with the control group in the population of the same age (Mendez M. et al., 2003). Some clinical and experimental data indicate the existence of a close relationship between the pathophysiological processes underlying epilepsy and cognitive impairment in dementia [3, 12, and 17]. Both diseases are associated with a common risk factor, such as hippocampal atrophy. Seizures in temporal lobe epilepsy rapidly impair cognition and irreversibly damage connections between neurons in the hippocampus, leading to progressive memory loss. In the same way, the accumulation of amyloid proteins that underlies Alzheimer's disease triggers synaptic degeneration, rewiring of neural networks, and abnormal synchronization within them. Because neuronal hyper excitability increases the release of amyloid proteins (ARs) at synapses, seizures create a vicious spiral that accelerates cell death (apoptosis) and the process of cognitive decline (Noebels J., 2011).

In epidemiological studies, it was found that only 4.5% of patients with epilepsy observed by psychiatrists did not reveal mental disorders. Over the past years, there has been a clear increase in the forms of epilepsy with non-psychotic mental disorders, a decrease in the proportion of epileptic psychoses, epileptic dementia, which reflects the obvious pathomorphism of the clinical manifestations of the disease, primarily due to the success of epilepsy pharmacotherapy [1,2,4,15,20]. Dysregulatory processes in epilepsy can be traced from the positions of clinical epileptology, neurophysiology, neurophysiology, neurochemistry, and neuroimmunology. In 1838 E. Esquirol created the first classification of epileptic psychoses. Subsequently, works appeared indicating the influence of AED on the cause of psychopathological disorders in epilepsy. Although there is no single classification of disorders in the higher mental sphere. They can be divided into cognitive impairments; epileptic psychoses; changes in the emotional-affective sphere, the so-called non-psychotic mental disorders (depression, bipolar disorders) [19, 20].

Epileptic seizures are common in patients who use psychoactive substances [4, 5] and are one of the most severe complications of alcoholism and drug addiction [1]. Long-term substance abuse causes serious complications in many organ systems. Among the numerous complications of chronic alcoholism from the side of the central and peripheral nervous system, epileptic seizures occupy a special position [2]. Drug addiction and substance abuse aggravate the course of

epilepsy; contribute to the formation of drug-resistant forms of epilepsy. In the case of psychiatric disorders in patients taking psychoactive substances, higher doses of antiepileptic drugs are required to achieve control over seizures (3).

Epilepsy undoubtedly represents an interdisciplinary pathology of neurology and psychiatry. This is what often unites and at the same time separates neurologists and psychiatrists in the treatment of a disease.

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## THE NEGATIVE EFFECT OF INTERNET GAMBLING ON YOUTH PSYCHOLOGY

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### ABSTRACT

*This article discusses online internet gambling and its psychological dependence. In today's society, with the development of information technology, various computer games and their addictions are becoming more common among young people. Gambling can have a profound effect on a person's psychological well-being, leading to stress and depression. Internet gambling is becoming one of the most serious problems today. The article provides a psychological analysis of gambling addiction.*

**KEYWORDS:** *Online Gambling, Addiction, Behavior, Stress, Depression, Emotional Disorders, Groups, Socio-Psychological.*

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### INTRODUCTION

Nowadays, various internet gambling games, which are rapidly entering our society and attracting young people to their network, are becoming one of the real psychological problems. Internet gambling differs from other games in that these games are largely non-selective. The development of modern technology is also creating the basis for the spread of gambling among the population, which has led to the emergence of new psychological dependencies among the population. For some, gambling or lotteries seem like a harmless way to have fun and relieve stress. The propensity to gamble is endless and varied. Gambling as a form of leisure or entertainment is ubiquitous and most people gamble from time to time, go to races, bet money, and buy lottery tickets. In this regard, many American researchers consider gambling to be a serious social problem that poses a threat to a section of the population.

In the process of the game, in some cases, the person is distracted from unpleasant problems and the game is considered as a pleasant time, which exacerbates the problem. Recently, researchers have been interested in the psychology of online gambling. As a result of the survey, scientists have identified the main reasons why most people prefer to play online. First is the ease of access. Second, you can play almost anywhere and anytime. One way to understand the nature of gambling addiction may be to study the image of this game in people's minds. Often there is an opinion in the scientific literature that emotions are one of the factors that attract people to the game, but there is no clear definition of who and what emotions attract people.

J.Henningrild explains the mechanism of dependence on anything, including gambling, through the emergence of a system of biological reinforcement. This system affects the synthesis and alteration of many brain substances that are responsible for subjective perception. Thus, a person

who has played once remembers the feelings (emotions) received and tries to recapture them. One of the reasons for the spread of online gambling among young people is the strong influence of advertisements on various social networks.

Gambling addiction is a complex phenomenon that can lead to serious changes in a person's psyche, and the most important are:

- Disorders of self-esteem;
- Offenses in the field of interpersonal relations;
- Inability to control oneself;

People who are addicted to gambling are more likely to experience emotional instability. A person who gambles experiences different emotions during the game and these feelings can be negative or positive. These conditions create a state of aggression in a person and lead to significant changes in behavior. Online gambling also has a significant impact on the system of interpersonal relationships, leading to a loss of entrepreneurial status. Constantly indulging in these games can lead to reluctance and depression.

In this regard, many American researchers consider gambling to be a serious social problem that poses a threat to a section of the population. In the process of the game, in some cases, relaxation, removal of emotional stress, distraction from unpleasant problems occur, and the view of the game as a pleasant time exacerbates the problem. According to this mechanism, retraction occurs gradually and addiction develops.

T.P. Korolenko and T. A. Donskikh (1990) identify a number of features characteristic of gambling as one of the types of addictive behaviors, including:

- Regular participation, increasing the time spent on the game.
- Constant thoughts about the game, the advantage in imagining situations related to game combinations;
- "Loss of control" expressed in the inability to stop the game both after a big win and after constant losses.

Psychological discomfort, anxiety, which develops in a relatively short period of time after the game, the emergence of an insurmountable desire to start playing again. Such cases are in some respects similar to cases of drug use, which are accompanied by headaches, sleep disturbances, anxiety, low mood, impaired concentration. The gradual increase in the frequency of participation in the game is characterized by the pursuit of high risk at all times.

1. The stage of mild infatuation. After a person has played a role-playing computer game once or several times, he begins to "feel the taste", he begins to like computer graphics, sound, the very fact of imitation of real life or some fantastic plots. Someone has dreamed all his life to shoot from a light machine gun, someone - to sit behind the wheel of a Ferrari or at the helm of a combat fighter. The computer allows a person with a fairly close proximity to reality to realize these dreams. An unconscious need for taking on a role begins to be realized. A person enjoys playing a computer game, which is accompanied by positive emotions. The nature of man is such that he seeks to repeat actions that give pleasure, satisfy needs. As a result, a person begins to play, no longer randomly finding himself at the computer, the desire for gaming activity takes on some purposefulness. However, the specificity of this stage is that playing computer games is



more situational than systematic. A stable, constant need for the game at this stage is not formed, the game is not a significant value for a person.[3.1]

2. Stage of passion. A factor indicating a person's transition to this stage of addiction formation is the emergence of a new need in the hierarchy of needs - playing computer games. In fact, a new need is only generally designated by us as a need for a computer game. In fact, the structure of the need is much more complex, its true nature depends on the individual psychological characteristics of the individual himself. In other words, the desire to play is, rather, a motivation determined by the needs of escaping from reality and accepting a role. Playing computer games at this stage takes on a systematic character. If a person does not have constant access to a computer, i.e. satisfaction of the need is frustrated, quite active actions are possible to eliminate the frustrating circumstances.[3.2]

3. Stage of dependence. This stage is characterized not only by a shift in the need to play to the lower level of the pyramid of needs, but also by other, no less serious changes - in the value-sense sphere of the individual. The socialized form of gaming addiction is distinguished by maintaining social contacts with society (albeit mostly with the same gaming fans). Such people are very fond of playing together, playing with each other using a computer network. Game motivation is mainly competitive in nature. This form of addiction is less detrimental in its effect on the human psyche than the individualized form. The difference is that people do not break away from society, do not go "into themselves"; the social environment, although consisting of the same fans, nevertheless, as a rule, does not allow a person to completely break away from reality, "leave" into the virtual world and bring himself to mental and somatic disorders. For people with an individualized form of addiction, such prospects are much more real. This is an extreme form of dependence, when not only normal human features of the worldview are violated, but also interaction with the outside world.[3.3]

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## THE ONLINE PLATFORMS FOR CREATING GAMES IN SECOND LANGUAGE STUDY

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### ABSTRACT

*This article gives information about using digital language teaching. It shows several online platforms for using in second language teaching. It also describes their useful features and it is highly recommended to utilize them for teachers in order to acquire a foreign language in an easy way.*

**KEYWORDS:** *Language, Platform, Quizzes, Digital Games, Quiz Maker.*

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### INTRODUCTION

Nowadays useful platforms have been created as technologies are being advanced day by day. These are helpful to use to create digital games. These games which are intended for education, can allow second language teachers to make their students indulgent in learning the language not only in individual way but also in team working.

L. Wang and R. Huang (2019) complained that most of teachers taught English by the means of PPT and other methods which were complementary, the course time for studying a language was limited for learners though [6]. Based on the research on Memrise virtual platform, H. G. Valencia and et. al.. (2020) found out that the use of online platforms in language teaching seemed more helpful for students than traditional teaching approach. According to the survey of L. M. Gorsu-Radulescu and Veronica-Maria Stan (2018), virtual learning can create chance of time flexibility and the feature of this motivates learners. "Classes in a technogenic educational environment based on digital platforms and tools support the systematic and methodological assistance of the educational process, including interaction and students' results monitoring which makes it possible to register indicators of students' progress in terms of a learner-centered approach in the system of teaching English" said V.V. Vonog, I. V. Batunova and V.V. Kolga. As considered above mentioned statements, online platforms should be used in teaching English blended with offline teaching in classrooms.

There exist so many online platforms which have been developed to be intended for education.

### **Quizlet**

This is such an interactive online platform that it can encourage students to learn a foreign language by created games on acquisition of its components. Erika (2021) counted the following features of the online quiz maker:

- "Flashcard format
- Diverse question template: Multiple choice, written answer, audio button
- Gamification to make content more engaging
- Audio function for auditory learners and for people of all accessibility needs
- Curated study sets available for different topics
- Readily available flashcards for everyone to access
- Backed up by a Learning Assistant Platform".

Gilbert Dizon supported that teachers should utilize Quizlet to learn vocabulary in the EFL classroom and be aware of the benefits of using it.

### **Kahoot**

Kahoot! is a game-based learning platform, intended for educational purposes in schools and other educational institutions as an educational tool. Its learning games, "kahoots", are user-generated multiple-choice quizzes that players can access via a web browser or the Kahoot app. Whereas Kahoot is a tool for increasing motivation and fun, it is a great way of revising the taught theme and making students engaged in classes passionately for teachers. According to the research of P. Kaur and R. Madarajan (2020), the features of Kahoot like competitiveness among peers, time-based activities, interactive nature were beneficial to the students' language learning.

### **Edapp**

Edapp is on the whole mobile. That approach it is online-primarily based totally and may be accessed from numerous devices. It is designed, on the whole, for enterprise studying however additionally works nicely for instructors and college students. The device gives a integrated authoring device that permits instructors to create training from scratch as they need. But it additionally functions an app to clearly supply the ones training to college students, on their devices. There are a number of rewards to hold college students engaged and analytics alternatives so instructors can see how college students are progressing. The platform makes use of gamification to make those training a laugh for college students. However, this does not imply literal video games as its miles nonetheless a enterprise-targeted device. The reality every interest is designed to be brief in period makes it best for the ones college students with shorter interest spans or studying difficulties. It also can be beneficial as a method of organization paintings wherein unique components of the magnificence paintings in numerous areas.

### **Quizstud**

QuizStud is a web platform in which anyone can layout and play their personal thrilling quizzes and in which massive businesses of gamers can solution the more than one preference questions with their telephone or tablet. It is mainly designed to check the know-how of small and massive businesses of gamers stay on a massive screen. QuizStud is such an online platform in that instructors can create their personal thrilling interactive quizzes and in that college students can

solution the more than one preference questions with their telephone or tablet. It's mainly designed to check the know-how of college students with inside the study room formative.

### **Thrive Quiz Builder**

The tool creating great, conversion-centred quizzes is Thrive Quiz Builder. There is a chance of making 4 types of quizzes from different 3 quiz templates. Craft badges are available for quiz takers to share on social media.

### **Trivia maker**

Trivia maker is considered as the most efficient quiz maker by educators and trainers all over the world. It allows them to create quizzes in a game format. The game styles are developed in inspiration with popular TV game shows such as Jeopardy, Family Feud, Wheel of Fortune and multiple choices. There are 4 types of game style: grid, list, trivia and wheel in the platform. These game styles are absolutely entertaining and engaging for learners.

### **Proprofs Quiz Maker**

There is another popular online platform which is being used by many universities and educational institutions owing to the high quality service in making quizzes. It is called Proprofs and regarded as one of the best online tools. It allows teachers to create new quizzes or to use ready ones so as to evaluate their students' progress. Teachers can also add pictures, videos and presentations into their quizzes by this tool.

### **Educaplay**

This online platform is free of charge for everyone and it is full of quiz templates to create digital quizzes. They are different from each other with not only their styles but also peculiar feature of interest. In addition to this, this platform was designed to utilize in second language teaching in order to improve teaching styles and methods to improve second language students' acquisition in learning a foreign language.

### **Google Forms**

Google forms are designed to create forms, surveys or quizzes for free. There are a mixed variety of question types to make the above mentioned ones. ZulvanArif said (2020) "Educators can use Google forms to assess the students at the beginning of the class and gauge pre-existing knowledge".

Above mentioned online platforms can be used to teach a foreign language by the teachers. If they prefer employing them during their class, they can manage to encourage their students and make them indulgent in the lessons without any difficulties.

Krenare PirevaNuci and et. al... found some features of online platforms (Kahoot! & Google forms) according to 3 categories:

- **Usability**
- Simplicity
- Accessibility
- Easy efficiency
- **Game experience**

- Engagement
- Timeliness
- Untimeliness
- Competition
- Interactivity with platform
- **Interactive teaching and learning**
- Interactivity among students and professor
- Teaching and learning
- Assessments and evaluation.

### **CONCLUSION**

Many second language teachers prefer using the traditional methods in foreign language teaching. But technology age learners cannot be satisfied with them. That's why, it is highly recommended to gain knowledge in the latest technologies for these kinds of educators. Because technology can attract any kind of learner's attention to itself. So an online platform can have great impact on increase the quality and interest of second language learners if teachers use one of different types of it in each lesson.

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## NEW VOCABULARY OF THE INTERNET LANGUAGE: METHODS OF FORMATION, REASONS FOR THE APPEARANCE

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### ABSTRACT

*The article is devoted to the study of neologisms in the Russian language, which are widely used in Internet communication. The article considers the Internet as a special communicative environment in which the language is undergoing changes. New phenomena that appear on the web need to be named. The nomination process can take place in two ways: the formation of new words, as well as the emergence of new meanings for words. The study of Internet vocabulary is an urgent problem for the modern Russian language. The author made an attempt to summarize new material on the topic under study, to analyze the lexical units selected during the study of Internet discourse in Russian. The paper considers the factors influencing the formation of Internet neologisms, identifies a number of their lexico-semantic groups. The conclusion is made about the inevitability of changes in the word-formation system of the Russian language, which occurs under the influence of the Internet environment in the context of the globalization of the language space.*

**KEYWORDS:** *Neologisms, Causes Of Appearance, Methods Of Formation, Blurring Of Speech Boundaries, Internet Space, Social Networks, Internet Language.*

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### INTRODUCTION

From the first days of existence, mankind has developed so rapidly that each subsequent era of history has come twice as fast as the previous one. These processes have been observed especially intensively recently. In the last 50 years alone, culture, technology, and society have changed dramatically. At the same time, the language also changes. Neologisms are the main reason for such a rapid change in the language. The term "neologism" first appeared in 1755 in French, from where, after 1800, it was borrowed into English in the sense of "the use of new

words, innovations in language, and a new word or expression." This name comes from the ancient Greek words "neos" - new and "logos" - the word [1]. The concept of neologism is relative: a word is considered neologism as long as the speakers feel the effect of novelty and freshness in it. Over a certain period of time, neologisms can be fully mastered by the language and cease to be neologisms, becoming ordinary words of the main stock of the language.

With the advent of the Internet, the emergence of new means of communication, the number of neologisms began to increase exponentially. The Internet has firmly entered the life of a modern person, including a huge impact on his language, which, like any developing system, is also rapidly adapting to new conditions. First of all, the changes are noticeable in the vocabulary. A modern person is surrounded by a large number of borrowings, abbreviations and neologisms; there is a change in the meaning of old familiar words, an increase in new meanings. The Internet is both one of the causes of such changes and a kind of their "archiver", through which we can follow all these processes.

## **DISCUSSION**

In modern Russian, there are several types of neologisms. These include lexical neologisms, that is, those that appeared with the emergence of new realities in people's lives with the help of word-formation means of the language or words and expressions borrowed from other languages, as well as semantic neologisms - these are well-known old neologisms that have received a new meaning or a changed meaning. In addition to general language, speech can contain individual stylistic or, more simply, author's neologisms. Another name for such neologisms is occasional. So it is customary to call words that exist, as a rule, only in a certain context that gave rise to them, and not included in everyday language. They are created by writers, poets to give special expressiveness and figurativeness to a literary text.

A large number of neologisms came to us from computer games, whose popularity among young people is unusually high. For example, a noob is a beginner, gamble is to play, raffle is to joke, the term farm means trying to get ("farm") valuable items in the game, exploiting boring and mundane elements of game mechanics.

Neologisms are known to appear in the language for the following reasons [4]:

1. The emergence in life of a new reality, object or concept that requires a name.
2. The need to designate phenomena that were previously present in our lives, but did not have a corresponding designation in the language, since the very existence of these phenomena was hushed up.
3. The appearance of a more convenient one-word designation of what was previously called with the help of a phrase.
4. The need to emphasize the partial change of the subject in a changing society.
5. The influence that the culture of some other country has on Russian life at a given time is dictated by the fashion for foreign words included in the lexicon of this country.

Researchers divide neologisms into three groups: lexical, semantic, occasional [2]. The process of forming verbal Internet formations in the language is simple, but at the same time high-tech, since the communication technologies themselves are the reasons for the emergence of new words.

With the advent of new Internet resources, neologisms also appear. In their education, the entire arsenal of the possibilities of the Russian language is used. As observations show, neologisms appear in the language with the help of internal methods of nomination (for example, compounding, abbreviation), or external (borrowing).

At the origins of the creation and development of the World Wide Web were programmers who used the English language and, accordingly, English terms as a universal means of communication. Even at the very beginning of the development of the Internet in Russia, people who found themselves in a different language environment, but who had access to the network, faced the problem of the absence of the Russian language on their computers or the misunderstanding of the Russian language by mail programs. To adapt the terms, in some cases it was used, and is still used, transliteration - the letter-by-letter transmission of a word or text written using one alphabetic system by means of another alphabetic system [3]. The use of transcription in translation is to convey in Russian letters not the spelling form, but the sound of the English word.

Many words that were professional at the dawn of the Internet have now become common, while retaining their foreign language origin. Transcription examples:

1) Chat - chat. Translated from English means "talk", "wag the tongue". It is distinguished by the frivolity of the conversation, as well as the fact that you can "chat" only on the Internet, not in life [4].

2) Provider - provider. Translated from English - "supplier". This is the name of those companies that provide access to the Internet, i.e. "provide" the user with this service.

Transliteration examples:

1) Web-, web - web. It means "network". People use this term as part of complex words (webmaster, website or web designer, web magazine, web services) when the concept being defined has something to do with the Internet.

2) Content - content. Translated from English means "content, content."

Most neologisms that have emerged in recent years are lexical with a foreign root. Such as: reception (from the English "receipt" - "reception", lunch (from the English

"lunch" - "lunch", VIP (abbreviation of Very Important Person - "very important person"), merchandiser (from the English "merchandiser" - "specialist in laying out goods on store shelves", coaching (from English coaching "-" the process of training, teaching someone something", to make friends (from the English friend - friend), to become friends - to make friends; gamble (from the English game - game); gadget (from the English gadget - adaptation), spam, spam ( from English spam - mass mailing of advertisements or other messages of a different type of messages to recipients who do not want to receive them;

Interestingly, the like idea first appeared in 1998 on a social network called Surfbook. At the same time, words arose that became firmly established in the speech of users of various Internet communities: "wall" (from the English wall), "timeline" (from the English timeline), "news feed" (from the English news feed).

An abbreviation is a noun consisting of truncated words of the original phrase or of truncated parts of the original compound word. The last component of the abbreviation can also be a whole (not truncated) word [5].

With the development of science and technology and the entry of the Internet into everyday life, more and more people communicate with each other on social networks. A person devotes a significant part of his leisure time to chatting, instant messaging, and the time saving factor in such communication plays a big role. In modern language, abbreviation is often used as a means of artistic expression, a language game. In the spoken language of the Internet, the following abbreviations are quite common:

- **AKA** - (English also known as) "also known as", "he is"
- **FAQ** - (eng. frequently asked questions) "frequently asked questions" (meaning the "question-answer" list)
- **LOL** - (eng. laughing out loud) "laughing out loud"

When creating new words, a kind of compression is often used - univertation. This is a way of forming a word on the basis of a phrase, in which the derivative word includes the stem of only one of the members of the phrase, that is, the derivative is correlative in form with one word, and in meaning with the whole phrase [7]. The presence of words formed in this way, their number and range of applications suggests that this method of simplifying expressions is the fastest and easiest for a speaking person (food products - buckwheat, soda; institutions - musician, Suvorovka, sailor; chemicals, medicines - ammonia, ascorbic acid, oxolinka and others). In the language of the Internet, univertation is actively used, for example, with the suffix -k(a). So it turned out to be a "leaflet" (a program for turning pages), a "dialer" (a program for phone calls), a "walker" (computer games in which the player moves in a large game space). Since the advent of computer technology and the Internet, their solid entry into the life of modern society, new words have appeared in computer slang, began to be actively used, and after a short time they went into a passive, as the development of technology constantly supplies the language with new concepts, and pushing the old ones to periphery of the language. These are the words that were once neologisms, now seem obsolete to modern users: *motherboard* - *motherboard*; *inkjet* - *inkjet printer*; *RAM* - *RAM*; *ibemka* - *IBM computer*; *unlimited* - *unlimited subscription*; *non-cash* - *non-cash payment*; *avik* - *video file with avi extension*; *source codes* - *source texts of programs, etc.*

In works devoted to the sign system of the Internet, there are such designations as the language of the Internet, sociolect, Internet slang, language subsystem, and language of Internet discourse. And also such concepts as slang and jargon are widely used. These terms are not strictly synonymous, but at this stage of understanding by philologists of the features of the functioning of the language in the network, they are used mainly in the analysis of the same phenomena.

The linguist Skrebnev understands jargon as the words of professional and social groups, which are informal in nature and are a playful replacement for words that already exist in the neutral sphere of the literary language. In his opinion, formal and even neutral words are considered by the creators of jargon as too pedantic and even grandiloquent [8]. The use of jargon suggests certain disobedience in language behavior.

In the language of the Internet, as in any other social sphere, whether it is a professional community or a subculture, its own jargon has appeared. According to the book of Ivanov L. Yu., "jargon is the speech of any social or other group united by common interests, containing many words and expressions that are different from the common language, including artificial, sometimes conditional" [5].

Among the network jargon in Russian, the following words can be distinguished:

- **Bayan** - the designation of outdated news, news.
- **Selfie** - from English. selfie, derived from self, "himself", "yourself". This is a self-portrait taken with a smartphone.
- **Fake** - English. - Fake - something erroneous, fake, fake.

## • **RESULTS AND SOME OBSERVATIONS**

### **RESULTS AND SOME OBSERVATIONS**

Thus, as a result of the study, we came to the conclusion that most of the new words in Russian are borrowings from foreign languages, primarily from English. In addition, these words are not urgently needed and have equivalents in Russian. So why does a modern Internet user choose them instead of the forms already existing in the language? This can be explained by the change in social, political, psychological attitudes in society. "The new norm, freer and at the same time less definite and unambiguous, is under the influence of the mass press. Television, radio, periodicals, and mass culture in general are increasingly becoming "trendsetters", "educators" of a new linguistic taste..." [4]. During the functioning of the Russian language in the current conditions, there are changes that are necessary for its adaptation to the new realities of the existence of the individual and society in order to ensure their most comfortable entry into the global virtual space. The Internet is an amazing product of the era and technology, which gives a completely new quality in communication between people separated not only by distances, and sometimes large, but also by national, social and other factors.

### **CONCLUSION**

Thus, our assumption was confirmed. Most young people use online jargon in their speech - Anglicisms, abbreviations and abbreviations, although many of these words can be replaced with Russian equivalents. Most often, this only requires translating words from English into Russian, for example, not "proof", but "proof"; not "follower", but "subscriber" and so on. The phenomenon of the new formation of the vocabulary of the Internet language cannot be assessed unambiguously. The modern Russian language in its implementation in virtual communication is unthinkable without the emotional component and the speed of speech transmission. At the same time, the user must also remember the norms of the literary Russian language and not forget about when, with whom and in what environment it is permissible to use such newspeak.

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## LEVEL OF USE OF EDUCATIONAL MOBILE APPLICATIONS IN UZBEKISTAN

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### ABSTRACT

*The article discusses the issues of mobile education and the next stage of mobile applications among teachers and students of some universities in the Republic of Uzbekistan. The article is based on a survey of education statistics on mobile application downloads in Uzbekistan and a study of mobile education and mobile application downloads among teachers and students of higher education institutions in Uzbekistan. At the same time, it was stated that the majority of higher education teachers and students have a good understanding of mobile education and are ready to accept it.*

**KEYWORDS:** *Mobile Education, Mobile App, Google Play Market, Apple App Store, Professional Activity, Technology.*

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### INTRODUCTION

Mobile devices and applications are entering all areas of human activity. Due to the availability of an Internet connection module using personal mobile devices, the speed of data access is significantly increased, and their functionality sometimes exceeds the capabilities of desktop computers due to built-in photo and video cameras, microphones, geolocation devices and more.

The effectiveness of the pedagogical process in higher education is the use of innovative pedagogical technologies in the classroom. These technologies also include mobile devices, which are the most convenient means of accessing information due to their small size and high functionality [1].

It turns out that mobile devices will become a daily part of education in the near future and will facilitate live communication between teachers and students. The use of mobile technologies in education requires educational leaders to make organizational efforts, research and methodological work of scientists and teachers on the introduction of mobile learning strategies, forms and methods in the educational process.

### MATERIALS AND METHODS

Currently, the problems of the introduction of mobile devices in educational institutions have become the most active topic of discussion in the scientific literature. The development and use of modern methods of teaching students, and interactive systems for assessing educational achievements are considered to be the main topic of discussion [2]. Teaching using mobile

devices, and expanding the forms of independent work of students is especially relevant at a time when Uzbekistan is rapidly implementing reforms in the field of education.

In this regard, we considered it necessary to conduct a study on the readiness of university teachers in Uzbekistan to use mobile educational technologies in their professional activities and the mobile applications used. The study aimed to analyze the readiness of teachers for mobile learning and the situation with the introduction and use of mobile applications in their professional activities, including mobile learning technologies.

The study was conducted in two phases, the first of which aimed to analyze the statistics of downloads of educational mobile applications to determine the level of use in Uzbekistan. The second stage is based on a survey of teachers and students of some universities in Uzbekistan on mobile education and mobile applications.

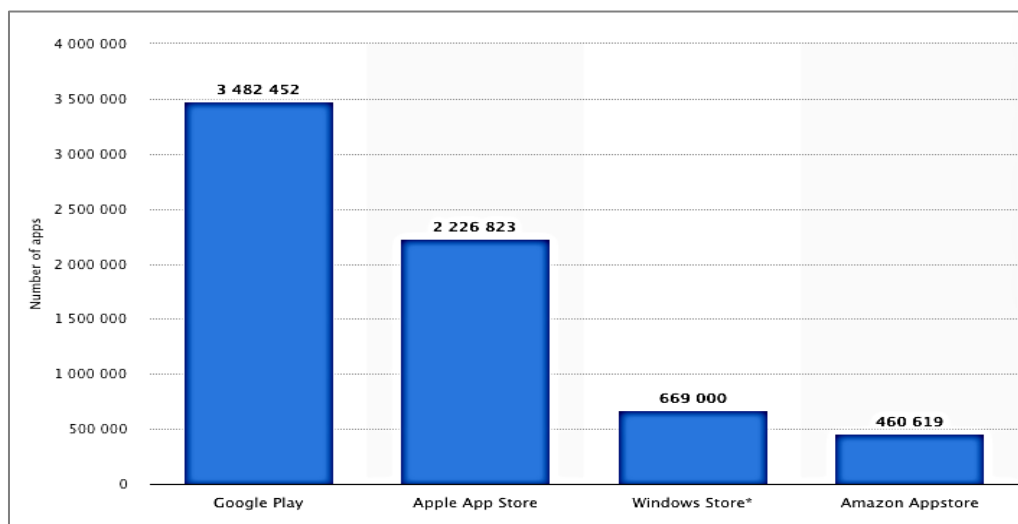
Phase 1 To determine the statistics of downloading educational mobile applications in the territory of Uzbekistan <https://gs.statcounter.com>, <https://www.similarweb.com>, <https://siteefy.com>, <http://www.statista.com>, <https://www.slideshare.net>, <http://www.datareportal.com>. The information provided at <https://www.byvd.me> and <https://app.sensortower.com> was used.

Phase 2. The second phase of the study involves a survey of the level of mobile education and use of mobile applications among teachers and students of higher education institutions in Uzbekistan.

## RESULTS

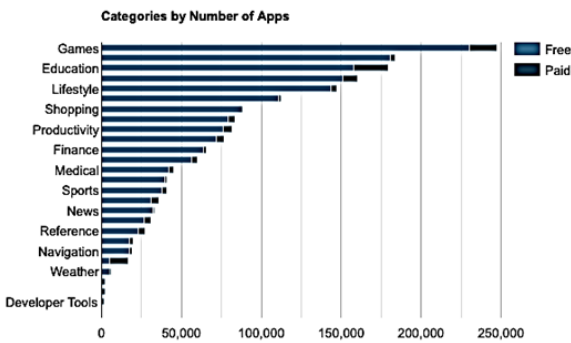
There are now more than 70 mobile app markets worldwide, with the Apple App Store and Google Play Market, the most popular app stores, accounting for more than 90 percent of global app revenue<sup>1</sup>.

According to statistics, there are more than 2.2 million mobile apps in the Apple App Store and more than 3.4 million in the Google Play<sup>2</sup> Store.

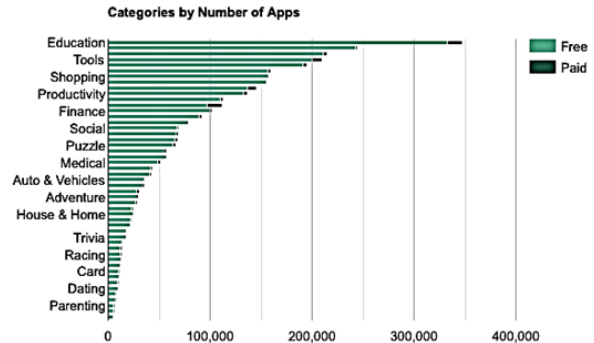


**Figure 1 A comparative analysis of the major leaders of the mobile app market.**

According to the data, there are 27 categories in the Apple App Store and 49 categories in the Google Play Store. The following is an approximate distribution of the number of apps in the selected categories for both stores.

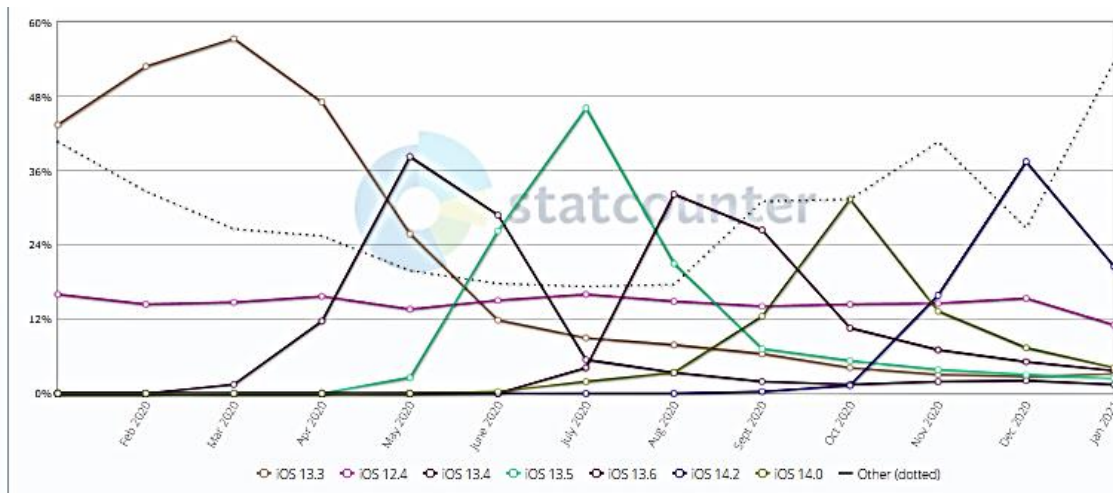


Apple App Store app store

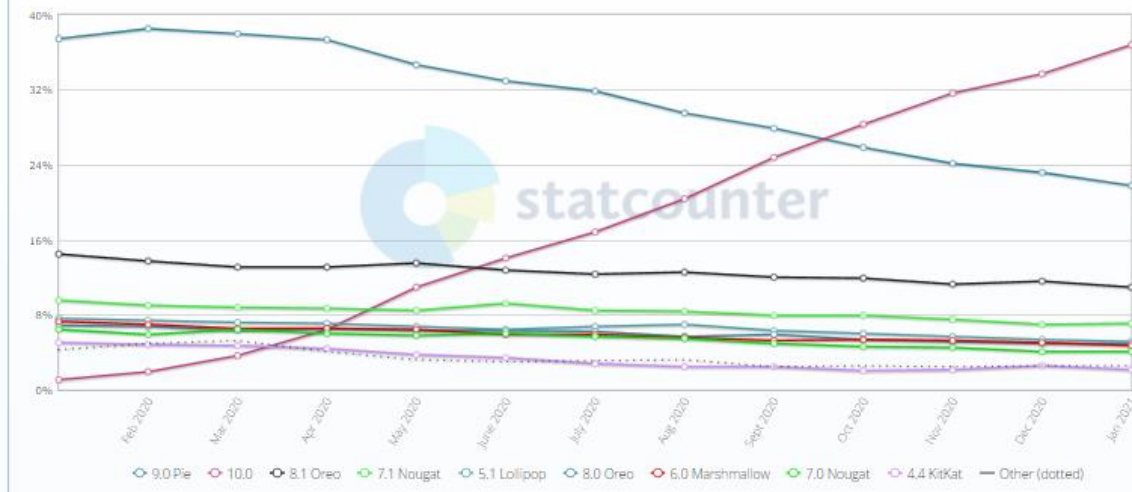


Google Play Market app store

**Figure 2 An approximate distribution of the number of apps in selected categories for the world's two major mobile app stores**

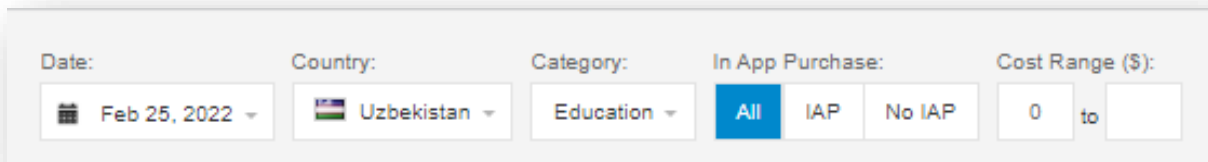


**Figure 3 Mobile iOS version Market share in Uzbekistan (as of 01.01.2020 - 01.01.2021)**

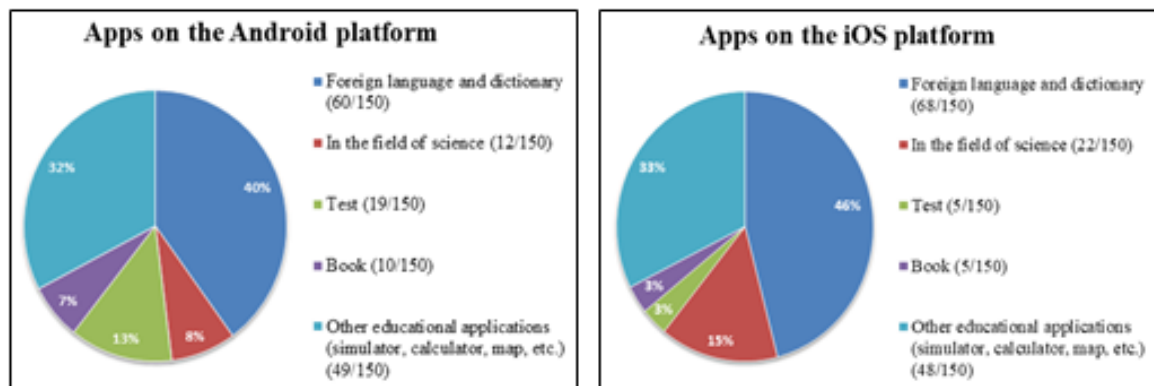


**Figure 4 Mobile Android version Market share in Uzbekistan (as of 01.01.2020 - 0.01.2021).**

In addition, to obtain values close to the actual indicators of use in educational mobile applications in the context of Uzbekistan, the site <https://app.sensortower.com> was applied and sorted as follows:



As a result of the selection, some duplicate and almost non-educational mobile applications of 200 educational applications were dropped, and the 150 most downloaded mobile applications in Uzbekistan were on the Android and iOS platforms. The list is formed ([application-1](#)).



**Figure 5. Graphical representation of the distribution of the 150 most downloaded mobile applications in Uzbekistan by type.**

Intended to conduct a survey based on the current and future relevance of mobile education and students of higher education institutions in Uzbekistan are asked to apply directly to the questionnaire and answer questions via <https://forms.gle/UUTJg7HardXKdQKx9>.

The questionnaire consists of 9 questions, each of which includes answer options, only one of which requires you to select several of them or write a personal opinion. Survey questions the following 3 aspects to determine focus:

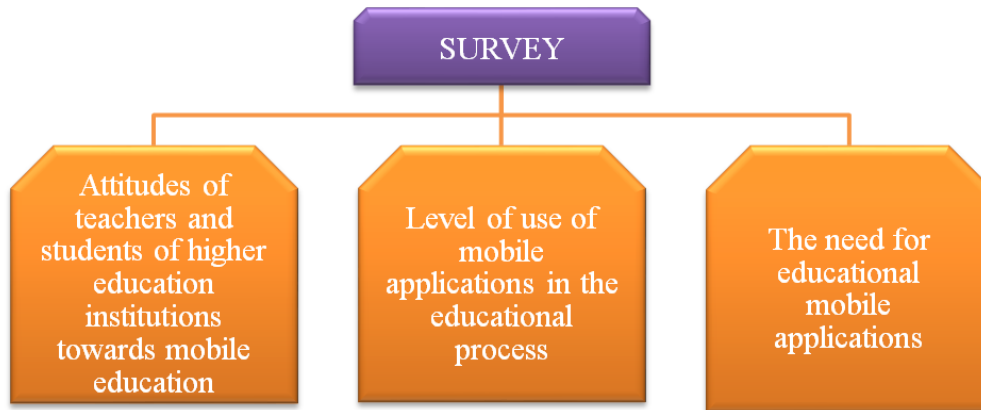


Figure 6. Survey objectives.

To conduct the survey, a survey of 9 different types of questions was developed in the Google Form environment.

Survey questions to study the level of mobile education and use of mobile applications among teachers and students of higher education institutions in Uzbekistan :

**Table 1.**

<p>1. What do you think is “Mobile Education”?</p> <p>A. learning process organized using mobile technologies in conjunction with information and communication technologies (ICT), regardless of place and time;</p> <p>B. these portable devices are primarily a learning process organized using phones, smartphones, tablets, sometimes laptops, etc., or devices used only in the normal life of the teacher and the student;</p> <p>C. the process of interaction between teacher and students to acquire knowledge and skills in real-time;</p> <p>D. My opinion is different from the other three tariffs.</p>
<p>2. What problems can occur in the organization of mobile education in higher education?</p> <p>A. Mobile apps with educational content are not enough;</p> <p>B. Technical devices and their capabilities are not the same for everyone</p> <p>C. Problems with internet speed or traffic are a hindrance</p> <p>D. I don’t see any problem in organizing mobile learning</p>
<p>3. Does the university where you work have a mobile application?</p>



<p>A. <i>Yes</i></p> <p>B. <i>No</i></p> <p>C. <i>No, but there is a mobile version of the university site</i></p>
<p>4. <i>Do you use a mobile device during your university career?</i></p> <p>A. <i>Yes, I use it often;</i></p> <p>B. <i>Sometimes I have to use it;</i></p> <p>C. <i>No. I don't use it at all;</i></p> <p>D. <i>I have been using it mainly since March 2020.</i></p>
<p>5. <i>What types of devices do you use most often during your educational activities?</i></p> <p>A. <i>Personal computer</i></p> <p>B. <i>Laptop</i></p> <p>C. <i>Tablet</i></p> <p>D. <i>Cell phone</i></p>
<p>6. <i>Do you use mobile technology to plan your daily activities related to education?</i></p> <p>A. <i>Yes;</i></p> <p>B. <i>No</i></p>
<p>7. <i>Should higher education use mobile applications in the classroom and/or beyond?</i></p> <p>A. <i>Yes, it is necessary to use. Because it provides interactivity and helps improve the quality of education;</i></p> <p>B. <i>Yes, it should be used. Just outside the classroom;</i></p> <p>C. <i>No, you don't have to use it. Because they negatively affect the quality of education in return for distraction;</i></p>
<p>8. <i>What is the most used mobile app ( s) related to your educational activities?</i></p>
<p>9. <i>What mobile application would you like to have at your university?</i></p> <p>A. <i>Providing information about the university (address, contact numbers, mode of operation)</i></p> <p>B. <i>Educational mobile applications, especially in specialty sciences</i></p> <p>C. <i>Mainly providing news related to the activities of the university</i></p> <p>D. <i>other</i></p>

## **DISCUSSION**

The results of the survey were analyzed and the results of the study were summarized. According to him:

Date: 04.10.2021 to 07.03.2022

Participated: 515 teachers from 45 universities in Uzbekistan and 2694 students. Including:  
 A total of 3,209 people took part in the survey.

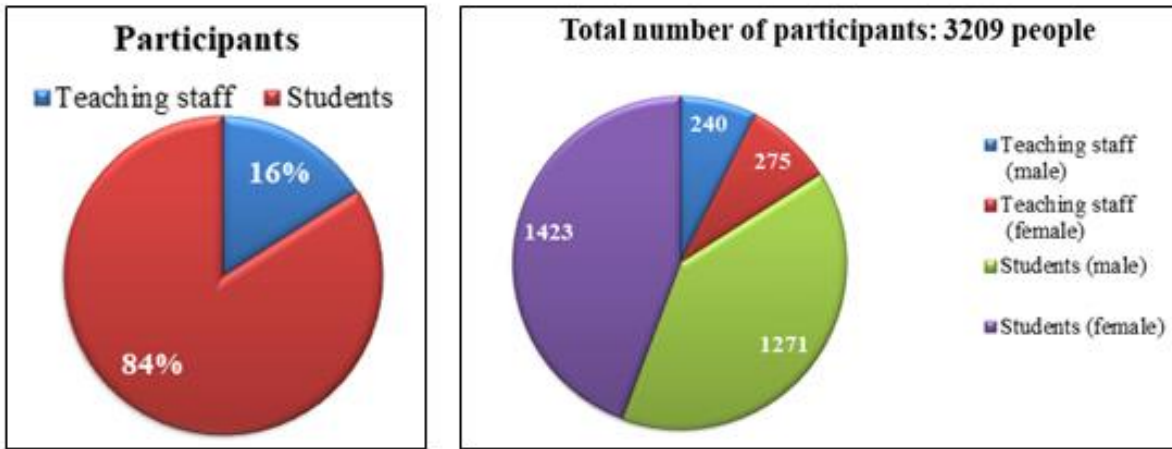


Figure 7. Indicators of teacher-employee, student and their gender in relation to the total number of survey participants

The number of participants by gender and type of activity, its graphical appearance is as follows:

What do you think is “Mobile Education”? If we graphically describe the answers to the question using MS Excel, it will look like this.

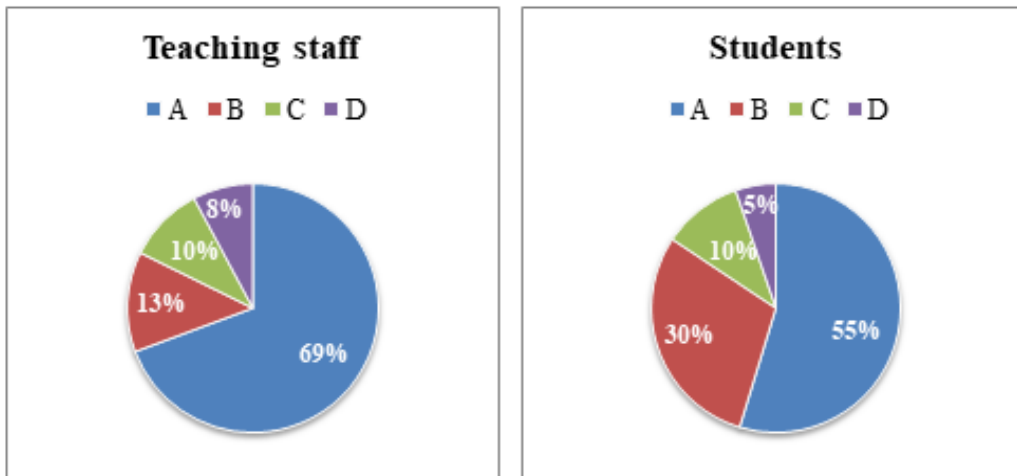


Figure 8. What do you think is “Mobile Education”? A graphical representation of the answers to the question using MS Excel.

What are the problems in the organization of mobile education in higher education? Focusing on the answers to the question, the majority of participants pointed out that the main problem is the lack of mobile applications with educational content.

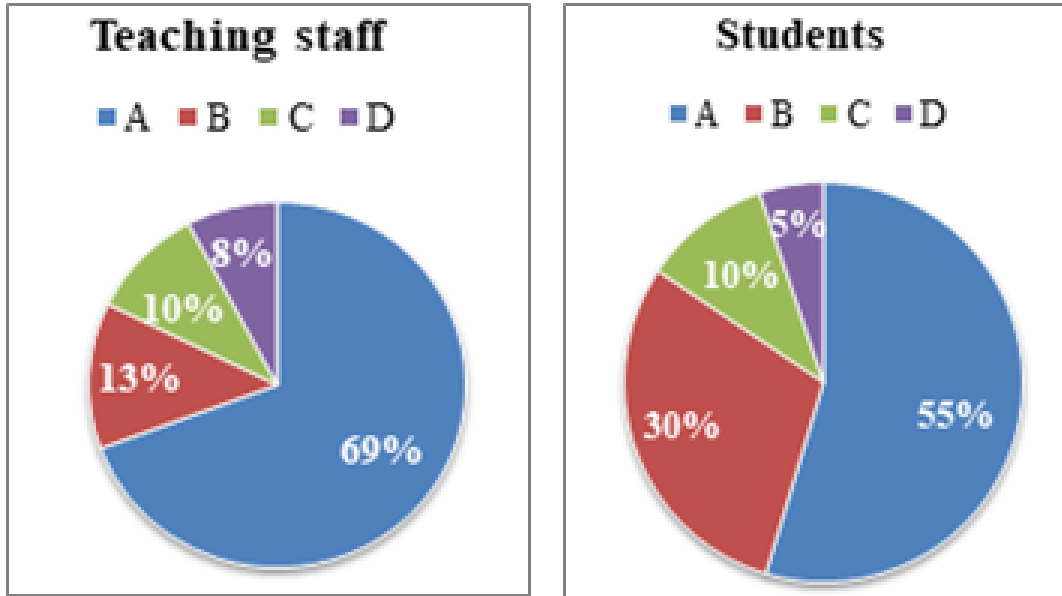


Figure 9. Graphical representation of the answers to the question about the problems of organizing mobile education in higher education institutions.

Does your university have a mobile application? Most of the answers to the question said that they understand the mobile version of the university website.

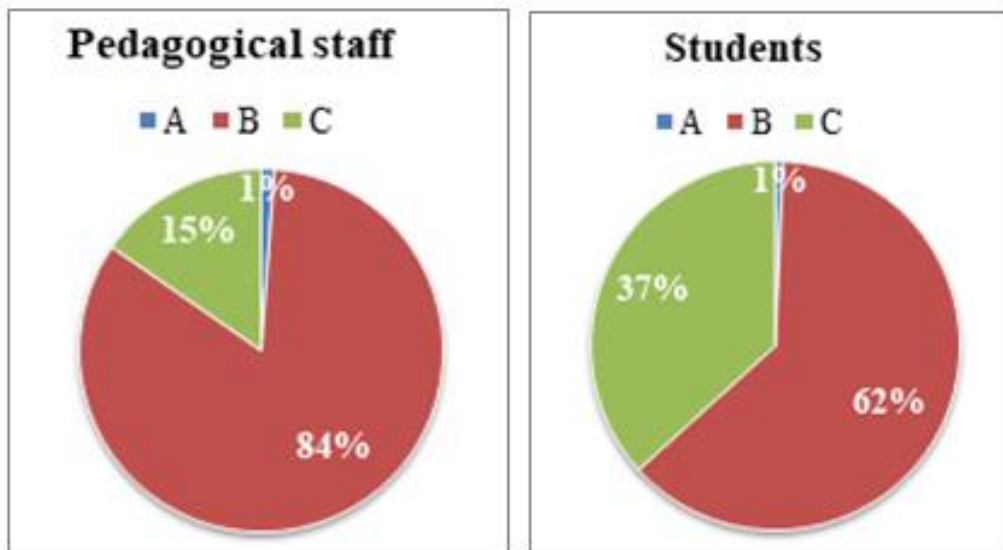


Figure 10. "Does your university have a mobile app?" a graphical representation of the answers to the question.

Do you use a mobile device during your university career? - When analyzing the answers to the question, most of them said that they will use it more often, although from March 2020.

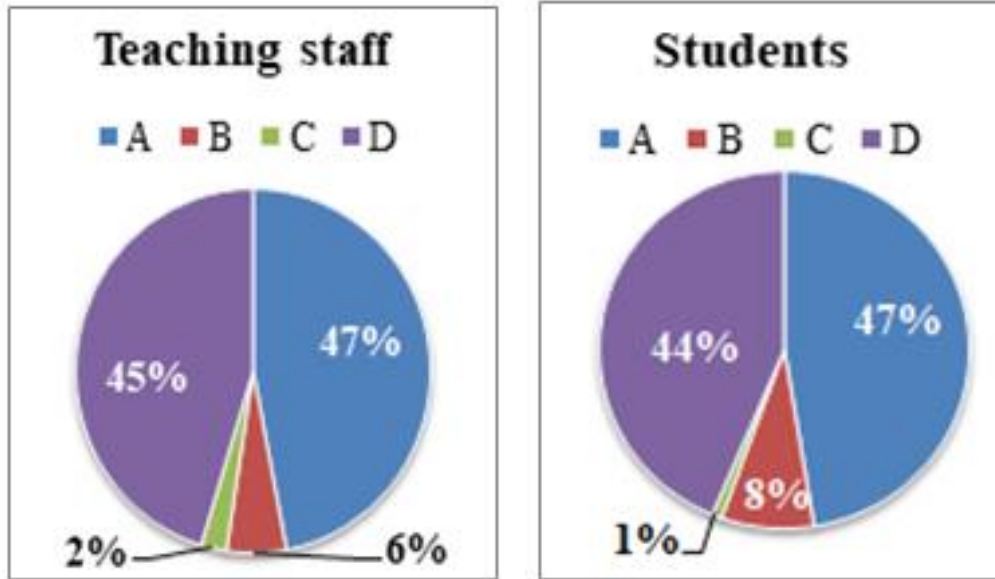


Figure 11. Use of mobile devices by survey participants during their activities.

The next question in the survey was “What types of devices do you use most in your educational activities?” While most users noted the use of laptops and personal smartphones, it can be seen that a small proportion of participants use personal computers and tablets:

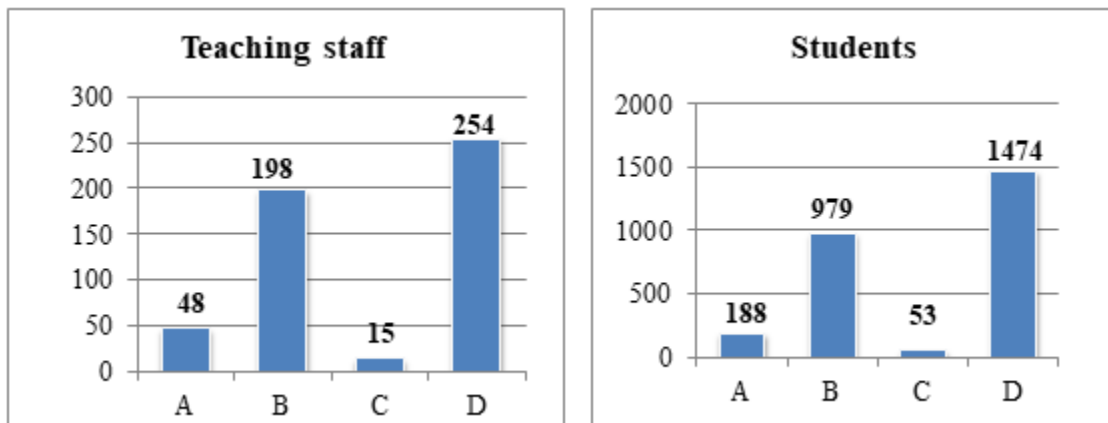
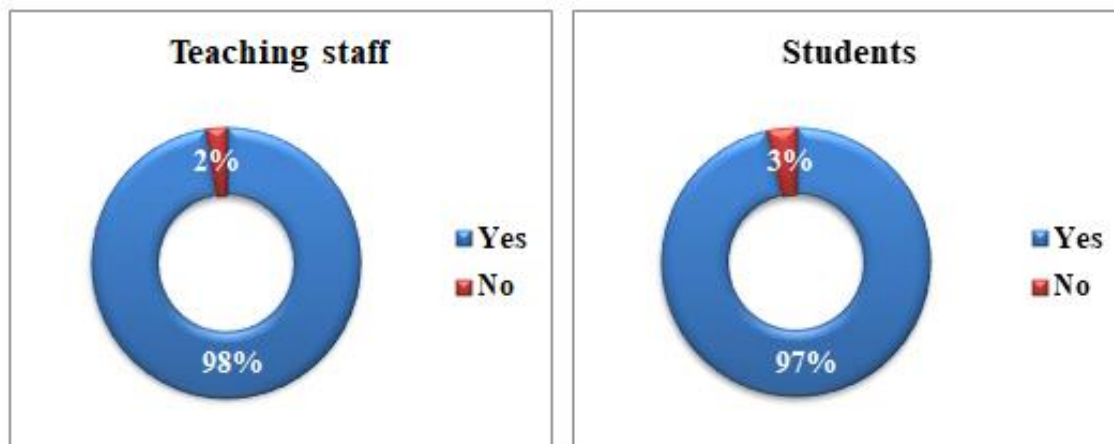


Figure 12. Devices used by survey participants in educational activities.

Participants reported that many use mobile technology in planning their day-to-day activities related to education.



**Figure 13. Use of mobile technologies by participants in planning their daily activities related to education.**

By conducting a comparative analysis of the results of the survey in tabular form (table), we can see that at the end of the processing of answers, teachers and students are increasingly using mobile learning technologies in their educational activities.

## CONCLUSION

Based on the results of the survey, it can be said that the majority of higher education teachers and students have a good understanding of mobile education and are ready to accept it. Although the introduction of mobile technologies in the educational process is underway, the main reason for the lack of high performance in this area is the lack of development of mobile applications with educational content, which means that there is a need for research in this area. . In addition, most of the existing educational mobile applications are designed to organize foreign language learning and testing. The mobile applications of Uzbek universities are almost non-existent, although reputable foreign universities pay close attention to them. Nevertheless, teachers and students of higher education use mobile devices during the activities often they use. Although the laptop is also a widely used device, mobile devices predominate when it comes to numbers and internet access and access to educational resources. Mobile technology plays an important role in planning day-to-day activities related to education.

Based on the above, to have a positive impact on the quality and effectiveness of education in higher education and to improve the situation with the use of mobile technologies in education, we propose the following:

Increasing the number of scientific studies on the use of mobile technologies in education;

Teachers and students of higher education institutions on the organization and effective use of mobile education;

Develop educational mobile applications and focus on the pedagogical, didactic and psychological aspects of the application in the process;

Ensuring that every university has a mobile application;

Development of guidelines for the use of mobile educational applications to increase the effectiveness of classrooms and extracurricular activities in universities;

Develop educational mobile applications in line with regulatory documents to reduce the gap between traditional education and mobile learning;

Announcing competitions, and grants for the creation of educational mobile applications;

Sciences associated with creating mobile apps and increasing the hours allotted to them.

Their knowledge and skills in developing interactive learning resources for use in educational activities.

As mobile technology continues to grow, policymakers will need to reconsider ICT opportunities for education. These suggestions are designed to facilitate the process of implementing the most preferred education policy by detailing some of the unique benefits of mobile education and providing advice.

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## THE PEOPLE OF CENTRAL ASIA DURING THE RENAISSANCE AND THE CULTURE OF AMIR TEMUR AND THE TEMURIDS

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### ABSTRACT

*In this article, the great figures of Renaissance culture rely directly on the heritage of ancient culture in their work and research. We noted that the peoples of Central Asia were closely acquainted with the culture of the ancient Greeks, Romans, Mesopotamians, Indians, and Chinese who were fluent in these languages. Despite the Arab conquest (Ibn Qutaybah), which destroyed the country, destroyed the cultural monuments, and persecuted the scholars, the ancient rich culture did not disappear without a trace. Although Islam has had a certain influence on all cultures, languages, and traditions, its essence has not changed. These are the virtues of our people: kindness, compassion, humanity, kindness, generosity, tolerance, thirst for knowledge, trust and respect for other peoples.*

**KEYWORDS:** *Renaissance, Muslim culture, Qarakhanids, Samanids, miniatures, painting, calligraphy, manuscripts, kingdoms, Baghdad, Sultaniya, Bibihanim, Caravanserai, mosque, mausoleum, Movarounnahr, Registan, mysticism, Naqshbandiyya, rules.*

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### INTRODUCTION

Only the scholars of Central Asia, who were well acquainted with the culture of Greece, India, and China, could acquaint other peoples with the culture of others. That is why the famous mathematician al-Khwarizmi raised the system of accounting of the Indians, the philosophical teachings of Aristotle of Farabi Greece, Ibn Sina Hippocrates to a new level of medicine in a new era, Imam al-Bukhari based on Islamic teachings, the second in the science of hadith after the Prophet Muhammad became a person. The term Renaissance was first used by Italian humanists. For example, the Italian writer J. Bakachcho first used the term to refer to Djetto's work, saying that "he awakened ancient art." The Renaissance is mentioned as a concept that represents an entire period in the book "Excerpts from the lives of famous artists" (1550) by art critic J. Vazari (1511-1574). The concept originally meant the revival of ancient cultural traditions in Italy "after a thousand years of savagery" and was later widely used in scientific research. As interest in the subject grew and scientific research increased, different views were expressed on the concept of the Renaissance, the chronological and geographical boundaries of the culture of this period, and its chronology. While Hayes in his Autumn of the Middle Ages sees the Renaissance as the end of medieval culture, other scholars say the Renaissance was the beginning of a new era of culture. While many scholars believe that the classical chronology of the European Renaissance dates back to the fourteenth and sixteenth centuries, others suggest that the Renaissance culture began a little earlier in the twelfth century, the Carolingian

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Renaissance, with the Renaissance of Spain and northern Italy. They end with the seventeenth century.

Since the mid-1950s, the issue of the Eastern Renaissance has been hotly debated. In his analysis of the history of Chinese culture, Academician N. Konrad considers the Renaissance as a universal phenomenon common to all regions of human civilization, as well as the ancient and medieval. The Renaissance, a universal process, began in the East (China) in the 6th and 8th centuries, shifted to the West, and became a European phenomenon in the 14th century. Contrary to this interpretation of the Renaissance, there are those who believe that this phenomenon cannot be a regional or universal phenomenon. The Renaissance was different in China (Konrad), Kuria (Ten), Iran-Tajikistan (Braginsky, Nikitin), India (Selishev), Turkey (Mellov), Armenia (Chaloyan), Azerbaijan (Gajiev), Georgia (Nusubidze, Natadze). gives some information about the periods. At the same time, proponents of such views are severely criticized by the authors (A. Losev, M. Petrov), who consider the European Renaissance a completely unique event.

How do you explain the promotion of non-national ideas in today's technologically advanced world? An example of this is the concept of "New Chronology" by a member of the Russian Academy of Sciences, topologist A. Fomenko. He draws incredible conclusions, relying on some inaccuracies in the *Almagest* by Claudius Ptolemy, the great astronomer of antiquity. In particular, he noted that the real history of mankind began in the XI-XII centuries, and the events of antiquity are imaginary of medieval history. otherwise breastfeeding! Based on such non-national views, A. Fomenka arbitrarily changes the time of events, and the period of historical figures. For example, he believed that Jesus was born in 1054 and was a man with Pope Hildebrand (Gregory the Seventh) and that ancient Babylon was in Italy. This concept, which at first glance seems insignificant as a product of the scientist's imagination, is inherently inhuman. Because it has undermined the thousands of years of human history, religion, culture, and the foundations of science, turning real historical processes into imaginary ones. If we accept this "discovery" in science, we will have to admit that there is no country in the world older than Russia and that the great culture created by the Sumerian, Babylonian, Indian, Chinese, Greek, Iranian and Turanian civilizations is a product of imagination. Unfortunately, such "ideas" and "concepts" are not published in ordinary or secret publishing houses, but in one of the most prestigious educational institutions - Moscow State University. What is even more surprising is that while this has surprised the American and Western scientific community, scientists in the CIS, including our scientists, are in no hurry to comment. It is well-known that unscientific and inhuman activities are aimed at depriving a person of his identity, thinking, and inculcating ideas that turn him into a manicurist who unconditionally obeys any command. Albert Camus, a French writer, and Nobel laureate, said: 'ladi. Kaltabin ignores the evidence that disproves his views and puts forward ideas based on fabrication. The fanatic, on the other hand, seeks to exaggerate and distort today's notions and ideas. It's difficult to say which of them is more dangerous.[1] "

In Uzbekistan, the issue of the Eastern Renaissance has not been sufficiently developed to summarize local materials. When comes to the Renaissance in Central Asia, it should be considered an ancient culture that developed and enriched on the basis of the Islamic faith in the IX-XII centuries. In its long and complex history, Central Asia has seen many invasions and lootings, and fought for freedom and independence. The idea and movement for independence is not a denial of the cultures created by nations. Just as all cultural achievements of universal

significance have been creatively combined in Central Asian culture, at the same time, the culture of the region has effectively influenced and enriched the cultures of other peoples.

Based on the analysis of the available literature and ideas, the peoples of Central Asia can be divided into three periods of the National Cultural Awakening:

1. IX-XII centuries - the period after the Arab conquest.
2. The period after the Mongol invasion of the XIV-XV centuries.
3. The political and national, cultural renaissance of the early twentieth century and the post-Soviet period.

**Independence and National Culture** The events of the Renaissance are, in essence, inextricably linked. MM Khairullaev writes: "Independence and Awakening, Independence and progress are inextricably linked, it requires from us intelligence, knowledge, talent, activity, strength" [2].

The features of Renaissance culture in Central Asia are as follows:

- Aspiration to secular sciences, interpretation of religion and religious knowledge in the interests of society and people;
- Use of past and global spiritual and cultural heritage and values;
- Increased interest in the study of nature, society, and the universe, the growing desire to discover and use their secrets, and in this regard, the development of natural sciences;
- Increasing the role of reason as a criterion in cognition, mental cognition, rationalist method, and science;
- Love for man, striving to reveal his moral, intellectual qualities, abilities, and qualities, to pay more attention to the science of logic, cultivate a perfect man, to strive to create a mature team;
- The predominance of the moral theme in religious ideas and teachings, human behavior in religious ideas, the dominance of the mind, the achievement of inner spiritual maturity and spiritual growth;
- Understanding, description, poetry, philology, high development of art culture, rhetoric, rhetoric become an important feature of culture, understanding the socio-moral power of folklore and written literature[3].

The importance of the development of human spirituality has always been in the minds of scholars. In particular, Nizami Ganjavi's *Iqbolnoma* states that when Alexander blocked the Gog and Magog roads in the north with stone walls, he continued on his way, and his beliefs were based on truthfulness and honesty. The property comes to a prosperous country where everyone is equally distributed. The country is ruled without a king or governor. Alexander asked, "Why don't you have a king?" "Because our people are content and religious, they don't quarrel with each other over wealth, so there are no thieves or robbers," he said. We do not pursue lust, we work equally, and we enjoy the harvest equally. One hundred bushels of wheat will return to us. God has blessed us, and we live in reliance on God. We are free from gossip and jealousy, and we blame ourselves, not others. We are all proud, we are kind to the whole world, and we do not care about the wealth of others. So what do we need a king for? The king is needed to prevent conflicts, reconcile classes, to catch and punish thieves and liars. We have no quarrels and no thieves." [4] This answer surprises Alexander. According to Nizami, the society he dreamed of,

seeing the happy mood and contentment of life, exemplary behavior, hard work, creativity, and solidarity with the people of Alexander, who wanted to introduce justice, equality, and good behavior on earth. realizes that it is a country. He points out that it is possible to achieve contentment and prosperity in a Nizami society by stating that Alexander encountered good people and a just society, renounced worldliness, and followed the path of prophecy.

It is no coincidence that the rise of culture in the Central Asian region in the IX-XII centuries, the cultivation of great thinkers who amazed the world, has been historically regarded as the cradle of scientific enlightenment and scientific discoveries. Medieval historians and tourists report that during this period, Central Asia's economy and trade flourished, beautiful cities flourished, and science flourished. Monumental architecture, fine arts, painting, and music flourished, and libraries flourished[5]. Sources say that at that time "Bukhara had palaces with high stone walls, hotels decorated with various paintings, skillfully built gardens, alleys, swimming pools." Abdul Wafa al-Buzjani, in his book *On the Necessary Aspects of Geometric Rules for Craftsmen*, tells about various patterns using different geometric methods, ways of making building decorations, the experience of builders, and artistic methods. Other sources give information about the fine arts of this period, especially portraiture[6].

Archaeological excavations and manuscripts show that music and musicology were also widely developed at that time and were considered an integral part of mathematical science. The great scholar of this period, Abu Nasr al-Farabi, is the author of the book "Great Music", which is devoted to the analysis of the theoretical foundations of music, the many, the instruments, the criteria and terms of musical culture. ("Kitab al musiqi al Kabir"). These two chapters, devoted to the theory of music in the medieval Muslim East, consisted of 3 books. In addition to "Great Music", Farabi is the author of "A Word About Music", "A Book on the Order of Rhythms", and "On Additions to Rhythm"[7].

During the Renaissance, the emphasis on raising national culture rose to the level of public policy. The first rulers of the newly independent Samanid dynasty realized that full state independence was impossible without stabilizing national cultural values. While not banning the creation of fiction in Arabic, the Samanids fully supported authors who wrote in a language understood by the common people. The Samanids not only sponsored the literary community, but all scholars, and created a huge library that competed with the Sheraz library. According to the great scholar Ibn Sina, the library was multi-room, with Arabic books in one room and books on fiqh in another. In this order, each room has a collection of books on a particular field of science. The rise of book writing, the art of calligraphy, its decoration, and its illustration with patterns led to the development of the art of painting.

The persecution of religion and believers has brought great destruction to the spiritual culture of the people. With the establishment of the administrative order, the scientific approach to religion began to be rejected. The worldview of religion and atheism was replaced by a political confrontation. The rule that "religion has no place in socialism, religion is alien to it" prevailed. Thus, the negative attitude towards religion turned into violence against him. Most Uzbek priests were sent to prison camps in the 1930s. Almost all mosques and madrassas have been closed in the past, despite being centers of religious ceremonies and cultural, scientific, educational, and artistic centers that have preserved and enriched the nation's great heritage. In the post-Soviet period, the contradictory tendencies of progressive and regressive development in the cultural life of the Republic became more and more pronounced. In the 70s and first half of the 80s, as in other areas, there was a crisis in the spiritual life of Uzbekistan, but at the same time during these

years, the culture of the republic has achieved certain successes[8]. The network of cultural and educational institutions has significantly expanded, their material and the technical base has been strengthened, the general level of education of the population has grown, and the ranks of creative intellectuals have increased. Many wonderful works of art, theater, and music have been created. A large group of talented young people joined the development of culture and art, and the sense of national identity began to grow.

**Conclusion.** The use of principles such as classism, partisanship, and the dominance of ideology over art in the evaluation of spiritual and artistic phenomena, and the predominance of socialist realism in literature, created a mechanism that hindered the development of culture and art. These principles were enforced under the pressure of the party's unlimited totalitarian rule. In the spiritual sphere, on the one hand, there have been significant changes, and on the other hand, there has been a crisis. With the strengthening of the command-and-control system of the management of the spiritual sphere, blind obedience to the authority of opinions and evaluations became more interference in creative activity, depriving creativity of even the simplest freedoms. Commanding the spiritual life by command, ideological constraints, the barrier mechanism, the contradictions in cultural policy, and the denial of the needs of the spiritual realm have defined the crisis in the spiritual life of society.

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## THE HOMELAND IS AS SACRED AS A SHRINE

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### ABSTRACT

*In the history of mankind, such concepts as the motherland, the homeland, and the motherland are sacred. Because in these concepts, the place where a person is born and raised, the place where his family lives, the sacred place where his ancestors lived, and the place where the spirit of his ancestors took refuge - in the land.*

**KEYWORDS:** *Homeland, Sense Of Homeland, Patriotism, National Consciousness, National Pride, National Pride, Universal Values.*

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### INTRODUCTION

At the beginning of humanity, a homeland was a place where this group of people lived in the form of clans, tribes, and later became a nation, formed as a nation. In this space, the man began to call nature "home," changing it with his labor, activity, consciousness, and mind. "Homeland, Motherland" is the place where people live, where their descendants and ancestors were born and raised, and where they live. Homeland is used in a narrow and wide sense. In a broad sense, it is a whole nation, a region where their ancestors have lived since ancient times. In the narrow sense, it means a house where a person is born and raised; a mahalla; a village. Having a home and a shelter also means having a homeland [1].

The concept of homeland in the broadest sense represents a multifaceted spatial association. Due to the nature of the location of this place on the ground, for a person, the homeland is a specific region, country, state, or country where the population lives. The concept of homeland in the narrow sense is the area where the family is born, a particular place where their relatives, parents, and relatives live, is a village, district, city, region, or country. In short, the homeland is the place of residence of a person belonging to a particular ethnic group, a place that reflects the history, culture, values, religious beliefs, language, literature, and art of this ethnic group. The concept of homeland in many cases reflects the sanctity of spiritual and moral values. In order to further reveal the essence of the concept of homeland, it is important to study the interpretation of the national and spiritual values of each people, nation, and ethnic group in relation to the region in which they live. On the other hand, the recognition of the natural and geographical resources of the region, land, water resources, subsoil resources, and the recognition of legal ownership rights over time, expanded the meaning of this concept. In certain periods of human history, mankind has lived in a certain area, used its natural resources, rendered them unusable, and built a place in new territories. A particular group of people, tribes, clans, nations, peoples, consolidate their ownership rights for a particular territory. Over time, a person realizes that the



place where he was born and grew up, his family, family members, relatives are valuable to him, and recognized this area as the highest value. formed the obligation to protect, to strive to preserve their offspring, to respect, preserve, protect the natural resources of their territory, to protect them from natural disasters, wild animals, enemy invaders. Thus, when man was born, he considered it his duty to take care of every inch of land, every handful of soil, every drop of water, every branch, and to accept the concept of the Motherland as the most sacred place of worship.

It is known from the history of mankind for centuries that the Motherland has been accepted as the greatest blessing for man. Man can not only use the natural resources of the region in which he lives but also change them, and create material and spiritual blessings. The use of them, the formation of the ability to apply them to life, and the creation of cultural artifacts meant that this space is extremely valuable for man. The combination of the symbol of the homeland with the symbol of the Mother shows how sacred this concept is. For this reason, for centuries, it has been a high duty for a person to defend his homeland, to sacrifice his life in defense of the homeland. In the ancient East, especially in the history of the peoples of Central Asia, the spiritual courage of Shirak, Muqanna, Spitamen, Tumaris in defending their country from enemy invaders is inherited from ancestors. In explaining to our youth the great power of the concept of homeland, it is very important to reveal the essence of the highest example of patriotism, loyalty to the motherland, infinite courage in the spiritual image of those who sacrificed their lives, even the lives of their children.

Homeland in the history of socio-philosophical thought. is interpreted in relation to the concepts of hand, country, people, nation, country, country. The essence of these concepts is solidarity. We know that Uzbekistan is the homeland of more than one hundred and thirty nationalities and ethnic groups. Our people are united around the idea of building a single - humane, democratic, civil society in our country to ensure the well-being and free labor of all nations and peoples, to lay the groundwork for meeting their needs and interests, to prevent any chauvinistic, nationalist, separatist movements. From time immemorial, solidarity, solidarity, kindness, harmony and peace have been glorified in our people. Such national values have been passed down from generation to generation. In the wisdom of Ahmad Yassavi, one of the representatives of mystical teachings, the mother earth, its soil is glorified in every way. Everyone who understands himself must respect the "soil" in which he was born and grew up, and receive his blessing. Respecting one's own land means respecting one's motherland. He who does not value the blood of his own navel is evil and greedy. The memory of a man torn from the ground will not be a friend or a brother.

It is known from the history of mankind that a nation deprived of its national soil and roots has no future. The history of the homeland is inseparable from good and evil. Both the prosperous period of the Timurids and the years of Soviet rule, when the country was in the throes of colonialism, are our history. The spiritual pillar of the homeland is its spirituality. To prove our point, let us make a socio-philosophical analysis of the spiritual sphere of society. We know that the spiritual sphere of society consists of various forms of social consciousness. They include understanding and feeling the world in a practical but unsystematic way, as well as a creatively reworked, intellectually systematized set of ideas. We call the first the daily level of social consciousness and the second the theoretical level. But it should not be forgotten that a person, in addition to acquiring different knowledge, also forms his own attitude towards this knowledge, that is, determines their value. From this point of view, the knowledge, feelings, moods and

attitudes of a person to everyday life are reflected in social psychology, a theoretically systematized set of humanistic, creative ideas and perceptions, as well as the spirituality of a person's attitude to them. A country that renounces its spirituality, history, national culture, national values will face decline, because such a society will have renounced self-defense. One of the ways to protect our youth from the ideas of individualism and egocentrism, which are typical of the Western way of life today under the guise of "mass culture", is spiritual education. This means that the main factor in the formation of patriotism is to inculcate in the minds of our youth in the process of education and upbringing the need to have our own spirituality in order to protect ourselves from ideas that contradict our lives. One of the spiritual pillars of the homeland is interethnic harmony, in which democracy is a humanistic principle. One of the important features of the perfection of a person living in a multinational society is the formation of a spirit of devotion to universal values. Commitment to universal values is reflected in the culture of interethnic relations. So, one of the stable elements of the personality aspect is self-sacrifice. It is manifested in the deepening of obligations to the Fatherland, in acting in accordance with it. It must be acknowledged that the feeling of love for the Motherland, and patriotism is proportional to the opportunities and conditions created for the individual in society. Patriotism is also high in a country that respects its children and aims to meet their needs.

At a time when ideological struggles are in full swing in the world, it is of great social and educational importance to cultivate patriotism in the youth of our country, to instill in them the spirit of devotion to the Fatherland. In the process of globalization, which is one of the main trends of modern civilization, it also has an impact on spiritual and ideological processes. In today's world, the human mind is using new technologies of mobilization, that is, ideological manipulation, in order to absorb certain destructive ideas into the worldview, control its activities, to achieve its own selfish goals. There are also cases when various extremist groups in the world try to achieve their goals by inculcating religious fanaticism in the minds of young people. Unfortunately, such cases are also observed among our youth. Especially, some of our young people are exposed to such destructive ideas, which leads to a negative attitude towards their homeland. One of the main tasks of the educational and upbringing process is to educate young people in the spirit of patriotism and devotion to the motherland.

The structure of national consciousness consists of attitude to the Motherland and national values, national pride, understanding of national interests, national psyche, and so on. Among them, the national character in particular plays an important attribute role. This concept reflects the specific aspects of the historical development of the nation, the characteristics of its economic activity, socio-cultural development, and geographical environment. The same situation leaves a bright mark on the psyche, activities, habits, tastes, morals, and culture of thinking of the representative of the nation. Naturally, as the life of a nation changes, so does its national character. Nevertheless, how stable it is, it gives a special character to people's culture and spiritual activity.

National consciousness is in a sense also historical consciousness because it is formed under the influence of historical knowledge. A sense of the nation's own history is an important attribute of national consciousness. The future of a nation that does not know its history will not be bright. However, this does not mean that a nation with a long history has a bright future. Otherwise the standard of living in countries like Egypt, India, China should have been the highest today. Rich history is just one of many factors that ensure the future. Unfortunately, during the years of Soviet rule, the history of the Uzbek people was misinterpreted. As a result, our citizens did not

have a full knowledge of the original Uzbek history. This situation, in turn, has led to the fact that today's youth do not have enough knowledge and understanding of the history of the homeland.

National consciousness is one of the important factors in the development of national culture, because through it the nation realizes the essence of its interests, history, relations with other nations. National culture is a concrete-historical form of universal culture. It serves as a force that ensures the integrity of the nation, the integral connection between ancestors and generations. The lack of attention to national culture in the recent past is nothing new. In an environment where the main focus was on the formation of the culture of the Soviet people, the development of national culture was not allowed. National consciousness, in a word, finds expression in nationalism. After all, what unites people into a nation is a biological, not a social factor, because a nation does not have a common blood group, a common "biology", although it is very difficult to imagine a nation as a whole ethnos without social factors such as language, psyche, culture. Therefore, when thinking about the life and future of the nation and people, it is necessary to pay attention to social factors in the first place. It is this set of social factors that constitutes nationality.

One of the common trends observed in all spheres of human social life today is the transition from a path of extensive development based on quantitative indicators and regional expansion to a path of intensive development based on qualitative indicators, requiring diversity of life, rational use of natural and human resources. In this context, the focus is on the development of national values, the glorification of nationality. Nationality is a set of characteristics that distinguish a particular nation and ethnic group from others. It arises as a reflection of the conditions and way of life and includes all the riches pertaining to the material and spiritual life of the nation. Nationality is especially reflected in the spiritual and domestic life, psyche and culture of the people. Patriotism is nurtured in young people through the formation of national pride, honoring the memory of their ancestors, knowing the historical culture of the country where they were born, studying the scientific heritage of their people, forming a sense of being a worthy generation.

## **CONCLUSION**

In the formation of national consciousness, national pride, national pride in the minds of young people, it is necessary to reveal the essence of the concepts of distinguishing the concept of nationality from nationalism. Because nationalism is a destructive idea in its essence. Nationalism has an antihumanist character and not only has a negative impact on interethnic harmony, peace and stability in the country, but also causes a crisis in the development of society. Therefore, fostering commitment to national and universal values in the minds and activities of young people is one of the conditions for the formation of a harmoniously developed human personality.

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## THE IMPORTANCE OF HYDROPONICAL GROWING BARLEY GRAIN IN FEEDING PREGNANT SHEEP

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### ABSTRACT

*In order to study the live weight of lambs obtained from hydroponically grown barley grass in the 2nd stage of pregnancy of local sheep, experiments were conducted on the farm "Yusuf Imomtepa yerlari" in Nurabad district of Samarkand region. It is necessary to organize a full-fledged feeding of sheep. The last 2 months of the breeding season for local sheep are January-February. In winter, pasture yields are low, in the second period of sheep breeding, metabolism is 15-20%, energy requirements are 30-40%, and the demand for vitamins and Ca, P is doubled. One kg of barley grain is grown for 5-7 days and yields an average of 6-8 kg of green grass. Hydroponics is characterized by high digestibility of foods rich in carbohydrates and vitamins.*

**KEYWORDS:** *Pasture, Yield, Weather, Product, Wool, Meat, Weight, Milk Yield, Udder.*

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### INTRODUCTION

In order to meet the needs of the population of the republic in mutton, it is necessary to increase the number of local and Hisor sheep breeds and to establish farms. It is also a matter of time to increase the productivity of pastures and increase the number of high-nutrient plants in sheep feeding, and to use new technologies in sheep fattening. Presidential Decree No. PQ-120 of February 8, 2022 "On measures to further develop animal husbandry and strengthen the fodder base" was adopted. Decree of the President of the Republic of Uzbekistan dated 28.01.2022 No. PF 60 on the new Development Strategy of Uzbekistan for 2022-2026. Section 3 of the decree sets out a number of tasks to strengthen the fodder base for Goal 32.

Considering that sheep are mainly grazed on pastures, feeding them with additional nutrients satisfies their need for nutrients. The main purpose of feeding in the 1-3 months of pregnancy is to ensure that their obesity is moderate to high, as well as the growth and development of the fetus. If the obesity is below average, 0.2-0.3 nutrient units are added to the norm.

Scientists of the Republic M.A.Oripov, N.T.Urmonov (2021) said: "In addition to expanding the area of fodder crops, increasing crop yields, increasing pasture productivity, popularization of hydroponic fodder production will ensure high efficiency in strengthening the fodder base."

Sh.S.Djuraev, N.Yu.Sharibaev, M.Ismanov, B.Makhmudov, F.Khudayberdiev, R.Sharibayev said (2020): "Herbs grown by hydroponics are rich in vitamins, micro and macro elements. It is a nutritious food and can provide 75% of protein and vitamins for all animals. 85-90% of nutrients are well digested. Foods grown in the hydroponics method can be called "dietary food".

Given the rapid growth of the fetus in the last 2 months of pregnancy, it is necessary to organize a full-fledged feeding of sheep. The last 2 months of the breeding season for local sheep are January-February. In winter, pasture yields are low, in the second period of sheep breeding, metabolism is 15-20%, energy requirements are 30-40%, and the demand for vitamins and Ca, P is doubled. One kg of barley grain is grown for 5-7 days and yields an average of 6-8 kg of green grass. Hydroponics is characterized by high digestibility of foods rich in carbohydrates and vitamins.

**The scientific novelty of the experiment.** In our scientific experiment, the aim was to study and analyze the live weight of lambs obtained at the 2nd stage of pregnancy by feeding local breeds of sheep with hydroponically grown barley grass.

**Object of the experiment.** The experiment was conducted on the farm "Yusuf Imomtepa yerlari" in Nurabad district.

**Purpose and methods of the experiment.** To solve this problem, in our research, we aimed to feed on hydroponically grown barley grass. After grazing, the sheep were fed 1.5 kg of hydroponics per day to the experimental sheep and 200 g of barley groats to the control group.



**Figure 1. Barley grass (Vegetation period 6 days)**

**The results of the study.** Twenty of the local pregnant ewes in the herd were isolated. In terms of age and live weight, 10 of them were divided into two groups by analogy. The first group was defined as the control group, the second group as the experimental group.

For 60 days, the 2nd stage of pregnancy of local pedigree sheep was studied.





**Figure 2. The process of growing barley grass**



**Figure 3. The process of preparing barley grass for feeding.**

**TABLE 1. THE NUTRIENT CONTENT OF THE FEED IN THE RATION OF THE EXPERIMENTAL SHEEP.**

(N= 20)

№	Feed type	Composition in 1 kg of dry matter Al.Energy (MDj)	The composition of 1 kg of dry matter is crude protein (gr)	Control group		Experimental group		During the experiment	
				The daily amount of nutrients per head (kg)	Total nutrients consumed in 60 days (kg)	The daily amount of nutrients per head (kg)	Total nutrients consumed in 60 days (kg)	Al.En ergy(MDj)	Crude protein (gr)
1	Barley porridge	13,1	132,9	0,200	120	-	-	1336,2	13555,8
2	Barley grass	12,0	206,87	-	-	1,5	900	2268	39098,43

According to the table, during the experiment, sheep in the control group were given 0.200 kg of barley grain per head as a supplement, a total of 10 sheep were fed 120 kg of additional barley grain per 60 days, total exchange energy (MDJ) was 1336.2, crude protein was 13555.8 g.

Sheep in the experimental group were given 1.5 kg of barley grass as additional feed per day, a total of 10 sheep were supplemented with 900 kg of barley grass per 60 days, total metabolic energy (MDJ) 2268 crude protein 39098 , 6 gr. In our analysis, the sheep in the experimental group consumed 931.8 metabolic energy (MDJ) and 25,542 g of crude protein.



**Figure 4. Experimental sheep**

**TABLE 2. AVERAGE LIVE WEIGHT OF LAMBS, KG**

№	Groups	n	Live weight, kg M±m	σ	Cv%
1	Control group	10	4,60 ± 0,1	0.33	7.2
2	Experimental group	10	5.012 ± 0,06	0.19	3.83
P<0,01					

According to the table, the live weight of lambs in the experimental group at birth was 0.412 kg higher than in the control group.

### CONCLUSIONS

The results of the experiments showed that in order to meet the nutrient requirements of pregnant sheep for the last two months, feeding with barley grass grown by hydroponics is more nutritious than barley groats.

Feeding the ewes with barley grass grown by hydroponics satisfies the digestion rate of the green mass and the need for vitamins and trace elements.

The live weight of lambs born to the experimental group was higher than the live weight of lambs born to the control group.

The short growing season (7-8 days), the availability of production in the desired climate, season and location, the possibility of growing green mass only by wetting the grain without processing, provide sheep with green fodder in the winter. At the same time, sheep farming increases the economic efficiency of farms.

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## SIGNIFICANCE OF THE DEVELOPMENT OF TOLERANCE OF THE STUDENTS IN HIGHER EDUCATION

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### ABSTRACT

*It is believed that university teachers should train not just competent specialists, but educate each student as a spiritual, active bearer of the norms and values of culture, language, recognizing the rights and freedoms of other citizens, because education is the entry of a person into the world of science and culture. This article provides information about significance of the development of tolerance of the students in higher education.*

**KEYWORDS:** *Tolerance, Higher Education, Development Of Tolerance, Tolerant, Pedagogical Communication, Culture.*

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### INTRODUCTION

The process of teaching foreign languages to modern students contains a unique pedagogical potential for the spiritual, moral, aesthetic, and labour education of the younger generation. He introduces students to the samples of world and native cultures, includes them in the dialogue of cultures. Teaching foreign languages has a clearly defined cultural orientation. Patriotism and culture of interethnic relations are closely linked.

The problems of spiritual and moral education are considered in the studies of such teachers, psychologists, and philosophers as V. A. Belyaeva, N. A. Berdyaev, P. P. Blonsky, S. N. Bulgakov, V. P. Vakhterov, K. N. Wentzel, Z. V. Vidyakova K. D. Ushinsky and others.

A foreign language, like no other subject, is open to the use of content from various fields of knowledge, the content of other subjects. When learning foreign languages, students need to study and assimilate: a) world culture, national cultures and social subcultures of the peoples of the countries of the studied language and their reflection in the way and style of life of people; b) the spiritual heritage of countries and peoples, their historical and cultural memory; c) ways to achieve intercultural understanding.

Among the topics discussed during the study of foreign languages, there are many pressing problems.

Among them stand out such as the problems of tolerance, the problems of the modern family, the problems of charity, the problems of protecting the environment, the fight against drugs, the problems of materialism and national culture, the problems of poverty and others.

At a foreign language lesson, students get acquainted with the history and traditions of the countries of the studied language, master a different culture. And through acquaintance with another life, they can project their own life. An important aspect of such classes is the increase in the volume of knowledge about the peculiarities of the culture of their native country, as well as the history of their city, their region.

Higher education involves the training of highly qualified specialists in various fields of science and technology. However, university graduates become not only skilled workers, but also perform social functions.

Becoming participants in social relations, they perform new functions, are carriers of culture. Important for a specialist in any field is the ability to interact with other people. A good specialist is a specialist who is not only well versed in physics, mathematics or chemistry, but also knows how to “get along” with other people, knows how to find a compromise, listen to the opinion of another.

Currently, the political and economic situation in the country has changed somewhat. Interest in higher education, getting a specialty at a university has now increased incredibly. This is evidenced by large competitions in state and commercial universities. That is, the change in the political and socio-cultural situation in the country was an incentive to receive higher education.

The question of the need to take into account the component of tolerance in teaching university students, as well as the possibility of a foreign language for the education of tolerance among students, is considered.

Therefore, the understanding of the need to study at a university today is indisputable. We believe that university teachers should train not just competent specialists, but educate each student as a spiritual, active bearer of the norms and values of culture, language, recognizing the rights and freedoms of other citizens, because education is the entry of a person into the world of science and culture.

To achieve these goals, an important component of teaching and educating students is, in our opinion, tolerance. Translated from Latin, "tolerance" means patience, indulgence. Tolerance can be considered in different directions, for example: students' tolerance in relation to the subject, then the question is how to interest the student in this or that subject; teacher's tolerance for students - this is not discussed in this article. It is assumed that the teacher must have certain ethical standards of behaviour, tact, etc.; tolerance of students towards each other. The last aspect seems to us the most relevant and interesting for discussion.

At the General Conference of UNESCO in 1995. The Declaration of Principles of Tolerance was approved, according to which “tolerance is respect, acceptance and a correct understanding of the rich diversity of cultures of our world, our forms of self-expression and ways of manifesting human individuality”. [3;95]

In modern curricula, we can hardly find anything that would directly serve the education of philanthropy. The most important source of the formation of tolerance is the pedagogical communication between the teacher and students.

Here one should keep in mind not only classroom studies, but also extracurricular work, as well as the management of diploma and course projects, practice, etc.



One cannot but agree that the educator himself must be educated. Therefore, special requirements are imposed on the personality of the teacher. He must be tolerant, humane, tactful, and correct in everything. The educational and upbringing process should be based on cooperation, co-creation. Moreover, a modern teacher must combine innovative and traditional forms and methods of organizing educational and educational activities, that is, to be a specialist in his field of science and a good psychologist and teacher.

The teacher should contribute with his knowledge and life position to the establishment of the principles of tolerance. A wise teacher should know and be able to rally students, bring them together in the educational process, and introduce them to the universal values of culture. However, a study group of students can be organized from different social strata of the population, and even different ethnic groups. Tolerance implies a tolerant, respectful attitude towards the opinions of others, the ability to conduct a dialogue, mutual understanding, and the formation of a sense of empathy with other people.

The widest opportunities for communication and the formation of tolerance among students open up in the classroom in a foreign language.

Students, studying a foreign language, master not only language units, but also master linguistic, regional, cultural and sociolinguistic material. Since for the successful study of a foreign language, practical mastery of a foreign language is important, i.e. communication, students learn the perception of the interlocutor, independent judgment, the ability to conduct a dialogue. Consequently, the teacher has the opportunity to form in students the ability to build relationships based on tolerance. For this, discussions, round tables, conferences, role-playing games on topics studied within a particular specialty can be used.

Thus, some conclusions can be drawn:

1. A university graduate should not only become a specialist in a particular field of knowledge, but also be able to build constructive relationships with other people.
2. Teaching material should be organized in such a way that it teaches students to engage in dialogue, to hear the opinions of others, to be tolerant and respectful of others.
3. A university teacher, as a teacher and educator, must himself be literate, educated, and have tolerance.
4. Learning a foreign language contributes to the development of tolerance.

Therefore, when organizing the educational process, university teachers need to use the tolerance component. In the course of mastering the language, professional theoretical knowledge is improved, as well as educational and organizational, educational and intellectual, educational and informational, educational and communicative skills. The study of a foreign language contributes to the moral and aesthetic development, has an impact on the spiritual development of the individual. In modern society, knowledge of a foreign language increases the rating of a specialist in any industry, makes him competitive, and creates conditions for comfortable performance of professional duties.

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## STUDENT'S PERCEPTION ABOUT EMPLOYABILITY COURSES LED BY CORPORATE PRACTITIONERS: AN EXPLORATORY STUDY

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### ABSTRACT

*With the dynamics of changing business world, the concept of employability came into existence which introduced the present study to measure the willingness of higher education institution students to participate in the employability courses. The study makes use of primary data for finding the answers to the required objectives. For this purpose, a structured questionnaire was floated amongst the students of Delhi NCR and in total 189 responses were recorded for the empirical investigation. The results of which indicate that the majority of the students are willing to participate in the industry led employability courses to enhance their current skills and knowledge. Moreover, the results indicate the students are also willing to pay the premium for such employability courses of industry professionals. The findings of this study have implications for the corporate houses and the academic institutions for designing the optimal courses which can help in enhancing the skill sets required for attaining employability by students in the current market.*

**KEYWORDS:** *Employability, Perception, Higher Education Institution, Students, Corporate Practitioners.*

## INTRODUCTION

The concept of employability of the students has emerged as an important area of discussion among the higher education institution and the global business world. The dynamics of the current business environment reflects the importance of education in employability of the higher education institution students (Gandhi et al., 2021). The soft skills deficiency among such institution students like communication, teamwork, problem solving skills and increase in the supply of such unskilled higher education institution students may lead to increase in the competition of graduate jobs in the market (Newton, 2015; Pitan and Adedeji, 2012). Therefore, it is mandatory to enhance the employability skills of the higher education institution students along with their academic skills so as to cope up with the challenges of current business world and to gain the competitive advantage of graduate employment within the context of knowledge economy, globalization and competitive pressure. Considering employability as one of their central objectives, higher education institutions are supposed to train and develop their students so as to cater the demand of the current workforce in the market (Harvey, 2003). In this view, Hossain et al. (2021) has confirmed that technological mastery, reading, comprehension and numeracy indexes had a significant influence on the performance of the students. Also, the authors have revealed that the cultural awareness has an impact on employability of the institution students. So, employability can be considered as a most essential aspect of modern higher education system, which enforces them to work on the soft skills and other than the academic skills of the higher education institution students to meet the current demand of the workforce in the global business world.

According to the latest reports, an undergrad in engineering and technology has the highest employability percentage with 47 percent followed by Masters of Business Administration (MBA) with 46.59 percent. On the contrary, graduates in computer applications have the lowest employability rate with 22.42 percent (Statista Research Development, 2021). The primary reason cited for the low employability percent amongst the Indian graduates are lack of clear perspective, no practical application, and basic experience and communication skills. However, India's education sector is expected to reach US \$35.03 billion by 2025. Also, India was ranked 34 among the 100 in the English proficiency index 2019. Moreover, in 2020-21, there were 9700 total AICTE approved institutions, who were making India the largest network of higher education institutions in the world (IBEF, 2021).

So, in order to meet the above expectations in real world, it is required to measure the willingness of the students towards participation in the skill enhancement courses. Therefore, taking this view point into consideration, the present study is an attempt to measure the willingness of the higher education institution students to participate in employability generation short-term courses of the corporate practitioners. And, the findings of the present study will have practical implications for the institutions in designing the curriculum that will make their students job ready. Also, it will be of immense use for corporate houses for hiring and recruiting the best candidate as per their needs.

So, the objective of this study is:

- To measure the willingness of higher education institution students to participate in the corporate led short-term courses for employability.

Considering the above objective this study is organized into five sections; Section 2 illustrates the previous studies on the subject and Section 3 provides the research methodology adopted in the study. Section 4 presents the data analysis, findings and discussion, which is followed by the conclusion and research implications in Section 5.

**LITERATURE REVIEW**

The below table gives a summarize view of the past related studies and researches of the area of employability, which reflects the importance of skills development of graduate university students for their employment and how much it is essential to meet the current business workforce demand.

S.No.	Year	Authors	Objectives	Data & Research Methodology	Major Findings
1	2009	White and Barraclough	To understand the impact of employability with integrating real world experience in the curriculum.	Exploratory Research and questionnaire	Students get motivated in the subjects where they are getting the real-world experience so that they can indulge themselves in such activities that can help to enhance the employability development skills of the students. The finding of the research shows that the real-world experience of students affects the behaviour of students towards learning. Hence the learning environment helps in engaging students towards developing their skills and increasing knowledge which will impact the employability of students effectively.

2	2012	Andrews and Russell	To understand the impact of employability skills development on staff perception	Survey Method is used to collect data from staff	Formation of relevant strategies to understand the effectiveness of the employability skills on staff perception came up as the challenge in the study. Therefore, author suggested that critical focus should be given to the implementation of strategies effectively in-order to improve the perception of staff. The shaping up of strategies effectively will lead to development of skills efficaciously in staff perception.
3	2014	Wilton	To identify the key aspects of student's employability for recruiters.	Exploratory Research including expert interview method	There should be proper match between candidate's attributes and recruiter's demand (i.e., potential organisational role). Individual's personal attributes and organisational fit plays a

					key role during selection decision.
4	2014	Qenani et al.	To measure the expectations of the students on employability development.	Qualitative and Quantitative Research applying regression	Self-awareness comes as the key aspect which helps in gaining the knowledge. University arranging programs for students helps in increasing the knowledge base of students and development of skills. Authors found the need of boosting self-perceived employability and therefore proper training sessions were managed for students.
5	2016	Ishengomaand Vaaland	To point out the activities that can increase employability of students by creating linkage between University and Industry.	Primary survey of 404 respondents included faculties, students and employees of petroleum industry.	Internships, industrial projects and the involvement of an industry expert in making an academic curriculum are the three activities that can significantly increase the employability of students.



6	2016	Oluyomi Susan Pitan	To study the role of student's involvement in Employability Development Opportunities	Exploratory factor analysis including primary research using structured questionnaire method on a sample of 600 respondents.	Employability Development Opportunities (EOD) can significantly enhance student's employability in a positive manner. Practical know-how about industrial scenario, work experience, career oriented education, etc. also have a significant impact on student's employability. Whereas, extracurricular activities don't have a significant impact on student's employability.
7	2017	Graham	To know the importance of attaching employability with academic courses for preparing students in their corporate transition.	Review of existing literature for 5year period.	Most recruiters prefer candidates having good academic grades because majority of students (seventy-five per cent) placed were having above first-class scores. IT skills, Communication skills and Team management skills were three most significant skills in employability of students. These skills are very significant for organisations, universities and students as well.

8	2017	Alvarez et al.	<p>To develop a model that can be utilised to study student's employability across various domains of higher education (i.e., Arts and Humanities, Science, Social and Legal Science, Engineering and Architecture, and Health Science)</p>	<p>A survey method was applied to estimate a model based on the perceived employability of students.</p>	<p>Personal factors of individual (i.e., generic skills, academic performance, personal circumstances and Contacts) can play a significant role in building self-confidence among the candidate. In addition to this, self-confidence is one of the most significant variables that can enhance perceived employability of a student.</p>
9	2018	Gedye and Beaumont	<p>To explore the employability of students pursuing higher education and to examine the student's knowledge about employability.</p>	<p>Mixed method survey on 63 students of Marine sports sciences.</p>	<p>Vocational skills, work management skills and career management skills are the three most intrinsic skills to the candidate. On the other hand, extrinsic aspects include market conditions and employer requirements/demand from the candidate. The study further states that the student's perception of their potential employability got clearer with time as they proceed into senior classes. For instance, a first-year student uses to analyse himself by the question "how employable I am to an employer" while the final year students believe that learning new skills and relevant experience are most important to fulfil their career aspirations.</p>

10	2018	Donald et al.	To understand the student's perceptions regarding cost and benefits of pursuing higher education in context to their employability.	Qualitative method including semi-structured interview of 387 university students.	Most students feel that higher education is financially beneficial for their employability. Students feel positive about their employability from personal perspective. However, they feel slightly less positive with the conditions of market regarding demand for jobs.
11	2019	Pouratashiand Zamani	To develop skilled graduates for labour market by improving their employability skills.	Both qualitative as well as quantitative methods are applied in the study.	The study grouped employability skills of students into three categories (i.e. basic, intermediate and advance). The study further mentioned five activities that can support the development of employability of students and these activities are - support, cultural, Informing, research and educational activities.
12	2019	Pitanandand Muller	To analyse the self-perceptions of students regarding the labour market of graduates (also considering the influence of gender).	Questionnaire method to collect data from 402 respondents (i.e., university students) out of which 166 were males and 236 were females.	Male respondents have high level of self-perceived employability. Final year students were also feeling more confident about their employability as they have more industry relevant skills than their juniors. The study also states that Self-perceived Employability (SPE) is highly influenced by Experiential learning activities (ELA). In addition, the University Reputation (UR) also plays a key role in the development of ELA.

13	2019	Gilbert and Wingrove	To analyse student's perception regarding their employability.	Quantitative approach of conducting research.	The students who experienced practical corporate situations in academic projects perceive themselves as highly employable. These students also have a higher score on Work Readiness Scale (WRS) which means they have developed stronger work-ready skills to handle larger projects. The study further states that 46 per cent of students believe that capstone course plays a key role in improving their WR skills.
14	2019	Belderbos	To understand the employability of international branch campus graduates	Amalgamation of survey method and interview method	Authors observed that the students found soft-skills and personal attributes as the most important factors for effective employability. Authors noticed that the development of training given to students for soft skills and personal attributes enhances the relevance of education in abroad.
15	2019	Nicolescu and Nicolescu	To develop a model of employability confidence for students	The model was developed using structural equation modelling	Authors observed four attributes of skills that have significant influence on employability of graduate students i.e. personal skills, professional qualities, transferable social skills and job seeking talent. Authors found these variables as the factors to enhance employability confidence whereas other factors such as individual transferable skills and

					corporate skills do not impact on employability confidence of students.
16	2020	Hossain et al.	To understand the marks of employability assets that affects students' employability	Blend of survey and secondary data analysis	Authors came up with three attributes that affects student's employability i.e., reading and comprehension, technological mastery and numeracy marks.
17	2020	Okolie et al.	To understand the functioning of career training programs to encourage student's development and employability	Qualitative research with help of interviews.	CTM i.e., Career training with mentoring helps in clarification of student's plans, ambitions, and interest. Programs were conducted to provide career guidance to students but were not that effective in case of graduates.
18	2020	Pitan and Muller	To understand student's perspective on employability development	Collection of primary data with sample size of 402 students	Students ranked the factors of employability development as first preference given to curriculum, then personal development planning followed by career development learning and work experience.

19	2020	Aliu and Aigbavaboa	To understand the impact of university and construction industry collaboration in developing employability	Through survey method with help of questionnaire of 204 respondents	University and construction industry program act as an affective programme to examine and mentor the students. Such program even helps in developing the skills in students before their bachelor degree. Authors found UIC activities i.e. University and construction industry collaborations activities as the reason for improvement of employability among graduate students.
20	2020	Rajput and Oswal	To explore the factors of workplace spirituality in academic institutions in Delhi(NCR).	Through survey method with help of questionnaire of 396 respondents	The empirical findings of the study reveal that the organizational commitment, job satisfaction, and work performance as important factors affecting workplace spirituality.
21	2021	Barkas et al.	To analyse the role of social capital and meta skills on employability	Conceptual research including illustrative primary data	There is significant impact of etiquettes, social capital and meta skills on employability of marketing students. The employability perception is varying according to the students' capabilities in UK university because every student has unique characteristics to attain the skills and grasp the knowledge according to their potential.

The above listed studies depict the importance of skills development of university students for the employability and the impact of such employability courses on university graduate students but none of the studies have been talked about the willingness of those university graduates about the learning of the university led short-term courses of employability. So, the present study



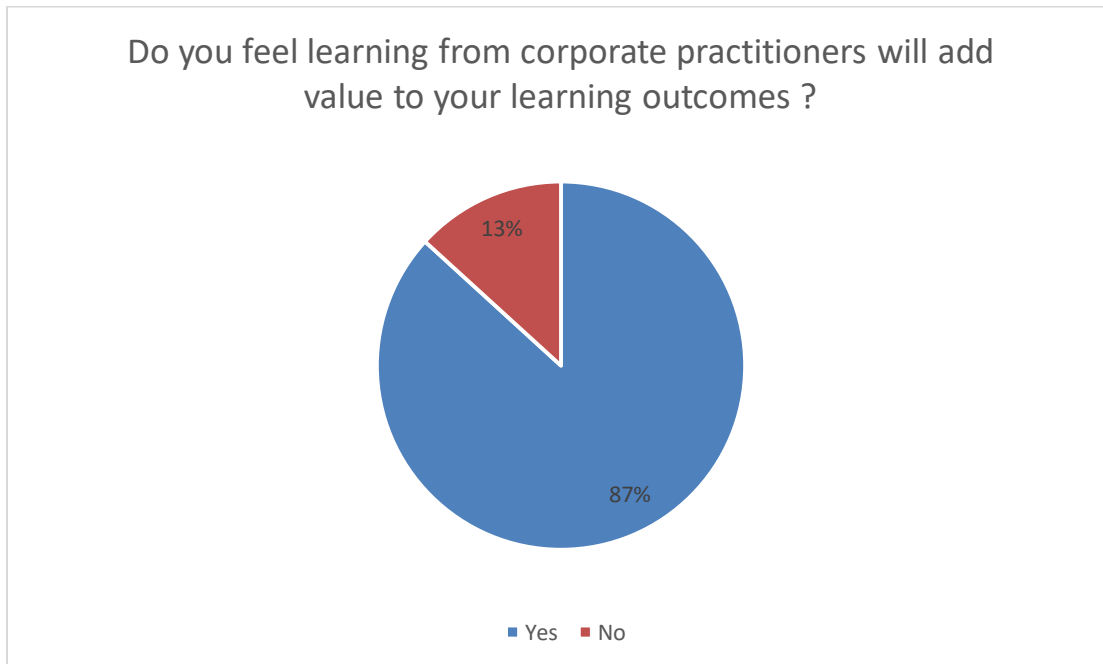
aims to fill this gap by measuring the willingness of university students to participate in the corporate practitioner led short-term courses for employability.

### **RESEARCH METHODOLOGY**

The present study is descriptive in nature and follows the methodology for quantitative results and findings of this study in the form of primary data collection method and descriptive analysis with the help of SPSS and MS Excel software. The questionnaire was made and circulated among the college students of BBA and PGDM courses. The simple random sampling method was used for sampling and considered sample size of this survey was of 200 respondents, but researchers were able to collect only 189 responses. The results and findings of the collected responses are presented with the help of charts, graphs and tables in the following section.

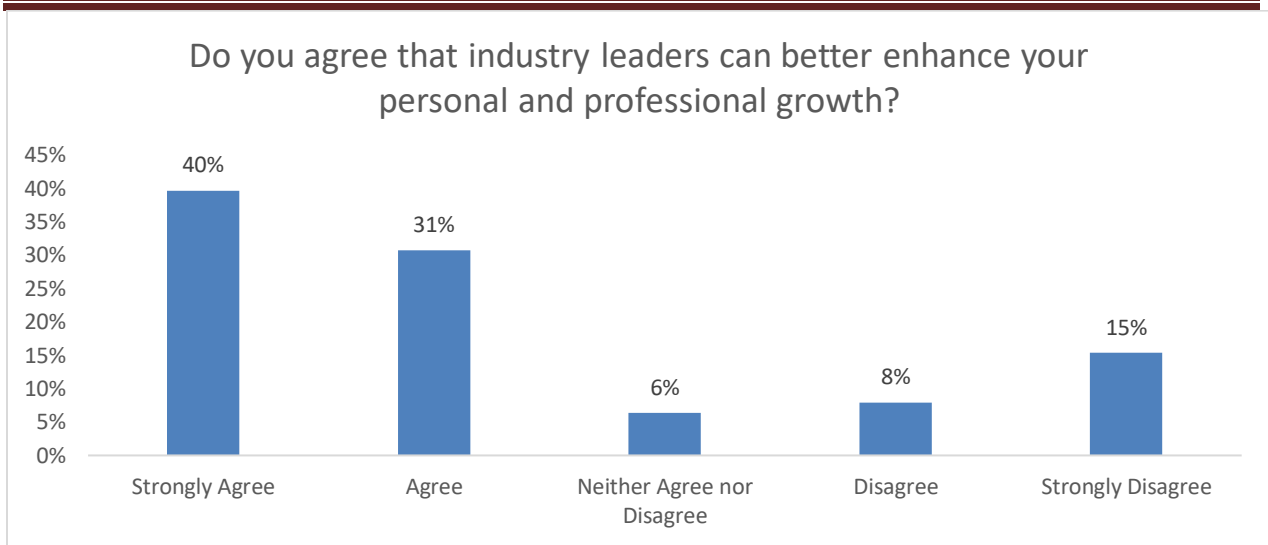
### **FINDINGS AND DISCUSSION**

This section discusses the empirical findings of the present study which enforces the following aspects of the questionnaire. Graphical and Tabular representation has been done to have a better understanding of results of the study. Below figure 1 is revealing the percentage of students who states about the value addition of learnings through corporate practitioners.



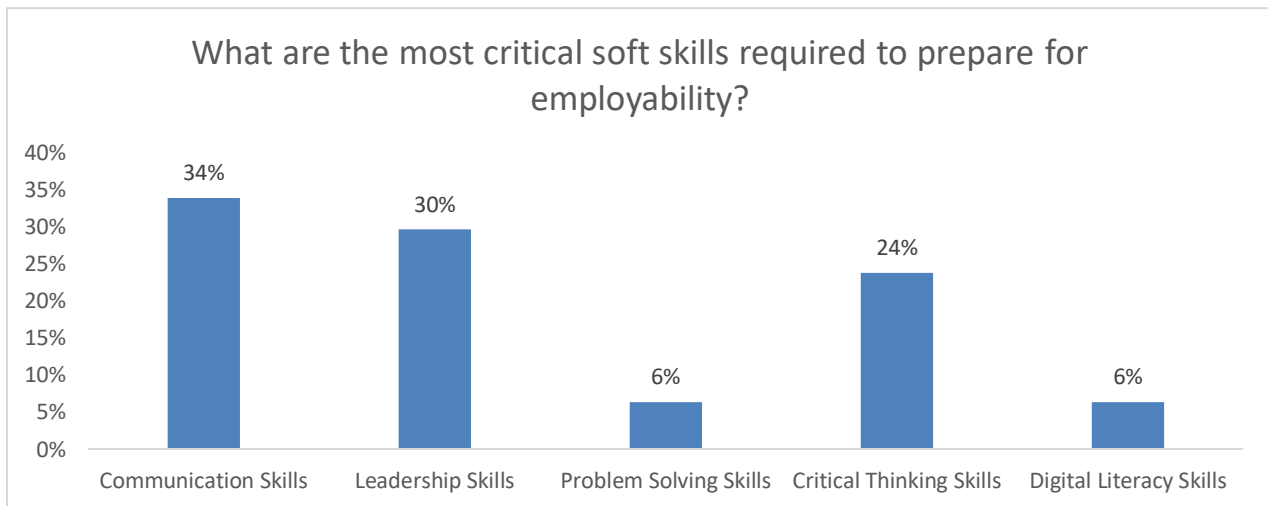
**Figure 1**

Figure 1 depicts that 87 percent of the respondents believe or feel that learning from corporate practitioners will add value in their learning outcomes. However, 13 percent of the respondents feel that corporate practitioners will not add any value to their learning outcome. Based on the empirical results, the authors recommend to provide corporate practitioners to add value to the learning outcomes of the students.



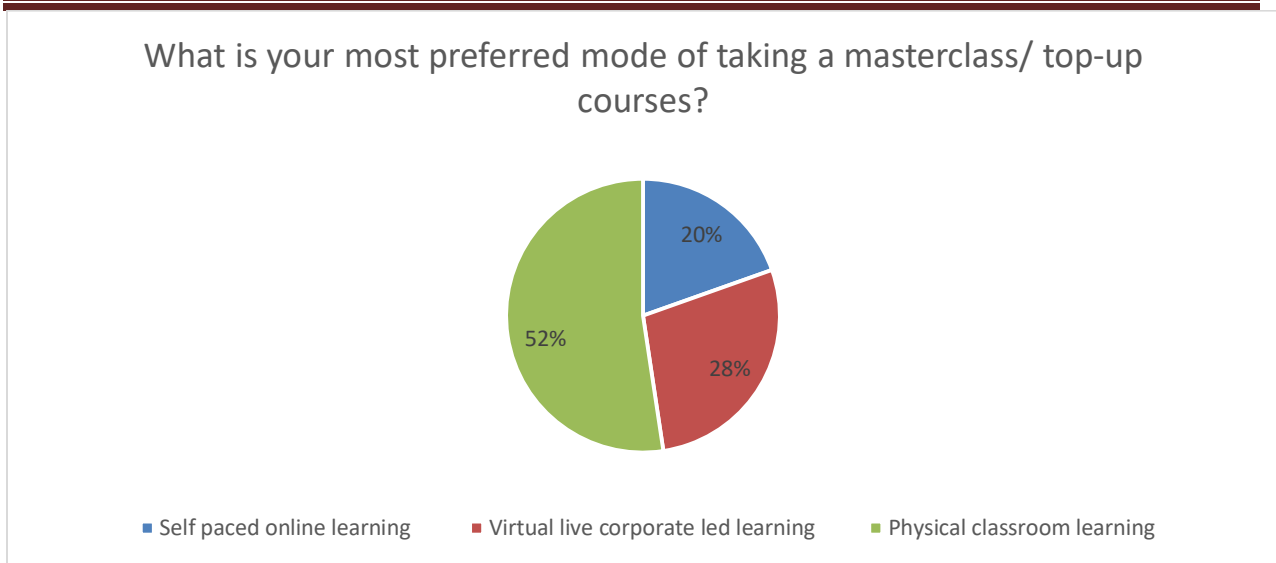
**Figure 2**

Figure 2 depicts that whether the respondents agree that the corporate practitioners can better enhance your personal and professional growth. The findings reveal that 40 percent of the respondents strongly agree that the corporate practitioners can help better to enhancing personal and professional growth. On the contrary, 15 percent of the respondents believe industry people cannot help in better enhancement of their personal and professional growth. However, 6 percent neither agree nor disagree.



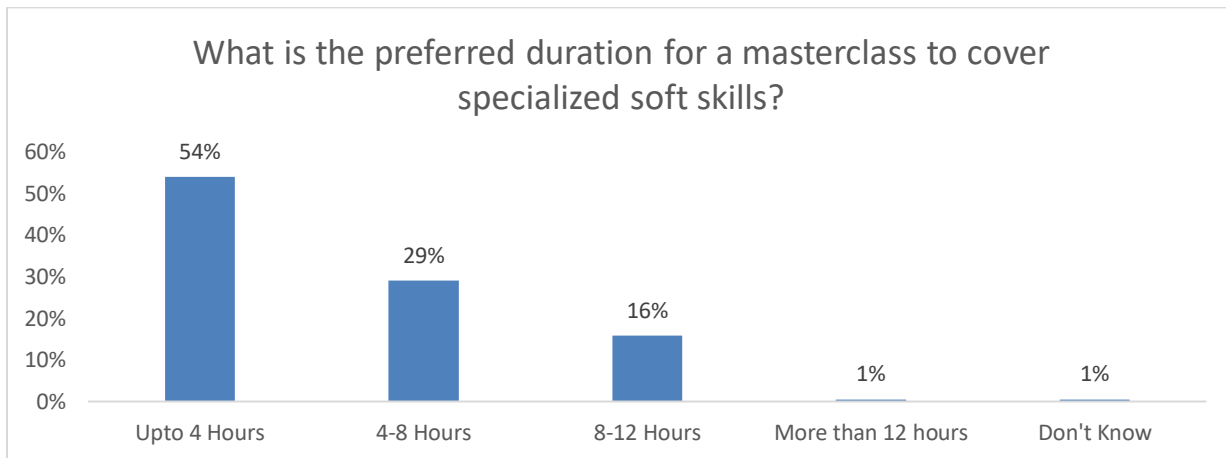
**Figure 3**

Figure 3 represents the most critical soft skills required for employability. The results reveal that 34 percent of the respondents say that communication is the most critical soft skill for attaining the employability. However, 30 percent of the respondents believe that leadership is the most critical soft skill. Furthermore, the results reveal that 6, 24 and 6 percent of the respondents believe that problem solving, critical thinking and digital literacy are the most critical skills for employability.



**Figure 4**

Figure 4 represents the preference of respondents for taking the class. Out of total 189 respondents, 52 percent of the respondents say that physical classroom learning is the best mode of learning. On the contrary, 28 percent of the respondents prefer to take class in a virtual live mode. Also, 20 percent of the respondents believe that self-paced online learning is the best mode.



**Figure 5**

Figure 5 depicts the preferred duration of course to cover the specialized soft skills. The results reveal that 54 percent of the respondents prefer to take a course of duration up to 4 hours. On the contrary, 29 percent of the respondents prefer to take a course of duration between 4-8 hours. Similarly, 16 percent prefer to take up a course between 8-12 hours. Therefore, the authors recommend to deliver a course of duration up to 4 hours.

**Table 1**

<b>What should be the preferred time span of a compelling short course (typical 4-12 hours course)?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Spread Over 1 week	61	32.3	32.3	32.3
	Spread Over 2-3 Weeks	94	49.7	49.7	82.0
	Don't Know	32	16.9	16.9	98.9
	Sat-Sun	1	.5	.5	99.5
	They Don't Realize	1	.5	.5	100.0
	Total	189	100.0	100.0	

Table 1 shows that the preferred time span for a short course should be spread over 2-3 weeks as 49.7 % of the respondents say the ideal time for completing a short course (typical 4-12 hours) should be spread over 2-3 weeks. However, 0.5 % of the respondents say that the course should be spread over 1 week. Also, out of total 11 % percent of the respondents didn't know the time of short-term course.

**Table 2**

<b>How 2 are you willing to pay a premium for a corporate practitioner led master class?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Likely	12	6.3	6.3	6.3
	Likely	80	42.3	42.3	48.7
	Don't Know	42	22.2	22.2	70.9
	Not Likely	55	29.1	29.1	100.0
	Total	189	100.0	100.0	

Table 2 shows that 42.3 % of the respondents are likely to pay the premium for a corporate trainer. Also, 6.3 % percent of the total respondents are very likely to pay the premium. However, 29.1 % respondents are not ready the premium for a corporate trainer.

## CONCLUSION AND IMPLICATION

The present study measures the willingness of the respondents to participate or enrol themselves in the courses led by corporate practitioners for attaining the employability. For this purpose, primary data was collected using a questionnaire which was circulated amongst the university students of Delhi NCR and a total of 189 respondents were collected for the empirical investigation. The findings of the study reveal that majority of the students are willing to take corporate led courses for their personal and professional growth. However, the respondents also believe that the ideal time or duration of course should be 4 hours and must be based on enhancing the communication, critical thinking and leadership skills for attaining the employability. Moreover, 40 percent of the respondents strongly believe that the corporate led courses can help them in scaling up. Also, approximately 42 percent of the respondents are willing to pay a premium for corporate trainer. The findings of this study have implications for the industry leaders, academicians in designing the optimal strategy for the students. The corporate practitioners will also have insights whether the students are willing to premium for the corporate led courses or not. Moreover, this study will help the students in finding a relevant course for personal and professional growth.

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## PRESSURE OF CAR PARTS FROM POLYMERIC MATERIALS AND LOADING OF PRODUCTION FACTORS ON IT

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### ABSTRACT

*In article the method of studying of modes of manufacturing of automobile details under pressure is consecrated. Based on the studies studied, the author made his own conclusions. The strategy of actions on five priority directions of development of the Republic of Uzbekistan, adopted in our country on the direct initiative and under the leadership of President Shavkat Mirziyoyev and consistently implemented, has launched a new stage of development. The practical results, signs and features of this process are clearly visible today in all spheres of our lives, and most importantly, in the consciousness, aspirations and actions of our people.*

**KEYWORDS:** *a polymeric material, the material expense, the press form, the foundry car, a polymeric composition.*

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### INTRODUCTION

The strategy of actions on five priority directions of development of the Republic of Uzbekistan, adopted in our country on the direct initiative and under the leadership of President Shavkat Mirziyoyev and consistently implemented, has launched a new stage of development. The practical results, signs and features of this process are clearly visible today in all spheres of our lives, and most importantly, in the consciousness, aspirations and actions of our people.

In particular, the fourth point of the Action Strategy, "Priorities for the development of the social sphere" is to radically improve transport services to the population, increase passenger safety and reduce emissions, purchase new buses, build and reconstruct bus stations and bus stations. Continuation of the construction and reconstruction of road infrastructure, in particular, the development of regional highways, capital and current repairs of inter-farm rural roads, streets of settlements.[5,6]

### METHODS

Statistical data on friction and wear of automotive polymer parts were collected and modern methodologies and methods of mathematical statistics were used in their analysis.

A microtribometer was used to study the friction of automotive polymer parts and modern methods were used to detect wear.

Polymeric materials can deform to plastic under the influence of heat and pressure to take a certain shape and keep this shape stable. The production of polymeric materials is increasing and

expanding. Their use is also economically beneficial, as the cost of materials, labor costs of manufacturing parts are significantly reduced, parts are much easier, capital expenditures and operating costs are reduced, and so on. If the parts are made of metal by casting, thermal, mechanical and other processing, the polymer material is obtained mainly by casting or extrusion. Plasticity, that is, the ability to take the desired shape and retain it, is a characteristic feature of the polymer.

Waste in the manufacture of products from polymeric materials does not exceed 5-10%, and in the manufacture of metal - 60-70%. Products made of polymer material have less friction and are easier to rub than those made of metal. The cost is also two to three times cheaper than metal.

Polymeric materials have a complex composition. The main part of them consists of natural or artificial resins, binders consisting of polymers. Their molecules are composed of substances that are chemically bonded links that are repeated several times.[9]

Molecules of polymeric materials have a long chain shape and can be arranged differently. If the molecules are in the form of a straight thread, the substances obtained from them will have flexible properties. If the molecules are in the form of fibers, they can be elongated once or twice due to their correction.

Steel, on the other hand, stretches much less than that. That is, no more than 10-20%.

Some polymeric material compounds are attached to adjacent groups of atoms in the form of a virgin carcass. Such materials will not be flexible.

The properties of polymeric materials depend on the composition and amount of substances added to them. The amount of these substances varies, and different mixes, even predetermined properties, can be obtained.

The most important positive properties of polymeric materials are their water resistance, the ability to resist aggressive substances to petroleum products.

Its chemical advances make it possible to obtain plastics that can operate at both low and high temperatures. Since polymeric materials are good electrical insulators, they can be used in the manufacture of electrical equipment for automobiles.

The lack of heat resistance, as well as the fact that it changes its properties over time, ie the tendency to wear, is a disadvantage of polymers. But more and more materials are being created that are free of these shortcomings.

The scheme of the equipment for injection molding of parts from polymeric materials is shown in Figure 1.

The pressurized injection machine consists of a stock 1, a piston 2, a cylinder 3, a nozzle 4 and a press mold 5.

600-650 g of polymer composition is poured into the loading hopper of the casting machine (1). The polymer composition is fed to the material cylinder (3) of the casting machine and heated to 240-2700 C for 30-40 minutes. The part (4) heated to a temperature of 2400 C is initially mounted on a shaping plate (5) heated to 80-1000C.

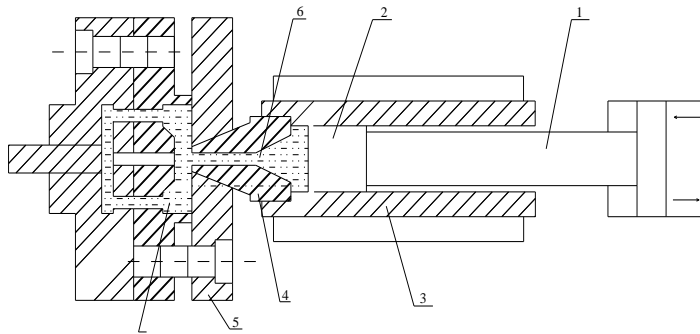
When the piston (7) of the casting machine moves from right to left, the squeezed tip of the liquefied polymer composition (6) is removed from the cylinder and it fills the gap between the forming surface and the surface of the eaten detail. Accordingly, the temperature of the liquid

composition should be 200 C higher than its melting temperature, the specific pressure of the casting should be 30-35 MPa, and the time under pressure should be 20 hours. Then the pressure is reduced, the pressform is separated. The restored part is removed from it, the seams are cleaned, the excess pieces of material are removed, the part is heat treated in oil at a temperature of 1200-1300 C for 1.5-2 hours. The part is then cooled to 1110C together with the oil and cooled to room temperature in the open. When pouring the polymers under pressure, its dimensions should be checked after 24 hours.

In the method of casting parts under pressure, the work efficiency is high, it is possible to create the dimensions specified in the task, without additional processing of details.

## RESULTS AND DISCUSSION

The disadvantage of this method is the need to prepare a separate press for each part and the weak adhesion of the polymer layer to the surface of the part.

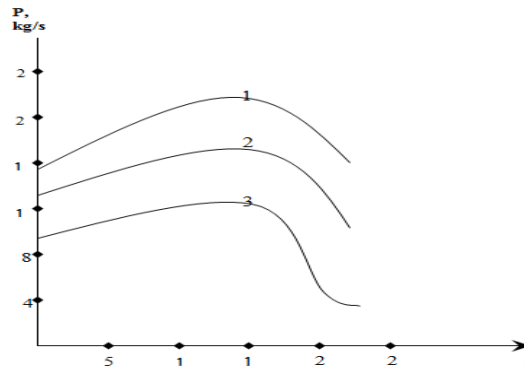


**Figure 1. Scheme of the injection molding equipment**

1-rod, 2-piston, 3-cylinder, 4-nozzle, 5-mold, 6-liquefied polymer, 7-detail

When making automotive parts under pressure from polymeric materials, the retention time of the compressive strength and the heating temperature of the mold are of great importance. The results of such an experiment conducted by us are shown in Figures 2-3. Different types of polymers with different properties were used in the experiments. Figure 2 shows the dependence of the load holding time on the injection molding of polymeric materials. Analysis of the graph shows that as the holding time increases, the compressive strength increases. But after its amount exceeds 15-20 seconds, the value of the download decreases.

The highest value of loading was observed in polyamide, while the lowest value was observed in polyethylene. It depends on the physical and mechanical properties of the materials and their structural structure. The conclusion is that since polyethylene is molded under pressure among polymeric materials better than other polymers, there is no need for great strength (Fig. 2).

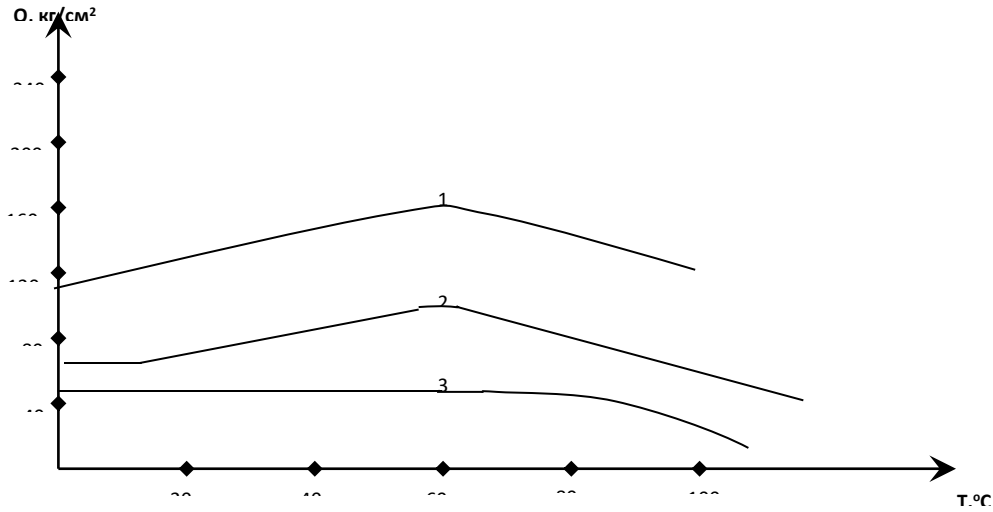


**Figure 2. Dependence of the holding time of the load on the injection molding of polymeric materials**

1- polyamide, 2- polypropylene, 3- polyethylene.

Figure 3 shows the dependence of the specific load on the heating temperature of the mold during the injection of polymeric materials. As can be seen from the figure, the specific load increases with increasing mold heating temperature. However, the value of the specific load decreases when the mold temperature decreases after 60-70 degrees. This is due to various changes in the physical and mechanical properties of polymeric materials with respect to temperature. That is, as the mold temperature increases, the polymer materials are poured well into the mold in liquid form, resulting in the mold cavity being well filled and the casting quality being good. As the mold temperature decreases, the polymer material thickens as it is poured into it, resulting in the mold cavity not being filled well and the casting quality not being good. Among the polymers seen in the experiment, the best result in this regard was recorded in polyethylene.

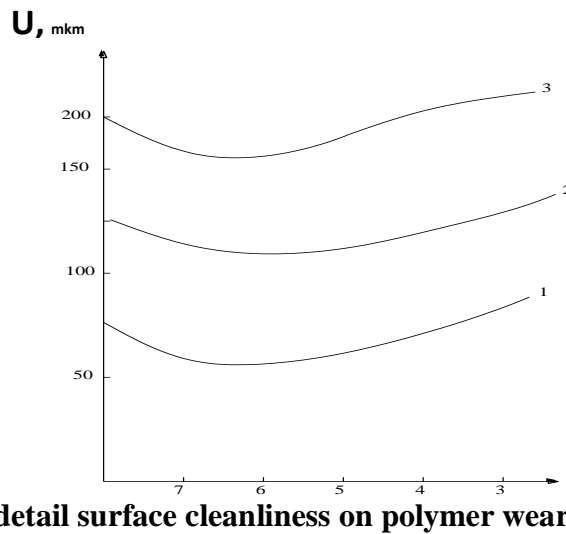
**Conclusion:** In the preparation of parts by the injection method, the highest value of the load was observed in polyamide, and the lowest value was observed in polyethylene. Among the polymeric materials, the injection molding of polyethylene into the mold is better than others, so no great force is required for this. That is, as the mold temperature increases, the polymer materials are well poured into the mold in liquid form, and as the mold temperature decreases, the polymer materials condense during the pouring process, resulting in the mold cavity not filling well and the casting quality not being good. Among the polymers, polyethylene showed the best results in this regard.[7]



**Figure 3. Dependence of the specific load on the heating temperature of the mold when pressing polymer materials polyamide, 2- polypropylene, 3- polyethylene.**

#### Abrasion of polymer bushing materials

As mentioned above, different types of polymeric materials were obtained in the experiments. Thermoplastic polymers are used to make polyamide, which is widely used in the automotive industry, and polyethylene and polypropylene, which are produced in Uzbekistan.



**Figure 4. Influence of detail surface cleanliness on polymer wear. (1-PE, 2- polyamide, 3- polyethylene)**

The results of the study are shown in Figure 4-5 and their results have been discussed at scientific conferences.

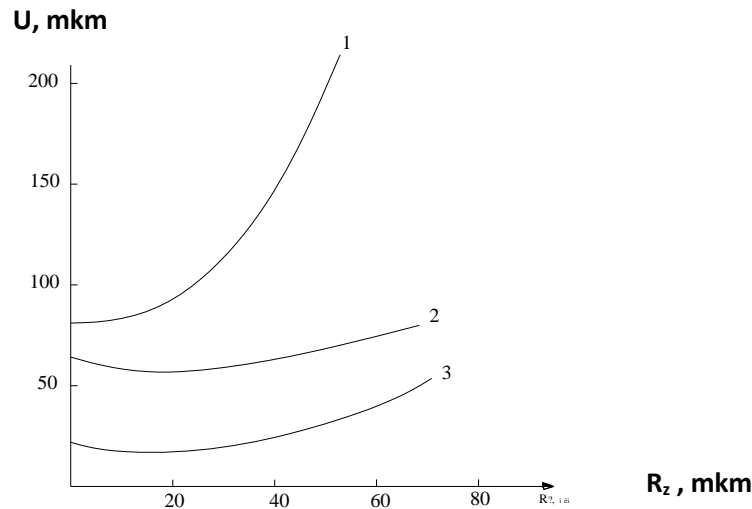
As can be seen from Figure 3, when polymer samples are rubbed with metal, the erosion of all polymers is observed to decrease to a certain extent on the surface purity of the metal, followed by an increase, i.e. the erosion is of an extreme nature. When the purity of the metal surface is up to class 6, the wear of all polymeric materials decreases, and when its amount decreases below class 5, an



increase in wear is observed. In this case, the absorption of polyamide and epoxide polymers is relatively low.

The most commonly eaten is polyethylene. For example, the corrosion of polyethylene is around 200  $\mu\text{m}$  when the metal surface is in grade 6, and 100-110  $\mu\text{m}$  when epoxy is used, which is 2 times less. This indicates the corrosion resistance of polyamide and epoxy. It was observed that the corrosion of polymers increases further with the decrease in the purity of the metal surface.

Figure 5 shows a graph of the dependence of the corrosion of the selected polymeric materials on the roughness of the metal. In this case, low corrosion was observed in ED-20, while corrosion is relatively high, especially in polyethylene. This is due to the low mechanical properties of polyethylene. For polyethylene, a rapid increase in abrasion was observed at 20-30  $\mu\text{m}$  of roughness, while for other polymers, abrasion increased very rapidly when the roughness was greater than 60  $\mu\text{m}$ .



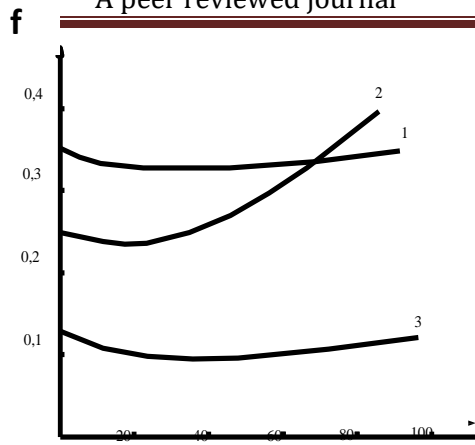
**Figure 5 Influence of detail surface roughness on polymer wear (1- polyethylene, 2- polyamide, 3- ED-20)**

The analysis of the above results shows that the corrosion of polymeric materials also depends on the amount of their friction coefficient. The greater the amount of friction coefficient, the greater the wear of polymeric materials.

Therefore, we have studied below the effect of metal surface roughness on the coefficient of friction of polymeric materials.

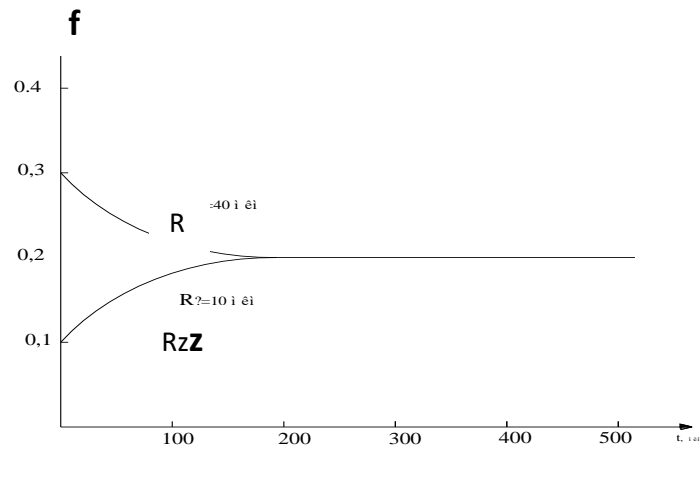
When the polymer is rubbed with steel, the most brittle is polyethylene, and the least brittle is the epoxy polymer.

Figure 6 shows the change in the coefficient of friction with the metal of the polymer materials under study relative to the roughness.



**Figure 6. Influence of detail surface roughness on the coefficient of friction of polymer.**

As can be seen from Figure 7, the coefficient of friction decreases with increasing amount of roughness  $R_g$ , but after a certain value it is observed to increase again. That is, the change in the coefficient of friction with respect to roughness is kept to a minimum, as noted in scientific works and literature. The smallest coefficient of friction is observed at a value of 40-50  $\mu\text{m}$  of  $R_g$ . The results show that the coefficient of friction of a polymeric material after a certain friction path is the same whether the initial roughness is too large or too small. In this case, when the initial  $R_z = 40$  and  $R_z = 10 \mu\text{m}$  for the polamide, the coefficient of friction was recorded in the range of 0.2 and  $R_z = 20 \mu\text{m}$  (Fig. 15).



**Figure 7. The friction coefficient of a polymer depends on its adaptation period**

This means that the coefficient of friction of the same amount of friction will be small, regardless of the initial roughness.

At present, the production of polyethylene and epoxy resin (ED-20) is launched in the country. However, the erosion rate of pure polyethylene was found to be relatively high. To increase its corrosion resistance, it would be expedient to use additives available in the country.

However, as we noted above, the wear of polyethylene in its pure form increases with increasing temperature due to a decrease in its physical and mechanical properties. To prevent this, we recommend the use of polyethylene talc, phosphogypsum, kaolin and metal powder compositions.

Thus, we offer epoxy resin (ED-20) and polyethylene for automotive friction parts based on the detection of friction and abrasion between the prepared sample and the metal.

Based on the results of the study, we have developed and recommend the following procedure for the selection of polymer materials for friction car parts.

### **Procedure for selection of polymeric materials for friction pairs;**

The selection of a polymer material for friction pairs consists of the following main steps:

#### **I. Analysis of the conditions of friction pairs**

1. At this stage the following work is performed:

- a) The characteristics of the external environment and the conditions of loading are determined;
- b) The place, amount and mode of loading is determined;
- c) The temperature is determined.

2. Geometric and design requirements:

- a) The overall dimensions of the node;
- b) Surface and sinter specifications.

3. Requirements for use:

- a) Reliability indicators and service life;
- b) Coefficient of friction and energy capacity;
- c) Noise and its damage;
- g). storage conditions.

4. Technological and economic requirements:

- a). development volume;
- b). cost of the product;
- v). performance of equipment;
- g). energy consumption;
- d) Appearance;
- e) Other information.

Based on the analysis, a technical task is set for the design of the friction pair.

#### **II. Initial selection of polymer material.**

A group of materials is selected, some of which are taken separately for experimentation.

#### **III. Evaluation of the performance of the friction unit by constructive calculation:**

The optimal shape and size of the pairs, the resistance of the joints to cracks and cast loads, the coefficient of friction were determined, and the bending intensity of the node was calculated. As a result of the calculations, the necessary constructive changes will be made.

#### **IV. Final (final-main) selection:**

Based on the calculations, the polymer materials selected for the pairs are tested under their working conditions. The tests are performed first in a laboratory setting and then directly on a stand. In the end, an experiment was conducted on a direct friction unit, and the most suitable polymeric materials were selected, ie low cost, high physical and mechanical properties and low wear.

#### **CONCLUSION**

Loss of performance of parts (80-90%) during the operation of vehicles occurs as a result of their wear.

Therefore, once the wear of the part has reached a certain level, it is recommended to replace it or restore the worn surface. Replacing a detail is costly for us, that is, for the national economy. Therefore, the use of polymer coating and pressure-treated parts in surface restoration is both inexpensive and reduces vehicle mass.

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**THE ARTISTIC INTERPRETATION OF THE PERSON AND THE  
ENVIRONMENT IN THE STORY  
(IN THE PERSON OF AKBAR MIRZA)**

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**ABSTRACT**

*The article analyzes the specificity of the artistic interpretation of the person and the environment in the story on the example of Akbar Mirza's "The Last Sign of the Old Sniper." It discusses the role of human-family-nature-society relations in the system of national values, the factors that characterize the essence of the character in the genre, the integrity of poetic logic and social philosophy, and the relationship between image and description in the narrative. In fact, both the choice of a story and the brevity of the artistic time, as well as the emphasis on an important aspect of the character require skill and talent.*

**KEYWORDS:** *Story, Personality, Environment, Artistic Interpretation, Poetic Skill, National Value, Nature, Society, Family, Image, Description, Character, Space And Time, Logic, Philosophy, Originality, Interest, Selfishness, Compassion -Result, Religion, Analytical Skills, Style, Meaning, Form, Research, Experience.*

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**INTRODUCTION**

From time immemorial, art has sought to understand human behavior, attitudes, and behaviors. The criteria of attitude and evaluation are in fact synchronized concepts, in which the knowledge, understanding and perception of the essence play a decisive role. In a continuous process, the interests of the individual, nature and society collide. It states that "just as the word is a universal means of cognition, so it is a universal means of expression: any intellectual activity and expression of emotion takes place, can take place through the word. literature occupies a special place and position among other types of art with a wide range of possibilities of image and expression "[6, 76]. The synthesis of intellectual and emotional observation is the main practice of fiction, and the mechanism of transmission and reception of information in the practice of Creation serves to complement each other. The level of poetic study of reality requires an author-text-reader relationship.

Akbar Mirzo's work occupies a significant place in the circle of Uzbek storytelling during the period of national independence. In the creative experience of the writer, who tends to reform the skills of literary interpretation, a specific assessment of the relationship between the individual and society, to show the conflict of mood and social tension, to focus the image on the independence of expression, the tendency to inherit regular artistic traditions The features of the quest for recovery seem to swell. Indeed, in the creative poetic perception, there are such features as the specificity of deep philosophical logic, the desire to achieve the perfection of spiritual



analysis, and the stabilization of the spiritual and value criteria of the art of speech. It combines tradition, research and experience. In the current situation, there is every reason to say that the theoretical analysis of the direction of the human will, the artistic development of the character and the integrity of the psyche of the period in the creative nature determines the promising directions of literature. Indeed, directing literary interpretation to a new creative scale, creating artistic generalizations from the philosophical depths of the contradictions of emotion and consciousness, serves to fill theoretical gaps. The current situation is exaggerated in the works "Earthquake", "Astana", "Baby on the Rock", "Will", "Surprise" and "The Last Measure", which are included in the collection of short stories "The Last Badge of the Old Sniper" (2001).

Farida melted and went outside, and when she saw the snow, she fell asleep. He smiles, even though his face is cold. Although the first snow. As a young man, he thought that when the first snow fell, he would scare his friends, give them presents, and give them a lot of presents. Let's just say I've had a wonderful time. What about now? Now, whoever she writes to, she recently saw a grandchild and became a grandmother [2, 48].

In most of the author's stories, they reveal the spiritual aspects of the individual in the family's context. The artistic reality of "Astana" (2016) is also built on the contradictions of life. The work begins with a depiction of distant memories of Mastura, whose limbs are plastered. The author's poetic interpretation thickens the analysis of centuries-old traditions. The writer adds a certain aesthetic weight to the threshold of the house. From time immemorial, our people have believed that a real child should be able to light a house lamp! Unaware of this, Hashimjon Hamroqul tries to persuade his father to move to the city. The neglect of values exacerbated the tragedy! A young family striving to live in good conditions forgets the memory of their ancestors. At first glance, the details are not a serious problem, but the big mistake starts with the vital details.

A person is an individual, in essence, a whole socio-moral world. Society is unimaginable without it. A person living in this society has his own social environment, dreams and aspirations. The protagonists of the story "Word that shook the world" will discuss family disputes, the woman's superiority in the family, disrespect for her father-in-law, gratitude for what she has done. The protagonists of the story are Sabir ota, Nasiba, Ravshan, Mirsolihi, Noila, and others. Ravshan Sabir is the father's only son. Everyone will be happy when their son is born. It will ease my pain as I get older. The successor of Naslim. They are proud of their son, who will lift my coffin when I die and throw dirt on my grave. Sabir raises his son Ravshan well. Taught. He made a home for his peers. Ravshan's profession of teaching is a source of strength for the family. While her mother-in-law was alive, Nasiba was quite gentle and kind. Nasiba also worked as a kindergarten teacher. She respected her children, her mother-in-law, and her husband. She went to the market and did the same thing. She was not satisfied with finding her husband, she was looking for dirt under her fingernails and started a quarrel in the house. She disrespected her father-in-law and became disrespectful. Today, the father is much weaker. Family majors often cause high blood pressure. The father-in-law, heartbroken by Nasiba's words, went straight from the hospital to the nursing home, thinking about the peace of his children and grandchildren. The tragedies are mainly due to differences in the life beliefs of the ungrateful bride, such as Nasiba. common in life. The task of bringing up a child perfectly in the family is on the shoulders of the parents. Nasiba is ready to do anything to satisfy her own desires and has a different attitude.

In general, Akbar Mirzo's stories tend to generalize the philosophical depth of social problems. Using the interpretation of kindness, piety, generosity, honesty, perseverance and beauty, the author seeks to analyze human psychology both internally and externally. The author effectively uses the method of introspection (unevenness of point of view, variability of the position of the narrator), aimed at the independence of the poetic expression in the dynamics of the text. Although the existing literary interpretation emphasizes the integrity of the structure, the sharp difference between the details determines the multiplicity of artistic essence. In the writer's artistic discussion, the epic "I" often collides with the protagonist's "I". The writer, who is able to develop them in relation to each other, creates a small unity. Conflict of views shifts from an escalation of reality to an assessment of the protagonist's character. Emotion selection and analysis are its virtues!

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## PROSPECTS FOR THE USE OF POLYMERIC MATERIALS IN MACHINE PARTS

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### ABSTRACT

*The article studies polymer materials used in the production of automotive parts. The authors have drawn their own conclusions based on the research presented in the article. The use of these materials is a great way to reduce the cost of production and labor costs, as well as compact the design of equipment, reduce its mass, increase operational reliability. The widespread use of polymeric materials is due to the fact that they can directly replace precious metals and wood materials, often surpassing them.*

**KEYWORDS:** *Non-Ferrous Metals, A Polymeric Material, Road Transport, A Polymeric Composition, Physic-Mechanical Properties.*

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### INTRODUCTION

It is difficult to imagine the design of modern vehicles without polymer materials. The use of these materials is a great way to reduce the cost of production and labor costs, as well as compact the design of equipment, reduce its mass, increase operational reliability. The widespread use of polymeric materials is due to the fact that they can directly replace precious metals and wood materials, often surpassing them.

Even economically and financially strong countries are not able to achieve this, as it is very difficult to enter the automotive market and compete. Uzbekistan was the first among the former Soviet republics to enter the car market, which has strong competitors.

First, the establishment of the automotive industry in Uzbekistan required large investments, high technology and training of qualified personnel.

Second, for automakers, under the influence of economists, there had to be a situation of constantly producing interchangeable goods. This requires the resolute development of strong engineering and design work, the necessary measures to continuously improve the creative and technological process.

Third, raw materials. spare parts suppliers, i.e. suppliers had to gain their trust as they had a big impact on the car business.

## **MATERIALS**

At present, GM-Uzbekistan produces cars that meet world standards.

From the above, it is clear that measures have been taken to launch marketing services of GM-Uzbekistan CJSC at full capacity, production of spare parts for manufactured cars, sales and after-sales service. Modern materials (polymer material or composite material) and new technology for obtaining car parts from them are used in the operation and maintenance of cars belonging to the population.

The role of polymer materials in the development of automotive technology is immense and its prospects are growing day by day. This is explained by the unique properties of polymeric materials and the high technical and economic performance of products made from them. The question arises, how do polymer materials differ from other materials?

First of all, polymeric materials are materials that combine unique chemical, physicochemical and physico-mechanical properties, but also differ from them in the ability to produce products with the required properties. It should be noted that the product made of polymeric material has the ability to maintain its operational quality for a long time.

Another feature is that it can be used to make products of any shape and size (details, assemblies, etc.), as well as the technology of production of products from polymeric materials is convenient, labor and energy consumption is several times cheaper than metal.

The raw material of the polymer material is petrochemical products and the main organic synthesis. So the raw material reserves are unlimited!

These factors indicate that the technical and economic efficiency of the production and use of polymeric materials is extremely high.

It is worth noting the specificity associated with the use of polymeric materials in the automotive industry, which in some cases requires the transfer of economic efficiency from the production of the product to the conditions of its use. The materials used in production are new and they are more expensive than traditional materials. Therefore, the replacement of used materials with new ones leads to an increase in the cost of the product. However, the production of products from new materials has a positive impact on its reliability and durability.[17]

In the use of polymeric materials, however, it allows to solve previously unresolved problems, ie to find a solution by combining several complex properties that are necessary.

In view of the above, the topic of qualified graduate work consists of topical tasks and can be considered as a very promising direction for future automakers.

In today's era of advanced technology and technology, unprecedented achievements are being made in the automotive industry. At the beginning of the last century, the earliest notions about the car appeared and were later created, and now the complexity of cars is the modern technical means and unique experience of car owners. Lack of skills, the need for constant maintenance and repair of cars led to the emergence of a system called car maintenance or car service.

Car service has entered our daily life as a new term. Daily maintenance, 1,2-maintenance, seasonal maintenance, supply of fuel and spare parts, model campsites on highways, car service stations and other types of maintenance includes work to be performed at the provider's outlets. Expenses for the period of operation (depreciation) of the car for all types of work covered by

the car service, accounting for 87% of the total costs. The remaining 13% is spent on the production of a new car. In terms of labor costs, 1.5-3.5% of labor is spent on the production of a new car, while 96.5-98.5% of labor is spent on maintenance of the car during its service life.

In turn, the daily and annual mileage of the car depends on the natural climate and conditions of use at the cost of fuel and lubricants TXK and T service. It depends on the storage of the cars and many other factors.

The quality of fuel and lubricants used during the operation of the car has a sharp impact on the quality of performance of the parts, components, units, wear and tear, failure in general. If we can bring the quality of fuel and lubricants to the level of normative indicators, we will be able to reduce the demand for TX and T in cars to a certain extent.

Improving the conditions of use of cars will depend on the improvement of car storage conditions and the existing network of roads in the region, the training of drivers, seasonal changes in natural climatic conditions.

Toxic gas produced by automobiles pollutes the environment with dust particles rising from the roads, leading to an increase in road traffic accidents and the improvement and expansion of road networks. In order to prevent problems, the owner of a personal car must keep his car in good condition for a long time and keep it in good condition for his own use. have to go.

Most of the car is now made of polymer material. Therefore, the study of the technology of obtaining car parts under pressure is a topical issue.

The properties of polymeric materials depend on the composition and amount of substances added to them. By varying the amount of these substances, it is possible to obtain compounds of various, even predetermined properties. Their most important positive properties are the water resistance of many polymeric materials, their ability to withstand the effects of many aggressive substances and petroleum products. Advances in chemistry make it possible to obtain plastics that can operate at both low and high temperatures. Since many polymeric materials are good electrical insulators (dielectrics), they can be used in the manufacture of electrical equipment for tractors. The disadvantage of the polymer material is that it is less resistant to heat, as well as changes its properties over time, that is, prone to wear.[19]

Currently, there are a number of joint ventures and firms that produce parts for cars from polymeric materials. In these enterprises, most of the details are obtained by injection molding of polymeric materials into molds.

Closed Joint Stock Company "UzKORAM KO". At present, the joint venture has the capacity to produce complete bumpers, instrument panels and door covers for cars. In the paint shop, car bumpers can be painted in body color.

Uz-Tong Hong Co Joint Venture. The company manufactures polyurethane foam seats for all automobiles manufactured by GM-Uzbekistan CJSC.

Andijan Cable and Uz-Kodj joint ventures produce insulated wires for automotive electrical parts.

In modern cars, several hundred small and large parts are made of polymer material. Due to the wide range of possibilities of modern polymeric materials, any detail, whole part and assembly can be made from them as a construction material. A company that makes engines in the United States has reported that the car's engine is made of a polymer material reinforced with heat-

resistant glass and carbon fiber. In this engine, only the crankshaft and piston ring are made of metal. This situation testifies to the wide range of possibilities of polymeric materials.[18]

At present, technologies for obtaining materials from polymeric materials with various necessary chemical, physical, physic-mechanical properties have been developed. Thus, there is an opportunity to produce a product of a certain quality. One of these possibilities is to change the chemical composition and structure of the polymer base.

The second is a method of changing the properties of polymeric materials by adding various additives. This method is the most progressive and effective. This creates a new quality that is not even present in the added compositions. As an example, the polymerization products of vinyl chloride, which are widely used in automotive construction, include plastics and vinyl plastics.

Polymeric materials have a very wide range of physical and mechanical properties. These include strength limit, relative elongation, modulus of elasticity, and so on. enters.

Today, it is difficult to imagine the construction of modern cars and other vehicles without polymer materials. The use of these materials not only reduces the cost of production and labor, but also reduces the cost of production, reduces the mass, reduces the cost of labor.

**Areas of polymers used in road transport and their advantages include:**

- Friction parts (couplings of clutch discs, brake belts, bearings) - provides a large and stable coefficient of friction, increases resistance to spreading;
- Antifriction parts (sliding bearings) - the coefficient of friction is reduced, wear resistance is reduced, maintenance costs are increased, noise is reduced;
- System of low and medium pressure pipes (fuel, oil pipes, cooling systems) - does not corrode, non-ferrous metals are not used;
- Gaskets (instead of non-ferrous metals and plugs) - the service life of seals is extended and work efficiency is increased;
- Large-sized structural details (cab roof, tank, wing, hood and crankcase elements) - machines use less metal and their mass is reduced, corrosion is reduced, service life is extended, working conditions are improved.

**CONCLUSION**

Polymers are high molecular weight compounds obtained on the basis of natural or artificial resins. Polymers contain compounds that give them certain properties, making them easier to make. Polymers can deform to plastic under the influence of heat and pressure to take a certain shape and maintain that shape.

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## LANGUAGE IS A CONDITION FOR THE EXISTENCE OF A LAW

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### ABSTRACT

*This article discusses issues such as the importance of language learning in the education system of Uzbekistan, the relationship between language and society, nation, the status of the Uzbek language as a state language. In addition, the article highlights the basics of communicative and literary literacy of the document and some problems of the Uzbek legal language (translation, thesaurus). At present, when science is developing, new tasks appear for the education system. In particular, the requirement of the time is not only knowledge of the specialty, but also knowledge of the state language, full mastery of the norms of the modern Uzbek literary language. Consequently, a modern lawyer should not only be a professional with a deep knowledge of the laws and rules of public relations, taking into account the specifics of a renewed society in order to establish stability and law and order in society, but also possess linguistic norms. Ensuring the rule of law in society is one of the most important principles of a democratic state, for which laws must be fair by their nature and understandable for people, that is, the language of legal documents created must be detailed and free. Consequently, language and law are closely related concepts. One of the most pressing issues that need to be resolved today is the compilation of an industry language thesaurus, regulation of legal terminology.*

**KEYWORDS:** *Intellectual Development, Human Values, Literary Language, Law, Society, Dictionary Content, Legal Language Vocabulary, Legal Language, Legal Technique, Legal Terminology, Legal Thesaurus, Translation.*

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### INTRODUCTION

When talking about the great achievements and victories of our independent country, the work carried out in the field of education, along with other important areas, is noteworthy. Any state document adopted and developed in the field of education is aimed at training comprehensively mature modern personnel on the basis of scientific and enlightenment development, intellectual development, universal values. Indeed, we need a new generation of professionals who meet the requirements of society, who have thoroughly mastered the secrets of education, who feel responsible to society, the state and the family.

Today, when science is developing, the education system is facing new responsibilities. In particular, the time itself requires not only knowledge of the specialist, but also a thorough knowledge of the state language, full mastery of the norms of modern Uzbek literary language.

In this regard, remarkable work is being carried out in our country. Significant changes and innovations are taking place in the education system of Uzbekistan in the field of language learning. One of the priorities of productive education in our country is the implementation of language training at a high theoretical, scientific-methodological and professional level, ensuring the quality of education. Because the nation, the development of society, the processes of history are reflected, first of all, in language. It reflects the life of the people, the national ideology. This means that language is an important tool that governs human activities, which means that language is the spiritual property of the people.

The development of language is inextricably linked with the development of society, the nation. The national language is one of the most important symbols of an independent state. Language is important as a means of communication in society. The language policy of any country is aimed at strengthening the status of the state language, because the status of the state language guarantees the comprehensive development of the language. As long as each independent country has its own state language, it will fight for the development of its mother tongue.

The same issue - the development and enrichment of the Uzbek language as the state language is a priority of our state policy. "The prestige of the state language is the prestige of the whole people, the whole society," said the head of state.<sup>1</sup> President Shavkat Mirziyoyev said that there are more than 50 million Uzbek speakers in the world, and that the language should be studied in 65 foreign universities.<sup>2</sup>

Under the direct initiative of the President of Uzbekistan Shavkat Mirziyoyev, radical measures are being taken to further enhance the prestige and status of the Uzbek language as the state language. In particular, the President signed decrees "On measures to radically increase the prestige and status of the Uzbek language as the state language,"<sup>3</sup> "On measures to further develop the Uzbek language and improve language policy in our country."

These documents approved the concept of developing the Uzbek language and improving language policy in 2020-2030. The Department of Spirituality and State Language Development and the Uzbek Language Development Fund have been established within the Cabinet of Ministers, and a center for teaching the basics of office work in the state language has been established. "Each of us should consider the attention to the state language as attention to independence, respect and loyalty to the state language, respect and devotion to the motherland, and make such a view a rule of our life," the President said. In his speech at the solemn ceremony dedicated to the thirtieth anniversary of the granting of the status of the state language to the Uzbek language on October 21, 2006.

The Decree of the President "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" as a policy document was warmly welcomed by our people. The strategy emphasizes the improvement and development of science, the education system, the state youth policy, which is one of the issues aimed at the development of the social sphere, increasing the capacity of quality educational services, training highly qualified personnel, The focus is on addressing priority issues such as improving the quality and efficiency of higher education institutions through the introduction of international standards for the assessment of the quality of education.

## **MATERIALS AND METHODS**

The article presents the views and conclusions of the lawyer in his extensive work on legal and linguistic relations, the norms of literary language, the requirements for the use of words and

terms in the legal text, as well as attempts to highlight some issues of legal language. The given examples were compared with the legal terminology of the Russian language.

One of the priorities in the development of society is the training of highly qualified personnel in all areas of science and industry. In fact, we need a new generation of professionals who meet the requirements of society, who have thoroughly mastered the knowledge, who feel the breath of the times. Similarly, a modern lawyer must be a professional in his profession, who has thoroughly mastered the rules of jurisprudence, has a deep knowledge of the laws and regulations of social relations, taking into account the specifics of a renewed society, in order to establish stability and law and order in society. In addition to being a mature lawyer, a modern lawyer must also have a thorough knowledge of the state language. The period itself requires any qualified staff to have a thorough knowledge of the state language.

### **RESEARCH RESULTS AND ANALYSIS**

One of the basic principles of building a state governed by the rule of law and building a civil society is to ensure the rule of law and protect the legitimate interests of the people. The main factor in the strict observance of the law by citizens is its accuracy, thoroughness and clarity. Ensuring the rule of law in society is one of the important principles of a democratic state governed by the rule of law, for which laws must be fair and understandable to people, that is, the language of created legal documents must be detailed and fluent. Therefore, language and law are closely related concepts. Language is a means of transmitting and forming knowledge, developing and educating a person. Law is a means of regulating and directly controlling the life of society. Therefore, the quality of any document depends not only on the high qualification of their producers, but also on their communicative and literary literacy. Due to independence, the adoption of new legal acts, documents, socio-political events in our native language has created favorable conditions for the formation of a legal language that is an integral part of the Uzbek literary language.

A careful study of the vocabulary of a language is an important task of linguistics. Our present life cannot be imagined without legal language vocabulary. Because they are used effectively in all areas of our lives. Unfortunately, this field was not paid attention to until the 90s of the XX century, and the Uzbek legal language did not develop as a branch language. Because our laws could not be adopted and created independently. Human rights have not been studied at all, and the scientific aspects of legal language have not been developed. Thus, issues such as the language of law, the method of legislation, the solution of problems of legal terminology have become one of the urgent tasks of today.

There is no area of public life where the law does not interfere. Therefore, in the creation of state documents and laws, first of all, it is necessary to strictly adhere to the norms of literary language, the requirements of written legal language, the vocabulary of legal language, otherwise the value of the document will be lost. One of the important skills of written legal speech is the grammatically correct structure of written legal speech, the choice of terms, terms and alternatives of words.

It is true that a number of scientific researchers are being carried out in the field of jurisprudence; remarkable work is being done on the language of law, legal techniques, and legal terminology. However, there are a number of problems in the language of jurisprudence that have not yet found their full solution. In particular, to date, the general thesaurus in the legal field has not been created at the level of demand. True, there are many dictionaries in jurisprudence in relation

to other fields. In particular, the laws and instructions adopted in our republic after independence have been harmonized, regulated, and normalized legal terms have been introduced. This is definitely a positive situation. However, there are still aspects that have been challenged in legal terms. In some sources of law, synonymy, which is a negative phenomenon for terms, is used effectively, which leads to confusion in the text? However, the rule of unity of legal terminology must be strictly adhered to, especially within the framework of a normative document, otherwise the legislative technique will be violated, and the essence of the law will not be clearly understood. Here we turn to the evidence: probation - the imposition of a suspended sentence; parole - parole; complex offense - an intentional crime; imposition of a penalty - imposition of a penalty; insolvency of a legal entity - bankruptcy of a legal entity; ambassador - representative - consul; incapacity for work - incapacity for work - incapacity for work, etc. are proofs of our opinion. But there are a number of similar words and phrases used synonymously that do not express the same or exactly identical meanings to each other. For example, the term "auction" is now referred to (some sources, as well as in the media) as "auktion" (synonymous with auction). However, Article 379 of the Civil Code states: "Auctions shall be held in the form of an auction or tender" (Codes of the Republic of Uzbekistan, p. 375). So, auction and auktion are not the same thing, but auktion is a form of auction!

It is also necessary to take into account the specifics of our national characteristics in the formation of scientifically based international political and legal terms in our language. Currently, the agreement is used in the form of consent, reserve - reserve, agenda - summons, consensus - agreement, petition - application, consulate - consulate, capital - capital. These translations are expedient, taking into account the national aspects and possibilities of our language. This is a positive thing, of course. However, some terms do not meet the requirements of the terminology, they are used incorrectly. For example: congress - conference, conference - conference, symposium - conference. However, if "the congress is an international congress, a council on important political, scientific and other issues", then the conference is a state, party, social, scientific, etc. a meeting of representatives of organizations convened to discuss or resolve an issue. A symposium is a meeting, usually within the framework of a specific scientific topic (usually with the participation of experts from different countries).

So there is a difference between a congresses, a conference, a symposium.

It is well known that as society develops, natural, new concepts, words emerge. Naturally, the interaction and intermingling of languages is of great importance in this process. Because this aspect also enriches the content of the national dictionary, creates conditions for the creation of new language units. So this situation creates a layer of words that are mastered in the lexicon of the language of each nation. The existence of this layer is at the expense of accepting or translating a foreign word on its own. Translation is a factor that gives rise to the original concept of a word or phrase. Because a clear understanding of the vocabulary or phrase being mastered does not allow for confusion of meaning, it allows for the correct construction of sentences.

According to the requirements of linguistics, if a word or phrase is borrowed from another language, the original meaning of that word or idea must be taken into account, otherwise it will undermine the position of the word.

Unfortunately, in the field of translation, not only in the legal language, but also in other field languages, there are a number of shortcomings and shortcomings: safe - fireproof box;



university, institute, academy - university; hippopotamus - water horse; magazine - jarida; massage - massage; veteran - kayvoniy; pension - pension; transport - transport; declaration - protocol, statement; archive - documentary; codex - complex; expertise - translation options such as research or examination.

The rules of the written form of legal language have also not been fully studied by experts in the field. There are still serious shortcomings in the field of text writing, correct spelling of terms and terms, translation. Spelling and punctuation errors are common in legal texts, leading to confusion as a result of long sentences. Therefore, any document written in a formal style should be professionally analyzed and carefully formulated. It is necessary to strictly adhere to linguistic and extralinguistic communicative criteria such as accuracy, consistency, purity, thoroughness of speech.

One of the most pressing issues to be addressed today is the compilation of the thesaurus of the field language. True, each of the many dictionaries and encyclopedias created in the legal field has its own significance. The purpose of these sources is one - to regulate legal terminology. To some extent, this task has been accomplished, that is, many terms have been created that accurately describe the concepts used in the field.

## **CONCLUSION**

Life itself also raises the issue of speech culture, because without a speech culture it is impossible to imagine the spiritual-enlightenment image of a society. As a true art, the culture of the lawyer's speech in the broadest sense is, in the view of the great Plato, "a creative activity that regulates emotions and passions, while at the same time embodying the highest justice."

Therefore, such disciplines as "Jurist's speech culture", "Lawyer's written speech", "Legal language vocabulary" should be included in the curriculum as the main modules among the special disciplines that shape the professional qualities of future lawyers. These disciplines set an important goal for future lawyers, such as knowledge of the language, etiquette, taste of languages, have a positive impact on their professionalism and define the following tasks:

Training of highly qualified personnel who meet the highest moral and ethical standards at the level of developed democracies and are fluent in the language;

Further increase the level and quality of students' knowledge of the language;

To teach the appropriate use of Uzbek language tools in professional speech;

Improving students' written and oral legal speech;

To form the ability to use the Uzbek pronunciation factors skillfully in accordance with the requirements of the situation and reality;

Building skills and competencies in language teaching;

So, law and language are interrelated, inseparable concepts. Any idea, attitude, concept of jurisprudence is expressed in its language, in its lexicon.

One of the main principles of building a state governed by the rule of law, the creation of civil society is to ensure the rule of law, to protect the legal interests of the people. The main factor in the strict observance of the law by citizens is that the laws are clear, thorough and understandable. That is, the language of laws should be simple and fluent, legal terms should be scientifically and practically regulated and meet the requirements of legal language. In this

regard, it is worth quoting the words of President Sh. Mirziyoyev: "Today, we undoubtedly rely on the vitality of our native language in achieving our noble goals of building a new Uzbekistan, a new Renaissance."<sup>5</sup>

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## AMIR TEMUR IMAGE BORIBOY AHMEDOV INTERPRETED: ARTIFICED HISTORY

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### ABSTRACT

*There are various assessments, interpretations and, in many cases, contradictory views and concepts about the image of Amir Temur, a versatile figure who played a significant role in the history of the peoples of the world. Such information is found not only in historical works, but also in the art of rhetoric. We have decided to study only one part of the treasury of the universal temurnoma, which covers a period of six centuries, that is, the level of artistic coverage of the Uzbek temurnoma in the Uzbek literature of the period of independence. This article reveals the issues of historical truth and artistic interpretation of Sahibkiran Amir Temur and the period of the Timurids. It describes the extent to which the image of Amir Temur, the founder of the Timurid period, is reflected in the literature of the independence period. Artists such as Kadyri, Fitrat, Ayni, Oybek, and Shaykhzoda, who were well acquainted with the middle Ages of our history, tried to portray the image of Amir Temur as positively as possible. The role of the great man in the fate of the peoples of Turanzamin, the Middle East and Europe is shown in the article on the example of Boriboy Ahmedov's novel "Amir Temur". an objective assessment is made as opposed to an assessment and interpretation.*

**KEYWORDS:** *History, Image, Art, Historicity, Historical Truth, Artistic Texture, Interpretation, Work Analysis, Genre.*

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### INTRODUCTION

It is a well-known fact that the Uzbek people, who have left a worthy mark on the history of world civilization, have always emerged as a people who knew themselves. That is why we, the representatives of the modern Uzbek nation, need to know deeply the history of our distant and close ancestors, the rich cultural heritage they left. Amir Temur was the most criticized figure in 20th century Uzbek literature. Because Amir Temur's place, services and personality in history during the Soviet era were unfairly misjudged. However, Amir Temur was the most honored and great person who left an indelible mark not only in the history of Movarounnahr and Khorasan, but also in the history of the East and the West. His important historical services were praised by the first head of our state: "Amir Temur built a powerful and prosperous state in world history, became one of the original cultural and spiritual centers of the medieval world, the human mind and talent. He was not only a famous general and statesman who made Samarkand famous for its unique creations and unique architectural monuments that have survived to this day. Amir Temur

was also known for his care for scientists, philosophers, architects, poets, and memorizers. The Timurid period was indeed the period of the Eastern Renaissance, which ensured the development of science, culture and education. ” [1]

## **MATERIALS AND METHODS**

The so-called Timurid period in history was a period of great economic, political and spiritual significance in the life of the peoples of Movarounnahr and Khorasan. remains. If we look at the works of art written about this great man before the 90s of the XX century, we can see that in most cases the image of Amir Temur is depicted only in a negative light. Only such artists as Abdulla Qodiri, A.Fitrat, S.Aini, Oybek, M.Shaykhzoda, M.Osim, O.Yakubov, P.Kadirov, who knew the points of our history in the Middle Ages, dominated the image of Amir Temur as much as possible. As the Soviet ideology rose, they tried to reflect positively. Because without the image of Sahibkiran Amir Temur, who left an indelible mark on the lives of the peoples of Central Asia, it was impossible to create a perfect work on the history of this land. In this regard, the works depicting the image of the great Amir Temur can be classified into the following literary types and genres:

1. Major epic genres, in which the artistic and philosophical idea of the work has the principle of trying to emphasize the universal significance of the personality of Sahibkiran. These include A. Kadyri's "Last Days" and Oybek's "Navoi".
2. Author's statement, epic works in which there are cases of remembering the name and services of Amir Temur through comparison. Such places can be seen in Oybek's novel "Navoi".
3. Major epic works in which the protagonists of the work evaluate Sahibkiran. Such places are in the speeches of Yusufbek Haji in "Last Days" and Momin Mirzo in the novel "Navoi".
4. Works with the image of the memory of the hero or the appearance of the image of Amir Temur in a dream. Such a picture can be found in O. Yakubov's novel "The Treasure of Ulugbek".
5. Direct depiction of the image of Sahibkiran in lyro-epic and lyrical works. Oybek's epic "Temur" and some poems by A. Aripov and E. Vakhidov are examples of this.

## **RESEARCH RESULTS AND ANALYSIS**

In all of the above works, the need to address history directly by referring to the person of Amir Temur prevails. Because the socio-political activity of Amir Temur is the most important period in the history of the peoples of Turkestan. Therefore, most of the artists who refer to the past have reacted to the period of Sahibkiran's reign and his universal works for some reason and need. For example, in Qadiri's novel "Last Days", the name of Amir Temur is mentioned only once.

Speaking about the bureaucrats, Yusufbek Haji Otabek called Amir Temur a "genius": The sacred body of our ancestors is madfun and we, who are preparing to turn our Turkestan into a pigsty, will surely face the wrath of the creator of dogs! The geniuses like Timur Koragon, the conquerors like Mirza Babur, the scholars like Farabi, Ulugbek and Ibn Sina, who grew up and sang, are surely worthy of the wrath of God, who drags a country into the abyss of destruction. lim”[2].

In fact, the word "genius" in the language of Yusufbek Haji was an assessment of A. Kadyri's respect for Amir Temur. Because the writer was well aware of the value of national

independence and knew that in order to achieve it, it is necessary to have great, wise people like Amir Temur. But he could not express this sense of pride openly, and he had to express it only through the speeches of his heroes.

In the 1920s, the famous Uzbek artist Aburauf Fitrat made a great contribution to the development of the genre of historical drama. During these years, his plays such as "Timur's Sagan", "Abulfayzkhan", "Lion", and "Satan's Rebellion against God" were published. What is important for us is that the protagonist of the drama "Temur Saganasi" appeals to the soul of Sahibkiran and seeks comfort and consolation from him.

Through the image of this great man, who left a deep mark on the history of mankind, the spirit of Amir Temur was disturbed by the fate of the Turkic peoples, whose future was in doubt in those years. Thus, Fitrat's drama "Sagan of Timur" through the image of Sahibkiran allowed to solve the current problems of the time, to imagine the future of the Motherland and the people.

Political repression began in the 1930s, when the most advanced intellectuals, who knew their history and the great figures of the past, and who valued them, were repressed. Therefore, during these years, almost no works depicting the image of Amir Temur were created. Only World War II, which began in the late 1930s, allowed artists to touch on historical themes.

The image of Amir Temur has a special place in the works of the great Uzbek writer Oybek. In some parts of the novel "Navoi" the author gives subtle hints about the glory and fame of Timur's reign. In one part of the novel, he cannot hide his respect for Amir Temur. To be more precise, when the captured Momin Mirza was brought to Muzaffar Mirza, the dialogue between the two expressed this attitude:

"There was another way," said Muzaffar Mirza, with a kind of childish joke.

"I am the grandson of the great Timur!" said the boy angrily.

"It would be a great insult to the soul of my great-grandfather to hang a sword around his neck and kneel before the enemy." [4]

We know that Momin Mirza's pride in Amir Temur belongs not only to the hero of the work, but also to the creator.

Oybek repeatedly refers to the image of Amir Temur in his work. In the summer of 1941, he began writing the epic Lashkarboshi. In this epic, the great leader of the Uzbek people, Amir Temur, is portrayed as trying to help Uzbek warriors who are shedding blood in battles, but to no avail.

In the early 60's, Oybek began to re-examine the historical and memoir literature written about Amir Temur and the Temurid period. It was in this process that the idea of writing epics about Amir Temur, Alisher Navoi and Babur came to his mind. He also does a lot of work to make this intention a reality. On March 20, 1968, Oybek finished writing the epic "Guli and Navoi".

Oybek's sketches for the epic "Temur" will be published in the 10th issue of "Sharq Yulduzi" magazine in 1990. N. Karimov, who prepared these drawings for publication, noted that the author began to write this work in 1965, but did not manage to finish it, it was written only fourteen pages [6]. This shows that even before the name of Sahibkiran Amir Temur could not be positively mentioned, the desire to create works that reflect his life and bright image occupied the minds of many of our artists. The only reference to Oybek's archives is his creative plans to write a novel about the socio-political activities of Amir Temur, the period in which he lived and



the genealogy of the Temurids, on which he collected a lot of material [7]. Archival materials show that three lyrical-epic plots are emphasized in the incomplete epic lines. The first is the direct activity of Amir Temur, the second is the relationship between Ulugbek and Khalil Sultan, and the third is Ulugbek's last visit. In addition, Oybek pays little attention to the image of parks and huge buildings in Samarkand in his dream to illuminate the creative work of Amir Temur.

In his epic, Oybek describes Amir Temur as a great military leader, a great man, a ruler who was able to influence the fate of the whole world. However, the writer did not imagine that after Sahibkiran's death, the great centralized power he had built would collapse, because he was convinced that the spirit of the great warrior would last forever.

Amir Temur was the most unfortunate hero of the Soviet era in Uzbek literature in terms of his personal and objective coverage. Sahibkiran, a positive hero in dozens of works in Fapb literature, could not be told correctly in his homeland. This is the case even under the pressure of the ruling ideology in Maqsud Shaykhzoda's "Mirzo Ulugbek" tragedy. More seriously, it was a courage to write not only about Amir Temur, but also about the Temurids in general. By the 1970s, Uzbek literature had revived the artistic development of Timurid history. During this period, Odil Yakubov's novels "Ulugbek's Treasure" and Pirimkul Kadyrov's "Starry Nights" were created. Despite the difficult political situation in the country, these writers came very close to the historical truth about Amir Temur. This is one of the cornerstones of Uzbek art.

If we look at the theme of Amir Temur, the lyrical genres that created his image, we can see that the artistic and historical views about Sahibkiran gradually developed. This was the case in Soviet-era Uzbek literature. It was not until the 1970s that it was possible to write works that positively portrayed Sahibkiran. On the contrary, the principle of exaggerating its negative aspects and writing works in black that reflect its positive role in the history of many nations is growing. A vivid example of this is the trilogy of Russian-speaking writer Sergei Borodin "Stars in the sky of Samarkand."

True, the work is the first epic written on the history of the medieval peoples of Movarounnahr and Khorasan, based on the creative method of pseudo-socialist realism. The main goal of the writer was to create an ideological image of Amir Temur through the artistic depiction of the historical events of those times. To this end, the author got acquainted with many scientific sources about Amir Temur and the Timurid period, as well as research and memoirs of European and Russian scholars. But in many parts of the novel, he goes against the historical truth in describing the life and work of this great figure. Therefore, the personality of Amir Temur and his artistic interpretation, created by Sergei Borodin, cannot satisfy the modern Uzbek reader. Because the writer Amir Temur had a negative attitude to many aspects of his personality and activity.

The play is dominated by Sahibkiran's image as an invader, a butcher and a ruthless ruler. Sergei Borodin portrays Amir Temur as a great commander, a noble, a strict ruler, ignorant and aggressive. Such an image is nothing but injustice to the great historical figure, great ruler, unique commander, patron of science and art Amir Temur [8].

Attitudes toward Timur and the Timurids changed dramatically when Uzbekistan gained its independence. Because independence has allowed us to think freely about Amir Temur and our history in general, to show the historical truth. As a result, new works about Amir Temur and him began to appear. The creation of many scientific, poetic and prose works directly about Sahibkiran Amir Temur testifies to the national awakening of our people.

Writers and poets such as A. Aripov, M. Jalil, B. Ahmedov, O. Buriyev, Muhammad Ali, Tura Mirzo, Ye. Berizikov, O. Yakubov created works. Although these works are of different artistic levels, they fill the gaps that have been a white spot in our literature for many years and teach the younger generation to appreciate the Motherland, to love and respect their people.

One such work is the novel-chronicle "Amir Temur" by historian Boriboy Ahmedov. In terms of genre, the work is distinguished by its richness of historical sources, information, simplicity and popularity of the language, the deep harmony of scientific analysis with artistic analysis. Every event described in the play is based on a clear historical source. The author did not aim to create an artistic character by separating one direction from the very diverse life and activity of Timur, he covered the whole life and activity of Sahibkiran and decided to study art on such a large scale.

The novel consists of three parts: "Instability in the Nation", "The Security of the Nation" and "The Fate of Jahangir". The author gradually forms the image of Amir Temur. First his youth, then his youth, in short, until his puberty, he goes through the twists and turns of life. It is during this period that the future visionary develops the ability to see far. He will walk in the midst of the enemy, gain supporters, and strengthen their confidence in Turonzamin's freedom.

Without a literary plot, it is very difficult to write a work that will excite the reader and make him read without raising his head. However, Boriboy Akhmedov elevates historical information to the level of such interesting artistic events, as a result of which the historical knowledge of these facts in the work does not even occur to the reader. Another valuable aspect of the novel is that in addition to the accuracy of the description of the events, the dates of the events are clearly given. In this sense, the work serves as a unique source, a valuable encyclopedia for those interested in the life of Amir Temur. In creating this novel, B. Akhmedov studies hundreds of historical, scientific and artistic works in Arabic, Persian-Tajik and Turkic languages about the personality of Sahibkiran and his period. In the novel, Amir Temur is described as a patriot who sincerely loves his homeland Turkestan, his people, a man who sacrifices his life for the benefit of the people, a man who is steadfast in religion and faith. While creating the image of Amir Temur, B. Akhmedov describes his way of life, goals and aspirations fairly, and most importantly, objectively. Therefore, the image of Amir Temur is portrayed in the play as a great master, a great statesman, a famous commander, as well as a kind to his family, caring for his children and grandchildren.

### Conclusions

In short, Boriboy Ahmedov's novel Amir Temur covers almost half a century of history. Therefore, academician Izzat Sultan considers the novel as "fictional history". The point is that all the events, characters, space and time in the novel have a clear historical basis, and there is no artistic fabric introduced by the creator. Still, the novel can appeal to the reader. This is because every moment of Amir Temur's life, his glorious deeds and battles are so interesting that they leave any artistic imagination behind. So, it is safe to say that what attracts the reader to the novel is the interest in the material on which it is based - the "raw material".

Despite being the sole ruler of the great state he founded, Amir Temur reckons his faith as a strong Muslim with the leaders of religion and Sharia; followers Sayyid Baraka, Shamsiddin Kulol, Zayniddin Abubakr Tayabodiy. Thus, the real image of Amir Temur is created in the novel.

Boriboy Akhmedov's novel "Amir Temur" is a work of art that embodies the realities of life, and the period of independence has made a significant contribution to the Uzbek temnura. The novel is valuable for its artistic depiction of the tumultuous years of Amir Temur's life and the socio-political events that took place in Turanzamin. At the same time, this work is a step forward in the history of Uzbek literature. [11] In short, Boriboy Ahmedov's novel Amir Temur is a uniquely independent literary expression of the Uzbek period in the period of independence in terms of reflecting the multifaceted life and work of Amir Temur.

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## PECULIARITIES OF USING MODERN EDUCATIONAL TOOLS TO INCREASE THE EFFECTIVENESS OF TEACHING THE NATURAL SCIENCES AND DIRECT STUDENTS TO INDEPENDENT ACTIVITIES

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### ABSTRACT

*Effective work is being carried out in the world to create an informatized educational environment in the system of continuous education, to widely introduce modern information technologies, to create a base of educational resources and ensure the effectiveness of their use, to achieve deep and lasting assimilation of academic subjects. For example, in the study of biology, electronic educational resources, modern digital electronic devices, interactive program schemes, as well as the embodiment of biological concepts into knowledge in the process of mastering the subject of biology, the skills of independent research formed with the help of electronic educational resources, are of great importance.*

**KEYWORDS:** *Creating An Informatized Educational Environment, Correlating The Control Of Students' Knowledge Acquired During The Lesson And In Extracurricular Activities With The Requirements Of International Education Quality Assessment Programs Designed For Virtual Observations And Biological Experiments.*

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### INTRODUCTION

#### Relevance and Relevance of the Dissertation tTpic

The world community carries out scientific research aimed at developing opportunities for further improvement of the learning process and the effective use of electronic educational resources in the system of studying modern biology based on the development of interactive educational strategies and mechanisms in the field of biology in the context of adaptation to the trends of sustainable development of the educational system. These studies serve to enrich biological science with new promising areas and are important for solving pedagogical and psychological problems of their integration with the informatized educational environment of existing educational processes.

In our country, the creation of an informatized educational environment, the widespread introduction of multimedia applications in academic subjects, the creation of a new generation of educational and methodological literature and the improvement of textbooks based on an innovative approach are considered the most urgent tasks of today. In the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030, the priority tasks are "the development of multimedia products in education and the organization of

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their systematic use in the educational process." In turn, interactive electronic educational resources will contribute to the development of biological knowledge and the potential of students in general education secondary schools, the improvement of basic and subject competencies of students by means of electronic educational resources in the classroom and extracurricular activities.

This dissertation research, to a certain extent, serves to implement the tasks outlined in the Decree of the President of the Republic of Uzbekistan PF-4947 dated February 7, 2017 "On the Action Strategy for the Further Development of the Republic of Uzbekistan", the decree of the President PF-5099 dated June 30, 2017 "On measures for the fundamental improving the conditions for the development of information technology in the country", Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 dated December 8, 2018 "On measures to organize international research in the field of assessing the quality of education in the public education system", Decree of the President PF-5712 dated April 29 2019 "On approval of the concept of development of the public education system until 2030", as well as in other legal documents.

**Compliance of the study with the priority areas of development of science and technology of the republic.** The dissertation research was carried out in accordance with the priority direction of the development of science and technology of the republic I. "Spiritual, moral and cultural development of a democratic and legal society, the formation of an innovative economy."

**The degree of knowledge of the problem.** In our republic, the problems of informatization of the education system, the possibility of introducing electronic and distance learning were studied by scientists M. Aripov, A. Abdukadirov, U. Sh. Begimkulov, R. Kh. M. Tsoi. In the studies of A.T.Gofurov, Zh.O.Tolipova, O.M.Mavlonov, S.S. Fayzullaev, G.S. Ergashev, Z. Matyakubova, S. issues of improving the methods of teaching biology, organizing extracurricular and extracurricular classes in biology, the use of modern educational technologies in teaching biology, the possibility of using electronic educational resources in the educational process.

Scientists of the Commonwealth of Independent States V.I. Evdokimov, Ko Yong Chol, G.P. Chepurensko, P. Apatova, E.I. Mashbits, Yu. Astratov, E. V. Buryachenko, L. I. Bulaventsova, I. A. Vasilyeva, V.V. Kirilenko, G.V. Ivshina, E.G. Kobornik, A.G. Kritsky, A.V. Umanets N.V. Musinova, O.G. Petrova, E.A. Filippov, V. Staradubtsev, V. Smirnov, S. Sumatokhin, Yu. A. Tikhomirova studied the issues of using information technologies and educational resources in teaching biology.

In foreign countries L. Rageda, T. Weert, L.M. Semali, A. Bork, Casotti G, Rieser-Danner L, Knabb MT, M. C. Linn, J. A. Chiu, P. Mary A. Fernandez, S. Ribarič, M. Kordaš, S.W.Rissing, J.G.Cogan investigated the use of information technologies in the process of teaching biology, computer modeling, the introduction of e-learning, the development of advanced pedagogical and information technologies, and developed virtual laboratory classes.

The purpose of the study is to improve the methodology for using electronic educational resources in teaching biology.

#### **RESEARCH OBJECTIVES:**

Determination of the effectiveness of the use of modern informatized educational environment in the development of the structure of basic and subject competencies in biology in 7th grade;



Improvement of educational technologies for the development of biological knowledge, skills and abilities of students about the world of animals in biology lessons based on the systematization of an interconnected set of educational technologies and programmed learning tools;

Organization of extracurricular work in biology, aimed at the independent activity of students, providing individual acquisition of knowledge using electronic software;

Correlating the control of students' knowledge acquired during the lesson and in extracurricular activities with the requirements of international programs for assessing the quality of education.

### **RESEARCH METHODS**

Comparative study and analysis of psychological and pedagogical literature and electronic educational resources on the topic of research, socio-pedagogical methods (observation, conversation, diagnostics, questionnaires, testing), mathematical and statistical methods for processing the results of the experiment.

#### **The Scientific Novelty of the Research is as Follows:**

Directions for improving the methodology for using electronic resources through the integration of a modern informatized educational environment in teaching biology based on a systematic approach are determined;

The structure of basic competencies of students in biology (work with information, self-development, and communication skills) and subject competencies based on the requirements for the level of natural science literacy (perception, understanding, implementation in practice) have been improved;

Developed a methodological system for developing students' research skills (choosing a topic, observing and conducting an experiment, research, conclusions) based on electronic software tools used for self-education of students in extracurricular biology classes (multimedia applications, essay topics, "Entertaining Zoology", "Red Book");

The system for monitoring and evaluating students' knowledge in biology lessons has been improved based on the development of non-standard off-line tests.

#### **The Practical Results of the Study are as Follows:**

The practical didactic system of using electronic educational resources in biology for the 7th grade of general secondary schools has been improved;

Developed multimedia applications, presentations, video and audio tools in biology for grade 7, programmed test items to control students' knowledge in accordance with the State Educational Standards were considered at the methodological council of the Republican Education Center and recommended for use in secondary schools of the republic;

Developed a methodology for improving the use of electronic educational resources in biology for grade 7 based on a student-centered approach.

**The Reliability of the Research Results is Determined by the Use of Methods** and theoretical approaches from official sources in the work, the analysis carried out on the basis of empirical study, the validity of the effectiveness of experimental work by processing the results using

mathematical statistics methods, the implementation of the conclusions and recommendations of the study into practice, confirmation of the results obtained by competent organizations.

### **Scientific and Practical Significance of the Research Results**

The scientific significance of the research results is determined by the disclosure of the content of improving the use of electronic educational resources in teaching biology, the development of means for organizing the educational process in biology using electronic means, the definition of methodological conditions for students to master the competence of obtaining information based on a competency-based approach, improving the theoretical foundations of the methodological system aimed at improving effectiveness of teaching biology by means of information resources.

The practical significance of the results of the study is to determine the methodological possibilities for improving the use of electronic educational resources in teaching biology, in developing interactive models that highlight the qualitative and quantitative characteristics of biological objects and signs-symbols (process, phenomenon and graphic representation of biological functions), in creating software tools, designed for virtual observations and biological experiments, in the development of guidelines for the organization of work in the classroom and extracurricular activities, and the use of tasks in virtual laboratories and non-standard tests for 7th grade students.

### **Implementation of the Research Results**

Based on the results obtained to improve the methodology for using electronic educational resources in teaching biology:

Proposals on the didactic possibilities of using electronic educational resources through their integration into a modern informatized educational environment in teaching biology based on a systematic approach were reflected in the implementation and in the scientific results of the applied project PZ-2014-0910154408 on the topic "Creation and implementation of an information and communication environment in general education secondary schools" (2015-2017). (Reference No. 89-03-4521 dated November 25, 2019 of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan). These recommendations will serve to increase the possibilities of using electronic educational resources in teaching biology, the development of students' knowledge about the animal world;

Proposals for the formation of basic and special competencies in students in the subject of biology, increasing the level of natural science knowledge based on the use of a set of programmed learning tools were used to obtain scientific results in the implementation of the applied project A1-XT-1-89215 "Implementation of an interactive methodology and educational equipment in the practice of school education in order to improve the effectiveness of control and management of the quality of education" (2012-2014). (Reference No. 89-03-4521 dated November 25, 2019 of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan). On the basis of the scientific results of the dissertation, the possibility of using electronic educational resources for the development of students' knowledge of biology, in particular, knowledge of the measure of animals, was created.

Proposals for the development of electronic software tools aimed at self-education and the development of research skills of students in the process of extracurricular work in biology, and a system of test tasks adapted to the control mode of students' knowledge in the classroom and extracurricular activities, were used in the preparation of the order of the Ministry of Public

Education of the Republic of Uzbekistan No. 6 of January 6, 2018 "On the organization of basic schools for exact, natural, humanitarian applications." (Certificate of the Republican Education Center No. 01/11-01/01-2315 dated October 11, 2019). As a result, an opportunity was created to improve the competencies of independent work of students in the process of classroom and extracurricular activities.

### **Administered**

The introduction substantiates the relevance and relevance of the study, defines the purpose and objectives, the object and subject of the study, and shows its compliance with the most important directions in the development of science and technology. Information about the scientific novelty, practical results, and reliability of the results, theoretical and practical significance, and implementation of the results into practice, published works and the structure of the dissertation are given.

Modern approaches to the learning process, the fundamental reform that is being carried out today in the teaching of all academic subjects, are inextricably linked with the use of modern innovations and interactive tools in the educational process, the professional competence of teachers, and the intellectual potential of students.

The Decree of the President of the Republic of Uzbekistan "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" outlines important tasks for the development of education and science, a significant improvement in the quality of general secondary education, in-depth study of foreign languages, computer science and mathematics, physics, chemistry and biology at a high level.

Based on the goals and objectives of teaching biology in secondary general education institutions, it is required to create a modern informatized educational environment that provides for the targeted use, along with educational and methodological complexes, of electronic resources aimed at developing basic and subject competencies in biology for young students, developing skills in using information technologies and information handling skills.

The teaching of academic subjects in all institutions of the system of continuing education, in particular biology, is due to the fact that throughout the study of biology, preparation of materials for presentation on each topic is carried out, and the most appropriate means are used in the educational process.

General requirements for the development of new generation educational and methodological complexes in general subjects are reflected in the State Educational Standards for General Secondary and Secondary Specialized Vocational Education: "Multimedia applications for textbooks include video, audio sources, animation, tables, texts and dictionaries, covering materials on academic subjects using information and communication technologies in accordance with state educational standards and curricula, contributing to the effective assimilation of the content of academic disciplines and the development of self-education skills, helping to control knowledge and consolidate it, enriching the main content of the academic subject ". The foregoing emphasizes the need to use electronic educational resources in all general education subjects.

Visual aids that serve to increase the effectiveness of teaching scientific disciplines are created on the basis of specific practical programs. Teachers are required to prepare such software tools and possess the competencies for their implementation, and in this matter there is a need to

involve programmers directly. In many cases, electronic tools are created that combine scientific sources on an integration basis in two scientific disciplines. If each student is able to independently use a computer, then the opportunities to introduce him to the world of inventions and research expand. Modern education is mainly based on teaching programs, visual representation techniques, computational operations using a computer and mobile devices. In any study, it is impossible to do without electronic educational resources. Electronic means and technologies for their use, therefore, an informatized learning environment is considered as an effective scientific and practical tool.

The use of high-quality electronic means and the correct connection to the educational process create optimal conditions for students to accept the necessary information, process it, master basic and subject competencies, control them, develop creative abilities, introduce additions and changes to the educational process, and continuously check the results of education. In addition, opportunities are being created for diagnosing and predicting the activities of students, developing recommendations for designing future lessons, determining the order of educational and cognitive activities of students aimed at consolidating certain information.

This chapter reflects the issues of using electronic educational resources in biology lessons, existing electronic educational tools in secondary schools, organizing the activities of a biology teacher in an informatized educational environment, problems of computerization of the science of biology, information obtained through answers to the questions of the questionnaire, conclusions on their analysis. .

This article reveals the methodological essence of the introduction of electronic educational resources in biology lessons, the importance of the didactic model and didactic systems to improve the effectiveness of biology lessons.

Efficiency in biology lessons in most cases is achieved through compliance with didactic patterns and purposeful introduction of evidence-based forms, methods and techniques into the educational process. Acquaintance of students with the world of animals, their way of life, reproduction and development occurs through the receipt of scientific information from the textbook and teaching aids. The activation of the educational process is implemented on the basis of innovative approaches in the education system, through the use of modern technologies and programmed teaching aids, tests and other non-traditional teaching aids. Electronic learning tools also contribute to increasing the activity of students in the study of many academic disciplines.

The use of electronic means in biology lessons is associated with new methods of their implementation. The use of electronic educational resources in biology is associated with the fulfillment of certain conditions:

Clarity and variety of information presented (color illustrations, audio-video recordings, animation and other types);

Implementation of feedback (a system of tests to determine the degree of assimilation, providing quick control);

Training in self-control skills for the purpose of active and accelerated assimilation of educational materials;

Constant "maintenance" of teaching aids and enrichment of new information, that is, the purpose of electronic teaching aids is to synthesize the main educational material with additional new information with the prospect of its possible use in the future.

The use of electronic educational resources in teaching biology also provides a solution to educational problems.

With the help of electronic educational resources, the efficiency of mastering educational material in biology, the development and consolidation of vital skills and abilities is achieved:

- 1) The visibility and accessibility of the presentation of the most difficult topics and concepts is ensured, for example, familiarization with the external and internal processes occurring in the body of animals, it becomes possible to visually observe and track them (through a monitor);
- 2) Specific methods of studying the structure and location of organs in animal organisms are organized;
- 3) The use of CD and DVD set-top boxes showing short popular science films directly related to the labor and habitat of animals helps to form students' understanding of the lifestyle of animals, their distribution area, animal species, interaction and relationship with nature;
- 4) The integration of electronic resources into the educational process contributes to the development of skills for self-acquisition of knowledge.

The level of development of knowledge and skills of students within the framework of the topic under study depends on how the quality and quantity of visual aids meet the requirements of the tasks of teaching biology at a particular stage. Thanks to electronic resources, it is possible to present a color image of animals, their external and internal structure, functioning systems, a variety of animal species, and more.

Prepared electronic educational resources were introduced into the educational process in biology in 7 grades of secondary schools. Particular attention was paid to the choice of topics in accordance with the SES, the program and the textbook, the use of resources was carried out taking into account the competence-based approach and focusing on international standards when assessing the quality of education.

When choosing the elements of the technology used in teaching, it is necessary to take into account the nature and direction of the educational and cognitive activity of students. Practice shows that, as a rule, 7-8 minutes of the lesson is given to the theoretical part, followed by discussion, work in small groups, organized in order to consolidate knowledge. In the first 7-8 minutes, the highest efficiency of assimilation is observed, then the motivation for learning weakens (over the next 15 minutes). There is a need to keep the attention of students as long as possible. It was noted above that the reasonable quality and quantity of the visualization involved will help maintain the attention and cognitive activity of students at the level necessary for effective assimilation. These can be drawings of animals in color, diagrams, their external and internal structures, images of functioning systems, habitats and other visual materials.

Large sections of zoology were selected for the study: Protozoa, Mollusks, Worms, Amphibians, Reptiles, Mammals (by class) and electronic resources prepared in the form of animation with a dynamic effect in the Makromedia Flash program.

The main difference between this program and the main ones is that it includes a set of materials in a multimedia format on all topics of the section - on morphological and physiological processes in the animal body, presented in a series of animations, videos, drawings, infographic information.



For self-study in the educational resources posted the "Red Book" of Uzbekistan in the form of pdf. In biology lessons, additional material is interesting information about classes of animals or individual animals in the block for biology lessons in grade 7 "The World of Amazing Animals". These materials can be referred to when organizing extracurricular activities in biology. The resources include photos of excursions and videos.

It should be recognized that the created program aimed at increasing the effectiveness of biology lessons is not without some shortcomings. Along with the widespread introduction of technological elements into the modern educational process, it is necessary to remember about innovative methods for increasing the effectiveness of biological education.

As for extracurricular and extracurricular work in biology, its main content is the presentation of additional information about the morphological and anatomical structure of animals, the functioning of life support systems. Extracurricular theoretical knowledge and practical skills.

In the process of extracurricular work, it is advisable to organize short-term observations of the development of animals at different stages of their life. For example, the breeding season (by observing the fish in the aquarium, or the moment the egg is opened and the chicken or canary chick is "born", the development and growth of the kitten or puppy). Students using live examples can follow the behavior and development of animals in different periods, such observations will help to form in schoolchildren a sense of love for nature and a desire to protect and protect the animal and plant world.

Electronic educational resources of an innovative orientation, helping to enrich the theoretical knowledge and practical skills of 7th grade students, to form their research skills.

In order to prepare students for the international system of knowledge assessment in educational institutions of the secondary education system, one should focus on the parameters of the PISA, TIMSS systems, where it is proposed to use a set of computerized test tasks in several academic subjects. In this regard, it became necessary to develop a didactic system for the use of computerized non-standard tests in biology in the 7th grade for lessons, extracurricular and extracurricular activities. We have prepared blocks of test tasks on 10 topics from the "Mammals" section.

### **FINDINGS:**

1. The study summarizes the theoretical, scientific and methodological foundations of the pedagogical problem of using biology in teaching in secondary schools, substantiates its relevance.
2. The use of visual materials related to the content of biological education is important for improving the effectiveness of biology lessons, enhancing the educational and cognitive activity of students, and developing basic and special competencies.
3. Developed on the basis of the results of the study and introduced into the educational process in biology, the methodological system contributes to the assimilation of topics difficult for students, allows direct observation (using visual aids) of biological processes, and creates the opportunity to present educational material in a systematic form.
4. In the process of studying biology in grade 7 of general education schools using electronic educational resources, in the classroom and extracurricular activities, an increase in the level of knowledge and skills of students in biology, the formation of competencies for obtaining



information was noted. The study developed recommendations on the use of electronic educational tools to improve the efficiency of extracurricular work in biology.

5. In extracurricular activities using electronic educational resources, students develop individual activity skills and group work skills when studying a new topic. In biology lessons in the 7th grade, the use of the methodological system ensures the quality of students' assimilation of theoretical materials, which is supported by the organization of virtual laboratory work.

6. The developed set of test tasks (of-line) for the control and self-assessment of students in teaching biology creates an opportunity to identify their knowledge and skills in the process of mastering topics.

7. In order to further improve the methods of teaching biology by means of the created electronic educational programs, an experiment was conducted in secondary schools, the results obtained were analyzed and summarized.

8. The results of the experiment convince us that the improvement of the system for the effective use of electronic educational resources in teaching biology and their widespread implementation contributes to the manifestation of independent activity of students and the successful assimilation of educational material in biology. The results of the experiment, statistically processed, confirm the relevance of this study.

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## FEATURES OF THE FORMATION OF COGNITIVE UNIVERSAL LEARNING ACTIONS IN PRIMARY SCHOOL STUDENTS

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### ABSTRACT

*At primary school age, arbitrary memory also becomes a function on which the formation of cognitive universal educational activities is based. The leading role of this cognitive process in educational activity leads the child to an understanding of the need to develop his memory, mastering the possibility of its regulation and conscious control. As a result, the role and specific weight of verbal-logical, semantic memorization is enhanced.*

**KEYWORDS:** *Modernization Of Education, Competency -Based Approach, Competence, Ability To Learn, Analysis Of Objects , Synthesis, Derivation Of Consequences, Establishment, Construction Of A Logical Chain, Proof, Hypotheses And Their Substantiation, Statement And Solution Of The Problem, Formulation Of The Problem, Independent Creation.*

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### INTRODUCTION

In the context of the new paradigm of education, many researchers (A.A. Verbitsky, I.A. Zimnyaya, V.V. Kraevsky, V.V. Serikov, A.V. Khutorskoy) associate the new quality of education with the concept of "competence". At the same time, a special role is given to "competence in the field of independent cognitive activity, based on the assimilation of methods for acquiring knowledge from various sources of information" [33, p.26], in other words, educational and cognitive competence, the level of which directly depends on the nature of cognitive universal learning activities .

The term "universal learning activities" means the ability of the subject to self-development and self-improvement through the conscious and active appropriation of new social experience, i.e. the ability to learn [66, p.27]. Cognitive universal learning activities that provide educational and cognitive competence and organization of educational and cognitive activities are aimed at the cognitive development of the individual, which means the formation of a scientific picture of the world in students, the development of the ability to manage their cognitive and intellectual activities, mastering the methods and methods of cognition and learning, development of representative, symbolic logical and creative thinking, productive imagination, arbitrary memory and attention, reflection [17, p.92].

A.G. Asmolov in the block of cognitive universal educational actions highlights general educational actions, logical actions, as well as the actions of setting and solving a problem [23, pp. 90-91].

General educational universal actions include:

- Independent selection and formulation of a cognitive goal;
- Search and selection of the necessary information; application of information retrieval methods, including using computer tools;
- structuring knowledge;
- Conscious and arbitrary construction of a speech statement in oral and written form;
- Selection of the most effective ways of solving problems depending on specific conditions;
- Reflection of the methods and conditions of action, control and evaluation of the process and results of activities;
- Definition of primary and secondary information; free orientation and perception of texts of artistic, scientific, journalistic and official business styles;
- Understanding and adequate assessment of the language of the media;
- Statement and formulation of the problem, independent creation of activity algorithms in solving problems of a creative and exploratory nature.

It should be noted such a general educational universal educational action as students' reflection of their actions, which implies their awareness of all components of educational activity.

Sign-symbolic actions constitute a special group of general educational universal actions [16]:

- Modeling - the transformation of an object from a sensual form into a model, where the essential characteristics of the object are highlighted (spatial-graphic or sign-symbolic);
- Transformation of the model in order to identify the general laws that define this subject area.

Logical universal actions are [56]:

- Analysis of objects in order to highlight features (essential, non-essential)
- Synthesis - the compilation of a whole from parts, including independent completion with the completion of the missing components;
- Choice of grounds and criteria for comparison, seriation, classification of objects;
- bringing under the concept, derivation of consequences;
- Establishment of cause-and-effect relationships, representation of chains of objects and phenomena;
- Construction of a logical chain of reasoning, analysis of the truth of statements;
- Proof;
- Hypotheses and their substantiation.

Statement and solution of the problem [16]:

- Formulation of the problem;
- Independent creation of ways to solve problems of a creative and exploratory nature.

It should be noted that when forming cognitive UUD, the teacher should pay attention to establishing links between the introduced concepts and the past experience of children in order to facilitate the perception and comprehension of educational material.

The result of the formation of cognitive universal learning activities are the skills presented in Table 3 [51].

In the context of the requirements of the SES, the formation of cognitive universal actions among students is one of the priority goals of education. However, despite the rather large number of scientific studies devoted to educational and cognitive activity, the methods of its formation and activation, the problem of the formation of cognitive UUD is quite acute. And in this regard, the issue of determining the features of the formation of cognitive UUDs in the primary school age becomes relevant.

As you know, primary school age is a period of intensive development of cognitive processes (perception, memory, thinking, imagination), therefore, this age is a sensitive period for the formation of cognitive universal learning activities.

The formation of cognitive universal educational actions requires the development of higher mental functions - the arbitrariness of memory, attention, and imagination. It is at this age that these cognitive processes become independent [19]. The younger student learns to master special actions that make it possible to keep in memory what he has seen or heard, to imagine something that goes beyond the previously perceived. V.S. Mukhina notes that the younger student can plan his own activities [63, p.34], which, in turn, organizes the attention of the student.

In primary school age, the development of imagination also continues. At the age of 7-10 years, a child of his age can create a variety of situations, which makes it possible to transfer the imagination to other activities. For a younger student, imagination is a way to go beyond personal practical experience and the most important condition for the development of creativity and creative abilities.

The formation of cognitive universal educational activities is impossible without the development of thinking, which becomes more flexible and complex in primary school age. Other features of the thinking of a younger student are reversibility, going beyond the "here and now", multidimensionality, the ability to draw logical conclusions and conclusions, the search for cause-and-effect relationships [63, p.35]. However, the main new development of the period under consideration is the formation of visual-figurative thinking, which gives the child the opportunity to solve problems as a result of internal actions with images [63, p.36]. Moreover, at primary school age, children develop a met cognitive ability, which they use when planning their actions, making decisions, and choosing effective memory strategies [6, p.128].

The development of thinking in younger students is a guarantee of high-quality mastery of cognitive UUD.

The lessons of the Russian language are of great importance in the development of abstract thinking, since teaching linguistics requires a distraction from the concrete semantic side of the word and highlighting the features of various words from the side of their belonging to a certain grammatical category.

It should be noted that during the period of primary school age, the development of memory, attention, thinking and imagination, as well as the formation of educational and cognitive competence, occurs in educational activities, which become the leading activity at this stage of the child's development. It is educational activity that makes it possible to solve the most important tasks of development in primary school age, namely the formation of learning motives, the development of stable cognitive needs and interests, as well as the development of productive

methods and skills of educational work, "the ability to learn" [34]. Under the influence of learning, there is a gradual transition from cognition of the external side of phenomena to cognition of their essence, reflection in thinking of essential properties and signs, which make it possible to make the first generalizations, the first conclusions, draw the first analogies, and build elementary conclusions. On this basis, the child begins to form scientific concepts [4, p.22].

Despite the change in the leading type of activity, the game in primary school age still occupies a special place and has a positive impact on the formation and development of not only creativity, but also educational and cognitive competence in general. N.V. Rozhdestvenskaya and A.V. Tolshin, considering the age-related features of the psychological phenomenon of creativity, note that in the game and children's creativity, the subordination of motives, the purposefulness of actions, the subordination of goals, the connection between distant and close goals develop [57, p.44]. So in the game activity the foundations of educational and cognitive competence are laid.

Thus, at primary school age, all types of activities, including educational activities, contribute to the development of the cognitive sphere. Attention, memory, imagination, perception acquire the character of greater arbitrariness. The child masters ways of managing them independently, mentally masters classifications, comparisons, analytical-synthetic type of activity, modeling actions, which become prerequisites for the formation of cognitive universal actions.

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## PEDAGOGICAL BASES OF ASSESSMENT IN PRIMARY EDUCATION

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### ABSTRACT

*Information is provided on the factors that determine the pedagogical basis of assessment in primary education. The types and tasks of assessment are analyzed and the role of students in their adaptation to socio-economic life is discussed. Targeted programs for the development and modernization of education are being implemented on the basis of the development strategy. The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of state educational standards for general secondary and secondary special, vocational education" requires a new approach to teaching in the education system.*

**KEYWORDS:** *Assessment, Assessment System, Pedagogical Bases Of Assessment, International Assessment Research.*

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### INTRODUCTION

Decree of the President of the Republic of Uzbekistan No. PF-4947 "On the Strategy for further development of the Republic of Uzbekistan" <sup>1</sup>provides for the implementation of measures to improve the quality of general secondary education, secondary special and higher education and their development. Resolution <sup>2</sup>of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On measures to introduce new principles of governance in the public education system <sup>3</sup>" In their decisions, the consistent implementation of this priority, ensuring the quality of general secondary and secondary special, vocational education is of particular importance. In this case, the quality of education is characterized by the degree of mastery of learning materials by students, and the level of mastery of learning materials is carried out through assessment.

In his Address to the Parliament, President of the Republic of Uzbekistan Sh. Mirziyoyev noted that from the 2022-2023 academic year, the state curriculum in primary school will be replaced by a "National Curriculum" based on best international practices. This can be seen as a practical result of the ongoing reforms in the field of education.<sup>4</sup>

Targeted programs for the development and modernization of education are being implemented on the basis of the development strategy. The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of state educational standards for general secondary and secondary special, vocational education" requires a new approach to teaching in the education system. The aim is to increase the level of competence of students through the use of modern methodology in the teaching of general education, a competent approach to the educational process. The DTS pays special attention to the formation and development of students' ability to

apply the acquired knowledge, skills and abilities in practice, to acquire basic and scientific competencies. The formation of basic competencies in students, such as communicative, information work, self-development, socially active citizenship, national and multicultural, mathematical literacy, awareness and use of scientific and technical innovations, covers all aspects of preparing students for independent, professional life. While the previous state education standards focused on assessing students' mastery, the current state education standard also provides for the assessment of students' competencies.

Since 2018, the Ministry of Public Education of the Republic of Uzbekistan and the company "Kundalik" have been implementing a project to introduce electronic journals and diaries in schools. The system is used to plan teachers' lessons online, create lesson schedules, record students' mastery, attendance in electronic journals and diaries, as well as generate statistical reports for government agencies and institutions. The Diary system allows students and their parents to track grades and homework information 24 hours a day. At the same time, they can communicate through a protected social network and use an online library and educational media resources.<sup>5</sup>

Recently, international evaluation research programs, including PISA, PIRLS, TIMSS, have been implemented in our country. International assessment programs assess the core competencies that are developing in students. In addition to the core competencies in international assessment programs, the program also addresses a number of questions related to independently managed education. Science and core competencies are formed depending on the learning process. The learning process does not create sufficient conditions for the formation of basic competencies, without independent education it is impossible to fully form basic competencies in students. In this context, the development of independent cognitive activity, the importance of independently managed education is infinite. The development of independent cognitive activity of students is considered as a pedagogical condition for the formation of basic competencies in them. At the heart of international assessment programs are students' data analysis, motivational preferences and goal-orientation, ability to control their goals, self-assessment, and collaborative learning strategies in social relations.

Extensive study of international experience in improving the assessment system is underway. It is planned to study the requirements of advanced national and foreign experience, international assessment programs and apply them in practice.<sup>6</sup> Researcher F.Khalikov noted that the importance of PISA international assessment research is to develop students' creative activity based on a creative approach to the internal and external environment, to develop their mental abilities and turn it into experience and intellect, which is a positive step in regulating the assessment system. passes.<sup>7</sup>

Assessment in the education system is inextricably linked to the existing assessment system in society. In everyday life, we face different situations of evaluation every day, and through this, the society has formed the norms of evaluation, such as "good", "bad", "satisfactory", "unsatisfactory", "quality", "poor quality". As consumers in society, people express their opinions, attitudes, suggestions, goals to various goods and services. The more transparent, open, detailed the assessment made in daily life or in the family, the more opportunities will be created to address the shortcomings. In the economy, the increase in the quality of goods will increase the quality of services. Marketing aims to develop market relations through the system of market evaluation in the field of economics.

In the 1960s, detailed descriptions of education and training goals were widely used in the United States. Through this, students have the opportunity to learn according to a purposeful and defined plan, to assess their participation in the educational process. Since the 1970s, assessment has been supplemented by the concept of “diagnostics”.<sup>8</sup>

The topic of assessment is a topic of discussion in pedagogical research and practice not only today, but also since the 70s of the last century, and includes many critical points. In the 1969-1976 study, there were studies to find an alternative to quantitative assessment. It is in this context that negotiations will lead to the implementation of new ideas, models and reforms.<sup>9</sup>

R.Mavlonova, O.Turaeva, K.Kholiqberdiev described the purpose of checking and assessing students' knowledge as follows:<sup>10</sup>

Academician of the International Academy of Sciences R.Safarova emphasizes in her<sup>11</sup> research that assessment and evaluation systems are one of the most important didactic tools in pedagogy, its importance in the educational process. Assessment of student learning is extremely important at all stages of the learning process when approached in terms of its intellectual development and pedagogical support. At the same time, assessment has the power to motivate the learner and ensure his or her intellectual development.

Scholar Sh.Ismatova<sup>12</sup> studied in detail the current problems, shortcomings and advantages of the rating and evaluation system in pedagogical assessment. One of the key findings was that assessment technology could liberalize student activity and the entire learning process through assessment. The educational function of assessment is manifested in the following: teaching students to work systematically, motivating them with assessment and trying to influence their mental characteristics (development of will, strengthening memory, etc.), taking a strict approach to assessment in cases of overestimation.

Evaluation performs the following functions in society: 13

1. Qualification function. Evaluate and formalize the service on the basis of certain aspects.
2. Sorting function. Prioritize two or more objects.
3. Legitimacy function. Formal registration of community demands.
4. Information function. Transmitting data for analysis, comparison, determination.
5. The function of socialization. The importance of evaluation criteria in the formation and development of relationships.

Based on the purpose of the article, based on the analysis of the State Education Standard, it should be noted that education is organized on the principles of " student's personality, the priority of his aspirations, abilities and interests " , " suitability for personal needs ."

<sup>14</sup>Qualification requirements for general secondary education consist of the mandatory minimum and final objectives of the content of education in general education subjects, the volume of workload and the quality of education, which consists of:

- Knowledge - remembering and re-explaining the learned information;
- Ability - to apply the acquired knowledge in familiar situations;
- Qualification - the acquired knowledge , the ability to apply the formed skills in unfamiliar situations and the formation of new knowledge;

– Competence - the ability to apply existing knowledge, skills and abilities in daily activities .<sup>15</sup>

The assessment system consists of a set of criteria that determine the level of mastery of the qualification requirements of general secondary education by students and the effectiveness of the activities of general secondary education according to the state educational standard .<sup>16</sup>

Assessment is the determination of the intellectual level achieved by comparing the tasks set for the student in the educational process with the requirements of the State Educational Standards in the subjects. The assessment determines the student's knowledge, skills, abilities and competencies. Assessment is seen as an integral part of the learning process. With its help, there are opportunities to correct shortcomings in the educational process, improve its results and the intellectual and spiritual development of students.

Assessment is done within the standard level given in the state education standard. The following are the standard levels in the subject of mother tongue in secondary schools and their names:

**1.1.1-J ADVAL STANDARD LEVEL FOR NATIVE LANGUAGE LEARNING OF 4TH GRADE STUDENTS OF SECONDARY SCHOOLS AND ITS NAME<sup>16</sup>**

Phase of education	Alumni	Standard level	Level naming
General secondary education	Primary 4th grade graduates of general secondary schools	A1	Basic level of study of mother tongue science
	mother tongue in general secondary schools and 4th grade graduates of specialized schools	A1 +	An enhanced elementary level of native language learning

As can be seen from the table, a specific standard level (A 1, A1 +, A2, A2 +, B1, B1 +, etc.) has been set for each stage of education. For each subject, the “necessary condition “of the subject and the basic competencies to be acquired by students, as well as their content are strictly defined. In the course of pedagogical analysis, we can conclude that assessment is a differential difference between the “necessary condition” defined by the state educational standard and the “current state” of student learning, which serves to inform about the difference. Primary school students must have a detailed knowledge of the knowledge, skills, competencies and competencies (“ current status ”) of the mother tongue in order to receive the A1 level (“ required ”) in the State Education Standard on a regular basis . In this regard, self -assessment is an effective tool for organizing their educational activities and focusing on achieving the standards set by the State Education Standards. As a main result, students develop independent cognitive activity from the time of primary education.

a sheva, A.Kobilova, who studied the state educational standard in terms of the assessment of legal documents , notes that it is based on the criteria of positive assessment of students' knowledge from the bottom up. In other words, in the "5" point system, each point ("1", "2", "3", "4", "5") takes into account every opportunity of the student. Opportunities are listed in determining each score. Opportunity refers to the student's ability to master, prepare for the lesson, keep a notebook, diligence, participation, propensity for additional tasks, be able to analyze relevant information, work independently and defend their point of view, set an example in class and extracurricular activities . in. In other words, the "5" rating system can be further improved in accordance with today's requirements. It would be expedient if the requirements for basic and scientific competencies were also included in the comments given for each score. It is

convenient for teachers to use the 5-point system to assess students ' knowledge, skills, competencies and competencies .<sup>17</sup>

About the essence, peculiarities of formative assessment, as well as methods, forms and techniques of assessment as one of the modern technologies for assessing student achievement .<sup>18</sup>

The sum of the effectiveness of the evaluation consists of the concept of the method of evaluation, control, verification, which is related to the optimal selection of its types, forms and methods. The analysis of L.I. Kolyada's<sup>19</sup> research allows us to describe the existing different types of control on the following grounds:

**Presented in the research work of L.I. Kolyada types of control**

scope of training	strategic, tactical, operational
According to the stages of training	initial (selection), training (intermediate), final (final)
Temporary in terms of orientation	retrospective, sketch, current, one-time
By transfer period	periodic, regular
In terms of control width	local, local, selective
By forms of social connection	external, continuous, internal
In terms of organizational forms	collective, frontal, individual
By types of training	in lectures and seminars; in practical and laboratory classes; in tests, colloquiums and examinations
According to the methods of implementation	oral, written; with computer, without computer

Assessment is a psychological phenomenon b has three different dimensions. These are individual, social, and goal-oriented dimensions. The result that the student must achieve in a certain period of time in the learning process, the indicator is strictly recorded. The ambiguity, the “coding “of the result that students should achieve, leads to misunderstandings. The assessment system, which has been formed over the years as a pedagogical tradition and value, has become ingrained in the minds of educators and learners, roughly, relatively, comparatively and as a defined norm. In pedagogical practice, definitions are given such as " conditional assessment " , " incentive assessment " , " punitive tool " , " reward " , " interesting and guiding tool " . What knowledge, skills, competencies and competencies students have at a certain age is considered an open question from the point of view of the assessment system, and this problem is specific to the education system of many countries at the international level. b has been covered in a small number of studies as a dead issue. It follows that the assessment of students in the educational process leads to subjectivity, which in turn leads to the development of subjective thinking in the minds of students.

From the elementary school, students develop their thinking, interests, fantasies, tendencies, and gain individuality. Each topic or concept studied affects the emotional-volitional characteristics of students and the activity of independent cognition. For the first time, students identify their “strengths” in a particular area through “internal self -assessment” . If they have strong logical thinking and memory, mathematics, if emotion, speech culture, communication are priority, mother When language, imagination, imagination, fantasy are strong, interest in fine arts is manifested. B it is clear that self-assessment is a natural inner need of the learner and is formed in conjunction with the process of constantly existing, understanding the environment.



Assessment of the level of mastery of students' qualification requirements. Assessment is seen as an integral part of the learning process. Correction of shortcomings in the educational process through assessment, improving its results and has a positive impact on the development of students' intellectual level. Assessing the results of the student's learning activities allows him to recognize and understand his mistakes and shortcomings, and to overcome these shortcomings on their own. Assessment of student learning outcomes - identifies strategic goals for the future, and with the help of assessment, the teacher monitors the learning activities of students and plans the prospects for the development of their intellectual level.

Assessing and examining students' knowledge has serious shortcomings and does not adequately perform its educational, pedagogical, motivational and diagnostic functions. Observations in pedagogical practice show that 98% of primary school students say that grades need to be maintained.<sup>20</sup> Although there is no alternative to the existing evaluation system, we believe that it is expedient to eliminate the errors in the evaluation system. Self -assessment, on the other hand, has a functional character that complements the existing assessment system and is not seen as an alternative. The following are shortcomings of the evaluation process:

1. One of the most serious mistakes in assessing students ' knowledge in school is the subjective approach to some students, which is the same answer and the difference in the assessment of different students for the same work. Over time, the teacher develops a certain perception of students and an attitude accordingly. This is particularly evident in students with high and sluggish mastery of imagination and attitudes. The teacher always praises the students who do not master it, and scolds the students who do not master it. Students with poor mastery are severely and often reprimanded for students with high mastery. Another notable aspect of the error is that students with low mastery are less likely to be invited to respond than students with high mastery. They are given little time to answer the relevant question . For a student's inappropriate, unreliable answer, the teacher will say, " You're not ready for class again , " " You're not trying to get a good result , " and give a grade of " two . " If this is the case with a student with a high level of mastery , the teacher will provide an opportunity to help, correct shortcomings, or reconsider . In the teacher we can see that two different attitudes are formed in the same situation depending on the level of mastery of two students. This is a clear example of the subjective approach to students.
2. One of the mistakes that can be made in the assessment process is the formation of a negative attitude towards students of different character and temperament. Taking into account the fast or slow pace, calmness, curiosity, or coldness of students 'speech should be understood as the fault of the educator who ignored these lines, not the assessment system. B it can be concluded that the teacher should have sufficient skills to identify all the typological features of students.
3. Comparing students to each other and setting an example for the other is pedagogical, psychological, and social. Acceptance of the student on the basis of personality, character and nature, their individual development and perfection reflects the humane principle of education.

It is well known that in the current grading system, the learner and his or her cognitive ability are considered to be the object of the teacher's assessment. One of the most effective ways to improve school performance is to make student knowledge an active subject of the assessment component . The teacher's assessment should teach the student to self - assess. In order to



develop students ' self- assessment skills, they need to be involved in assessing their own learning activities.

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## RELATIONSHIP BETWEEN EPS AND CRAR

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### ABSTRACT

*This paper examines the compliance of Basel II and the RBI Guidelines with regard to Capital to Risk Weighted Assets Ratio (CRAR) and relation of EPS and CRAR of private bank. We have used published data for five years i.e., from 2017-2018 to 2021-22 for analysis. The application of Welch's t test has proved that there exists direct relationship between EPS and CRAR. The higher the EPS, the higher is the CRAR and vice versa indicating that the bank is making efficient utilization of invested capital and has adequate liquidity to meet all its obligations on time in a cost effective manner.*

**KEYWORDS:** *Efficient, Utilization, Invested, Adequate, Liquidity, Obligations, Consisting.*

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### INTRODUCTION

The Basel Committee on Banking Supervision was established in 1974 by the Bank of International Settlements (BIS), an international organization founded in Basel, Switzerland in 1930. It is a committee of bank-supervisors consisting of members from the G10 countries. It is represented by central bank governors of the G10 countries. The Committee's members are from Belgium<sup>2</sup>, Canada,<sup>3</sup> France, Germany, Italy, Japan, Luxembourg, Netherlands, Spain\*, Sweden, Switzerland, UK and US. The first accord was known as the Basel I. It was issued in 1988 and focused mainly on credit risk by creating a bank asset classification system. This classification system grouped a bank's assets into five risk categories: 0%, 10%, 20%, 50% and 100%. The bank must maintain capital equal to at least 8% of its risk-weighted assets, Tier 1 and Tier 2 capital. For example, if a bank has risk-weighted assets of Rs. 100 million, it is required to maintain capital of at least Rs. 8 million.<sup>4</sup> The accord was replaced with a New capital adequacy framework (Basel II), published in June 2004. The second accord focuses on operational risk along with market risk and credit risk. Basel II attempted to correct the anomalies existing in Basel I. The greater the risk to which a bank is exposed, the greater is the amount of capital required to protect its solvency and overall stability. It will also force banks to enhance disclosures, which will help create more transparency and trust in the banking system itself.

Basel II is based on 3 pillars that allow banks and supervisors to evaluate properly the various risks that banks face.<sup>5</sup> these three pillars are:

- (i) **Pillar 1:** Minimum capital requirements – It includes 3 risks. Credit risk + operational risk + market risk. Credit risk is the risk of loss due to a debtor's non-payment of loan or principal amount or interest or both. As per Basel II two ways of measuring credit risk namely standardized approach and Internal Rating Based Approach. An operation risk is a risk arising from execution of a company's business functions. It includes fraud risk, legal risk, physical or environmental risks, etc. Banks can choose any method of calculating the capital charge for operational risk – Basic Indicator Approach, Standardized approach and advanced measurement approaches. Market risk is the risk that the value of portfolio, either an investment portfolio or a trading portfolio will decrease due to the change in value of the market risk factors. The four standard market risk factors are stock prices, interest rates, foreign exchange rates and commodity prices. The approach of measuring is VAR (Value of Asset Risk).
- (ii) **Pillar 2:** Supervisory review of an institution's capital adequacy and internal assessment process. It also provides a framework for dealing with all the other risks a bank may face, such as systemic risk, pension risk, concentration risk, strategic risk, reputational risk, liquidity risk and legal risk, which the accord combines under the title of residual risk. It gives banks a power to review their risk management system.
- (iii) **Pillar 3:** This pillar aims to complement the minimum capital requirements and supervisory review process by developing a set of disclosure requirements which will allow the market participants to gauge the capital adequacy of an institution.

### **Capital Adequacy Ratio (CAR)**

A measure of a bank's capital. It is expressed as a percentage of a bank's risk weighted credit exposures. It is also known as "Capital to Risk Weighted Assets Ratio (CRAR)".<sup>6</sup>

This ratio is used to protect depositors and promote the stability and efficiency of financial systems around the world.

**Tier I Capital:** It is core capital; includes equity capital and disclosed reserves. It is mainly composed of stockholder's equity in the company.

**Tier II Capital:** It is secondary bank capital that includes items such as undisclosed reserves, general loss reserves, subordinated term debt, and more. The unpublished or hidden reserves of a financial institution that may not appear on publicly available documents such as a balance sheet, but are nonetheless real assets, which are accepted as such by most banking institutions. Undisclosed Reserves are generally described as such only in the banking industry as it applies to capital requirements and are designed as Tier 2 capital along with revaluation reserves and general provisions.

**Risk-Weighted Assets:** These include the total assets owned. The value of each asset is assigned a risk weight (for example 100% for corporate loans and 50% for mortgage loans) and the credit equivalent amount of all off-balance sheet activities. Each credit equivalent amount is also assigned a risk weight. Risk weighting adjusts the value of an asset for risk, simply by multiplying it by a factor that reflects its risk. Low risk assets are multiplied by a low number, high risk assets by 100% (i.e. 1).

RBI decided in April 1992 to introduce a risk asset ratio system for banks in India as a capital adequacy measure. Essentially, under the above system the balance sheet assets and other off-balance sheet exposures are assigned prescribed risk weights and banks have to maintain



minimum capital funds equivalent to the prescribed ratio on the aggregate of the risk weighted assets and other exposures on an ongoing basis. The process of implementing Basel II norms in India is being carried out in a phased manner. Phase I has been carried out for foreign banks operating in India and Indian banks having operational presence outside India with effect from March 31, 2008. In phase II, all other scheduled commercial banks (except Local Area Banks and RRBs) were to adhere to Basel II guidelines by March 31, 2009. The minimum capital to risk-weighted asset ratio (CRAR) in India is placed at 9%, one percentage point above the Basel II requirement. All the banks have their Capital to Risk Weighted Asset Ratio (CRAR) above the stipulated requirement of Basel guidelines (8%) and RBI guidelines (9%). As per Basel II norms, Indian banks should maintain tier 1 capital of at least 6%.<sup>7</sup>

The RBI decided that banks may use the ratings of the following domestic / international credit rating agencies for the purpose of risk weighting their claims for capital adequacy purposes:<sup>8</sup>

- a) Credit Analysis and Research Ltd.
- b) CRISIL Ltd.
- c) ICRA Ltd.
- d) FITCH Ltd.
- e) Moody's and
- f) Standard and Poor's

Banks must disclose the names of the credit rating agencies that they use for the risk weighting of their assets, the risk weights associated with the particular rating grades as determined by RBI for each eligible credit rating agency as well as the aggregated risk weighted assets. Keeping in view RBI's goal to have consistency and harmony with international standards, it has been decided that all commercial banks in India shall adopt Standardized Approach (SA) for credit risk and Basic Indicator Approach (BIA) for operational risk. Banks shall continue to apply the Standardized Duration Approach (SDA) for computing capital requirement for market risks.

The Government of India has emphasized that public sector banks should maintain CRAR of 12%. For this, it announced measures to re-capitalize most of the public sector banks, as these banks cannot dilute stake further, as the Government is required to maintain a stake of minimum 51% in these banks.

### **Earnings per Share:**

The portion of a company's profit allocated to each outstanding share of common stock. Earnings per share serve as an indicator of a company's profitability.

EPS = Net Income after tax / Weighted average number of shares.

For the purpose of calculating basic earnings per share, the net profit or loss of the period attributable to equity shareholders should be the net profit or loss for the period after deducting preference dividends and any attributable tax thereto for the period. All items of income and expense which are recognized in a period, including tax expense and extraordinary items, are included in the determination of the net profit or loss for the period unless an Accounting Standard requires or permits otherwise {Accounting Standard- AS 5, Net Profit or Loss for the Period, Prior Period Items and Changes in Accounting Policies}.<sup>9</sup> The amount of preference dividends and any attributable tax thereto for the period is deducted from the net profit for the

period (or added to the net loss for the period) in order to calculate the net profit or loss for the period attributable to equity shareholders.

For the purpose of calculating basic earnings per share, the number of equity shares should be the weighted average number of equity shares outstanding during the period. The weighted average number of equity shares outstanding during the period reflects the fact that the amount of shareholders' capital may have varied during the period as a result of a larger or lesser number of shares outstanding at any time. It is the number of equity shares outstanding at the beginning of the period, adjusted by the number of equity shares bought back or issued during the period multiplied by the time-weighting factor. The time-weighting factor is the number of days for which the specific shares are outstanding as a proportion of the total number of days in the period; a reasonable approximation of the weighted average is adequate.

### **OBJECTIVE OF THE STUDY**

1. To study the relationship between EPS (Earnings Per Share) growth rate and CRAR (Capital to Risk Weighted Assets Ratio).

### **SCOPE AND METHODOLOGY**

The study is based on ICICI Bank's five years financial data, viz., 2017-2018, 2018-2019, 2019-2020, 2020-2021 and to 2021-2022 taken from its published annual reports. To test the relationship between EPS (Earnings Per Share) growth rate and CRAR (Capital to Risk Weighted Assets Ratio) to apply Welch's t test. Welch's t test is gainfully used when two sample sizes are small / equal and variances of two samples are same. It is Non Parametric test and used when sample size is less than or equal to 30 and the variances of two samples are the same . We use the formula :

$$n_1 = n_2 \text{ and } s_1 = s_2$$

$$\text{Then } df = n_1 + n_2 - 2$$

If condition fulfills then apply t formula

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \quad \frac{\text{Difference between mean}}{\sqrt{\frac{\text{Variances}/N_1 + \text{Variance}/N_2}}$$

To test the hypothesis, we compare the calculated value to the table value for the significance level of 0.05. If the calculated value  $\geq$  table value, we reject the null hypothesis or  $P(\text{ItI}) \leq .05$  If the calculated value  $<$  table value, or  $P(\text{ItI}) \geq .05$  we fail to reject the null hypothesis.

### **FINDINGS**

Capital Adequacy Ratio represents the financial soundness of Banks. In the case of ICICI Bank, the Capital to Risk Weighted Assets Ratio (CRAR) has been found to be much above 9% stipulated CRAR norm under Basel II as well as RBI during all the five years of study i.e., 2017-2018 to 2021-2022. During these year including pandemic period bank maintains capital adequacy ratio above 9% indicates that the bank is in comfortable position to absorb losses and also the compliance of the Basel II and the RBI norms.

As regards the relationship between Earnings Per Share (EPS and Capital Risk Adequacy Ratio (CRAR). We have found that there exists direct relationship between these. Higher the EPS higher is the CRAR or Lower the EPS lower is the CRAR. (See Table 1)

**TABLE 1 : RELATION BETWEEN EPS AND CRAR DURING THE YEARS 2017-2018 TO 2021--2022**

Year	EPS(RS)	CRAR
2017-2018	10.56	18.42%
2018-2019	5.23	16.89%
2019-2020	12.28	16.11%
2020-2021	24.01	19.12%
2021-2022	33.66	19.79%

Source: Annual Report

To bring the uniformity in data, converts EPS in to percentage. The following procedure follows:

1. Subtract the initial EPS from the Final EPS
2. Divide the change in EPS by the initial EPS.
3. Multiply the result in to 100 as a percentage.

For EPS growth rate as a percentage requires the EPS of the year 2016-2017 is Rs 15.31

The Welch's t – test has shown as under :

**Null Hypothesis :**There is no significant relationship between Variable X (EPS) and Variable Y (CRAR)

**Alternative Hypothesis :**We may, therefore conclude that earnings per share has direct relationship with CRAR. Higher the EPS, higher is the CRAR and vice-versa

The above can be explained by the fact that when EPS increases, it is as a result of increase in net profit after tax which ultimately adds to shareholders' funds to the extent profit not distributed by way of dividends. It also enhances the Tier 1 capital which is the core capital of the bank. When Tier 1 capital increases, the bank's CRAR will also increase, other things remaining the same.

**Welch's t – test**

**TABLE 2 : CALCULATION OF MEAN AND VARIANCE**

Year	EPS (X)%	CRAR (Y)%	$(X - M_x)^2$	$(Y - M_y)^2$
2017-2018	31	18	552.36	0.00
2018-2019	51	17	376.36	1.00
2019-2020	134	16	4044.96	4.00

2020-2021	96	19	655.36	1.00
2021-2022	40	20	924.16	4.00
Total				

$N_1:$  5  
 $df_1 = N - 1 = 5 - 1 = 4$   
 $M_1:$  70.4  
 $SS_1:$  7553.2  
 $s^2_1 = SS_1 / (N - 1) = 7553.2 / (5 - 1) = 1888.3$

$N_2:$  5  
 $df_2 = N - 1 = 5 - 1 = 4$   
 $M_2:$  18  
 $SS_2:$  10  
 $s^2_2 = SS_2 / (N - 1) = 10 / (5 - 1) = 2.5$

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S^2_1}{n_1} + \frac{S^2_2}{n_2}}}$$

Difference between mean  
Variance Sample size

$n_1$  = number of subject in sample 1

$n_2$  = number of subject in sample 2

$$S^2_1 = \text{variance of sample 1} = \frac{\sum (x_1 - \bar{x}_1)^2}{n_1 - 1}$$

$$S^2_2 = \text{variance of sample 2} = \frac{\sum (x_2 - \bar{x}_2)^2}{n_2 - 1}$$

$n - 1$  used since  $n < 30$

<b>T-value</b>	<b>Calculation</b>
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$$s^2_p = ((df_1 / (df_1 + df_2)) * s^2_1) + ((df_2 / (df_1 + df_2)) * s^2_2) = ((4/8) * 1888.3) + ((4/8) * 2.5) = 945.4$$

$s^2_{M1} = s^2_p/N_1 =$	945.4/5	=	189.08
$s^2_{M2} = s^2_p/N_2 =$	945.4/5	=	189.08

$$t = (M_1 - M_2) / \sqrt{(s^2_{M1} + s^2_{M2})} = 52.4 / \sqrt{378.16} = 2.69$$

To test the hypothesis, we compare the calculated value to the table value for the significance level of 0.05 with 8 df. (degree of freedom).

In our case, the calculated value was 2.69 with 8 df and the table value for the .05 with 8df was  $\pm 2.306$  Since  $|2.69| > |2.306|$  we reject the null hypothesis or The t -value is 2.69. The p -value is 0.273. The result is significant at  $p < .05$  and conclude that higher the EPS, higher the CRAR. The EPS will increase if the percentage growth in profit is higher than the percentage increase in shares. The EPS growth rate is more important than growth in net profit, especially in a period when additional shares are issued. It is also used to analyse the bank's earning from year to year as well as forecast future growth earnings.

### CONCLUSIONS

CRAR is the ratio that a regulator in banking system use to watch bank's health especially bank's capital to its risk. EPS is an accounting method that is used as a measure of corporation's profitability that reveals how much profit a company generates with the money raised from shareholder. CRAR also assesses the adequacy of the liquidity of the banks and ensures that the banks have adequate cash flow to meet all obligations on time in a cost effective manner. CRAR protects depositors and maintains confidence in the banking system. EPS indicates the earnings available for shareholders. Higher the EPS, the more efficient the bank in utilizing invested capital. Basel II provides strength for development of the existing standards by banks, strong asset base that helps in bigger growth, advancement of technology and increasing risk measures, inability to meet the additional capital requirements, huge investments in technologies and presence of smaller banks needs to be tackled.

Basel II has developed to address the deficiencies in financial regulation revealed by the late 2000's financial crisis. Basel II would strengthen bank capital requirements and new regulatory requirements on bank liquidity and bank leverage. It proposes a stronger regulatory framework which comprises five key elements:

- a) Better quality of capital
- b) Better liquidity management and supervision
- c) Better risk management and supervision including enhanced pillar 2 guidelines.
- d) Enhanced pillar 3 disclosures related to securitization, off balance sheet exposures and trading activities to promote transparency, and
- e) Cross border supervisory cooperation.

It is hoped that the new regime, called **Basel III**, would take care of the deficiencies in the financial system to avoid future failures. The Basel III reforms have been proposed to be implemented with effect from **1 January 2023**.

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## IMPROVING THE EFFICIENCY OF OPERATION OF OPEN-HOLE WELLS

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### ABSTRACT

*This article is about the preparation of a well for operation and refers to all operations that are carried out from the moment the top of the formation is opened a bit until the well is put into operation. These works can be divided into the following stages: opening the reservoir, causing the well, and perforating and developing the well. Thus, well preparation for operation is the final stage of the good construction process.*

**KEYWORDS:** *Reservoir Opening, Well Casing, Perforation, Well Completion.*

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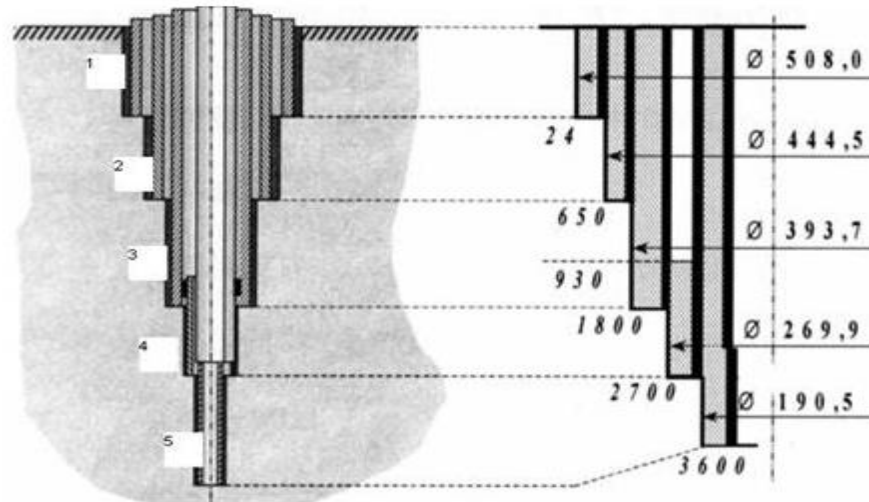
### INTRODUCTION

Preparation of a well for operation refers to all operations that are carried out from the moment the top of the formation is opened a bit until the well is put into operation. These works can be divided into the following stages: opening the reservoir, causing the well, and perforating and developing the well. Thus, the preparation of a well for operation is the final stage of its construction process. Obtaining the initial flow of oil and gas from the reservoir to a large extent depends on drilling technology, the composition, and properties of drilling fluids, the duration of their impact on the productive formation, as well as the quality of work by separating this reservoir from other permeable horizons. High-quality opening of productive formations and development of wells is the most important condition for increasing the efficiency of the use of production and water injection wells. The urgency of this problem is now becoming even more important, since large productive capacities are involved in simultaneous operation, combined into a single filter. It is known that the poor quality of drilling in and development of wells negatively affects their productivity and leads to a decrease in the final value of the oil recovery factor. Before proceeding to the consideration of the main issue, let me remind you of the design of the well and its buttonhole.

The design of a production well is determined by the number of rows of pipes that are lowered into the well and cemented during the drilling process for successful good drilling, as well as its bottom hole equipment. In the choice of good design, the geometric dimensions of the equipment lowered into the well to lift its production play an important role. The following rows of pipes are lowered into the well: direction, conductor, intermediate and production strings.

**1-Direction** - a pipe string lowered into the well to a certain depth (100-200 m), which is cemented from the wellhead along the entire length and serves to securely fasten the upper intervals and prevent wellhead rupture.

**2-Conductor** - serves for fixing the upper unstable intervals of the section, isolating the upper aquifers from pollution, and also for the possibility of installing blowout prevention equipment at the mouth.

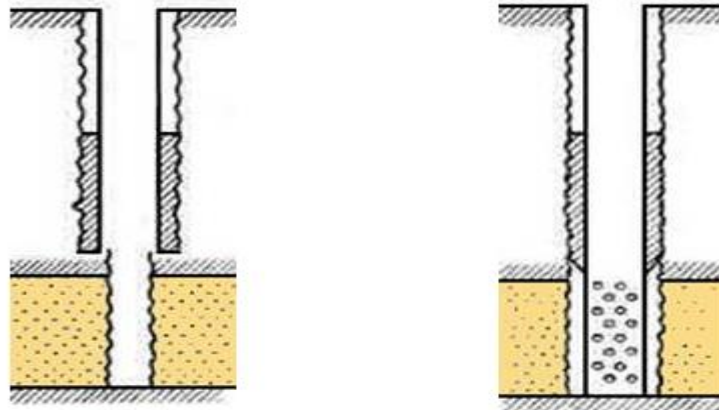


**Figure. 1.1 - Well bottom design**

**3, 4 - Intermediate Casing String** - designed for fixing and isolating the overlying zones that are incompatible with the drilling conditions with the underlying zones to prevent complications and accidents when drilling subsequent intervals.

**5 - Production String** - fastens and separates the productive formations and the overlying zones of the geological section from the productive formations and provides for the placement of equipment in it for lifting fluid or pumping the necessary agents into the formation. The production string is equipped with elements of the string and annular equipment (packers, shoe; check valve, centralizer, thrust ring, etc.). The diameter of the production string is selected depending on the size of the equipment used. In the fields of our country, pipes with a diameter of 140,146,168 mm are most often used for the production string.

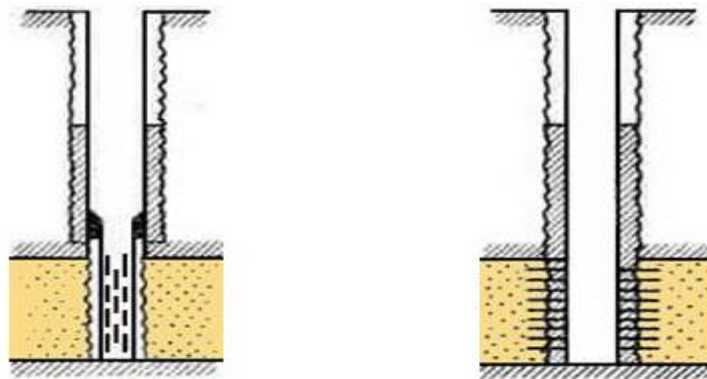
An important element of the good design is the design of the bottom hole zone (see Fig. 1.2 a, b, c, d) Where: a - open hole; b –bottom hole with perforated pipes; in - slaughter with a filter; g - perforated bottom hole.



**Figure 1.2 a, b – bottom hole zone design**

In an open hole (Figure 1.2a), the casing shoe is cemented in front of the formation top. Then the reservoir is opened with a bit smaller diameter, and the wellbore against the productive formation is left open. An essential advantage of an open face is its hydrodynamic efficiency. An open-hole well is taken as a standard and its coefficient of hydrodynamic perfection is taken as equal to one. At the same time, the impossibility of selective opening of the required interlayers and selective impact on them, together with the constant threat of collapses in the bottom hole zone when large depressions are created, greatly limits the possibilities of using an open pit.

Therefore, less than 5% of the total well stock has an open bottom hole.



**Figure. 1.2 c, d - design of the bottom hole zone**

If the well bottom is equipped with a filter, then two design options are possible.

The first option (Fig. 1.2b): the well is drilled immediately to the bottom of the formation, is fixed with a casing string with pre-drilled holes in the lower part, falling against the productive stratum of the formation, then the column is cemented above the formation roof using the collar casting method. The space between the perforated part of the string and the exposed formation surface remains open. The conditions for the use of such a design are essentially the same as those for the use of an open hole. However, in this case, the fastening of the bottom hole is

more reliable and it is guaranteed that the full diameter of the column is maintained until the bottom hole itself, even in cases of the partial collapse of rocks in the buttonhole part.

The second option (Fig. 1.2c): the casing shoe is run to the top of the reservoir and cemented. In the open part of the reservoir, there is a filter with small round or slit-like holes. The annular space between the top of the filter and the bottom of the casing string is sealed with a special stuffing box or packer. The main purpose of filters is to prevent sand from entering the well. At one time, filters with longitudinal slotted holes 50–80 mm long and 0.8–1.5 mm wide were widely used.

Perforated wells (Fig. 1.2d) are the most widespread (more than 90% of the stock). The wellbore is drilled to the design level. Before running the casing, the wellbore, and especially its lower part, is surveyed by geophysical means. The results of the research make it possible to clearly establish the oil-water-gas saturated intervals and outline the objects of operation. After that, a casing string is lowered into the well, which is cemented from the bottom to the desired mark, and then perforated at the scheduled intervals. Reservoir opening is a complex of operations carried out to communicate a productive formation with a well. Distinguish between primary and secondary formation opening.

The primary opening is the process of deepening (drilling) the bottom of a well from the roof to the bottom of the productive formation. A productive formation can be drilled out either together with the overlying formations or after fixing the well to its roof. In both cases, the bottom hole can be represented by an open (not cased) hole, a screen, or a perforated string.

The secondary is the creation of perforation channels after running and cementing the casing (production) string. After opening the reservoir, the well is developed, causing the flow of fluid from the reservoir, restoring (partially) productive characteristics of the bottom hole zone. The efficiency of drilling in a productive formation and well development depends on the amount of fluid inflow from the formation, i.e., the efficiency of subsequent good operation since when drilling in a formation, the flushing fluid enters the bottom hole zone and reduces the permeability of the rocks, which leads to a decrease in the good production rate.

The following requirements are imposed on technological processes for opening a productive formation:

- 1) Open flowing should be excluded;
- 2) The natural filtration properties of rocks in the bottom hole formation zone must be preserved;
- 3) Proper formation surface should be provided to ensure the long-term water-free operation and maximum facilitation of oil and gas flow to the bottom of the well.

Oil and gas reservoirs are reservoirs that are simultaneously saturated with oil, gas, and water at certain temperatures and pressures.

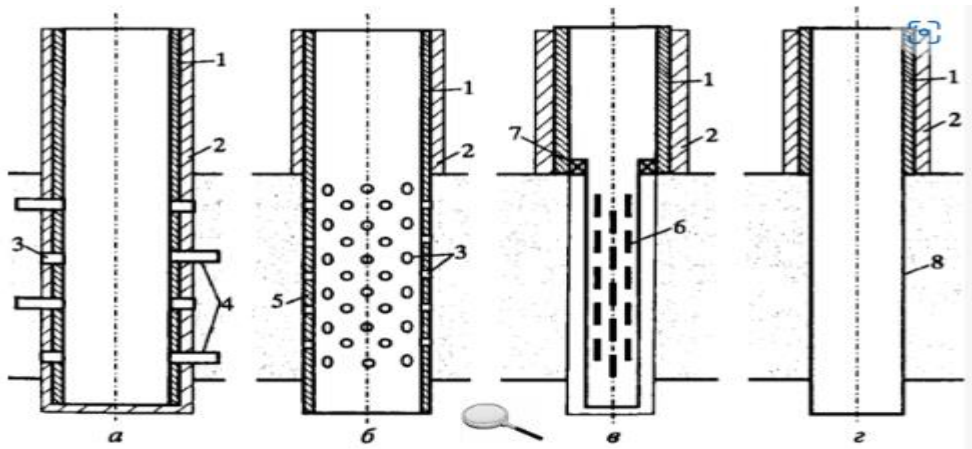
How are these requirements met?

To prevent open flowing, in the process of reservoir opening, back pressure is created on the reservoir, i.e. Bottom hole pressure should exceed the expected reservoir pressure by 5-10%. Changing the bottom hole pressure is possible by choosing the density of the drilling fluid. When opening productive formations with pressure above hydrostatic, it is recommended to use flushing solutions with a density of 2100 - 2200 kg/m<sup>3</sup>; Barite, hematite, magnetite

concentrate, etc. are used to obtain weighted drilling fluids. The density of drilling fluids used to open productive formations is subject to refinement for each formation, taking into account its geological and physical features.

Classification of typical designs of good bottoms.

Depending on the significantly different properties of the reservoir and technologies for the development of hydrocarbon reserves, one of the following typical designs of good bottoms can be used:



**Figure 2**

1. A well with a perforated bottom hole.
2. Well with a downhole liner.
3. Well with bottom hole filter.
4. Open the hole well.

Regardless of the design of the bottomhole, after opening the productive horizon, a cycle of geophysical studies is carried out in the well, and a cycle of hydrodynamic studies is also carried out in the productive horizon; based on the information received, a number of important tasks are solved.

Perforated wells are the most common in the oil industry due to a number of advantages, the main of which include:

- Reliable isolation of the passed rocks;
- The possibility of additional opening by perforation of temporarily mothballed oil-saturated intervals in the good section;
- Ease of interval impact on the bottom hole zone in case of its complex structure;
- Significant simplification of drilling technology, because drilling under the production string is carried out with a bit of the same size up to the design mark.

After the wellbore is drilled to the design mark, a casing string is lowered into the well, which is cemented and then perforated. In conditions of sufficiently strong reservoirs, such a bottom hole design is long-term stable. Wells with a bottom hole liner is designed for productive horizons represented by tightly cemented (very strong) reservoirs. The well is drilled to the design mark, and then a casing string is lowered into it, the lower part of which has drilled holes to the

thickness of the productive horizon. After running the casing string, it is cemented above the top of the productive horizon; while the space between the wall and the casing for the thickness of the productive horizon remains free. The inflow into such a well is similar to that in a perfect well, but the bottom hole is fixed, which excludes a decrease in the diameter of the well even in the case of the partial collapse of the bottom hole zone.

Wells with a bottom hole filter is designed for weakly cemented (loose) reservoirs. To the top of the productive horizon, the well is drilled with a diameter corresponding to the diameter of the production string. Then casing pipes are lowered into the well and cementing is performed. The productive horizon is drilled with a bit smaller diameter to the bottom. Overlapping of the productive horizon is carried out by a filter fixed in the lower part of the casing string on a special stuffing box. The filter is designed to prevent sand from entering the well. A large number of filters are known, differing not only in design but also in the material from which they are made.

Open-hole wells are designed for homogeneous stable (strong) reservoirs. The lower part of the well (up to the top of the productive horizon) does not differ from that of wells with bottom hole filters. The productive horizon is also drilled with a bit of a smaller diameter to the bottom; while the wellbore against the productive formation remains open. It is quite obvious that such a design has the best hydrodynamic perfection, but has a limited distribution due to a number of disadvantages, the main of which are:

- Limited or even impossibility of exploitation of productive horizons of complex structure;
- The small thickness of the productive horizon;
- The impossibility of operating a well with sufficiently large drawdowns due to the destruction of the productive horizon (collapses of the bottom hole zone).

On the basis of the described typical designs of good bottoms, the possibility of creating their modifications in accordance with the characteristics of the productive horizon in each particular case is not excluded (i.e., the rationale for the design of the bottom of the well is individualized).

**In addition**, ring filters were used, in which slots were created between the ends of metal rings worn on a perforated pipe. Gaskets made of calibrated metal tape were installed between the ends of the rings at several points along the perimeter, which determined the width of the annular slots.

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## DEMONSTRATIVE METHODS OF TEACHING NATURAL SCIENCES

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### ABSTRACT

*The use of visual aids in the learning process is especially important for the thorough acquisition of knowledge. They expand and improve when combined with the principle of demonstration in the educational process. The role of the demonstration method in the learning process is unique, which ensures the effectiveness of the lesson. It is known that the exhibition tools are used in the educational process for various didactic purposes, in particular, as a teaching aid, as a methodical manual, as a means of stimulating thinking in practical work, enhancing the ability to learn orally.*

**KEYWORDS:** *Demonstration Method Description; Difference From The Visual Principle; Types Of Visual Methods: Groups Of Visual Aids; Experiments, Their Essence; The Importance Of The Visual Method.*

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### INTRODUCTION

The role of the demonstration method in the learning process is unique, which ensures the effectiveness of the lesson. It is known that the exhibition tools are used in the educational process for various didactic purposes, in particular, as a teaching aid, as a methodical manual, as a means of stimulating thinking in practical work, enhancing the ability to learn orally. warms up. The task of the visual method is different, in the process of learning, students look at, observe and comprehend objects, with the help of sensory organs acquire certain information about physical processes, think about them by comparing them and finding their distinctive features. , on the basis of which certain knowledge is formed, which is then processed through words, demonstrations and explanations, they think.

Demonstrative method is defined by the fact that the aim is to gain new knowledge based on their application. In this process, informational texts from educational films, slides and slides (pictured below) serve as a source of knowledge for the acquisition of new knowledge. In most science classes, natural objects and various pictures and tables or b. is displayed.

Students, in turn, think, analyze, and then draw conclusions based on the observation (finding) of the visual aids set by the teacher. In any case, the use of visual aids involves the active perception and thinking of children, so they are given the task of knowing clearly. It should include the observation, observation, and teaching of objects and processes.

Observation and training can be frontal, group, or individual. In science classes, a lot of attention is paid to the demonstration of natural objects. This not only gives children an idea of their size, shape, and other characteristics, but also speeds up and activates the learning process. Students

will learn about the practical importance and protection of living plants and animals, as well as some representatives of herbarium tulum-chuchelas and mammals. Therefore, in preparation for the lesson, the teacher carefully separates the objects, keeping them in the fall so that they can be well represented. The main didactic requirement at this time is for students to consider all the signs and features of the object they are studying, i.e., to love them.

For this purpose, the object to be displayed should be placed on a special table in the middle and there should be enough light around it. To do this, use a table lamp or other lamp. Smaller objects should be shown by the teacher walking between the desks. The main type of demonstration method is observation. Observation is a planned, purposeful, conscious perception of the being, body, and events around it. There are 2 characters in the tracking. A clear goal must be set and the focus must be on the object.

The teacher should organize the observation and mobilize the children to it, highlighting the important features of the observed objects. Students try to identify the characteristics of the object being observed. For example, children compare maple and maple, their colors, identify their differences and common features: look at maple ash, maple, willow, poplar, sada pine fruits, see how they differ from each other, look at them, they determine what makes them different from each other, what makes their shape ring different, what color their shape is. By planting plant seeds in the pre-school area, children observe the development of plants as the seeds germinate and the first and second leaves form.

The importance of observation is that the observation of existence, comparison, identification of similarities and differences, helps to develop children's thinking attention and will to acquire worldly knowledge about their choices. There are two types of observations: short-term and long-term. Short-term observations last from a few minutes to 2-3 hours. This time is determined by being able to perceive or accept something. Many animals, such as turtles, snakes, frogs, dragonflies, butterflies, and birds, are observed in structure and movement. Long-term observations are time-consuming or intermittent, but include events that make up a continuous process.

In particular, changes in plant growth, leaf discoloration, flight or arrival of birds, and the period from seed germination to fruiting are observed and recorded, and the data collected are compared. , are generalized and certain conclusions are drawn from them. It helps to determine the causes of long-term withdrawal. Observations should be of a geographical nature. Demonstration tools play a key role in the implementation of the demonstration method.

Exhibits are divided into two groups, natural and visual. Natural display weapons are objects of nature. These include houseplants, tree branches, leaves, flowers, fruits, seeds, roots, herbariums, seed collections, bouquets, and fruit and vegetable preparations. In the case of animals, it is a collection of living specimens, owls, skeletons, and insects. (Models, models, paintings, wallpapers, wet preparations, etc.) Inanimate natural materials granite, quartz, feldspar, oil, sand, calcium, marble, lime, stone, salts, table salt, coal, iron, copper ores, soil, water.

Objects that children cannot directly see are conveyed through visual exhibits. They are sold in specialty stores. In particular, a special series of pictures for grades II-IV is a collection of pictures called "Pets", "Animal World", "Plants of our country". Models, models, pictures, screen guides, visual aids. Understands the relationship between objects and events through direct observation during training. For example, the activity of silkworms in the leaves and leaves of the buds teaches the processes of silk formation. Knowledge based on local observations is of

practical importance to students. You do not want to be frustrated if you cannot get the right pitch so invest in a good capo. This will keep the students interested.

The content of science lessons is aimed at independent learning of students using visual aids. In the course of the lesson, the children review the visual aids, analyze their parts, compare them, and finally identify similarities and differences. Knowledge created with the help of visual and thinking activities is stored in the memory for a long time. At the same time, it increases the teacher's interest in learning so that students can easily acquire new knowledge.

The essence of the use of the visual method is that students use these exhibitions to create new knowledge about them, that is, about natural objects and phenomena. For example, depending on the nature of the plant world; On the basis of observations, the use of natural materials is formed to predict changes in the weather depending on the behavior of animals and plants, changes in nature.

Observations in grades 1-3 should be used in a variety of forms of learning activities such as homework assignments, field trips, wildlife corners, and homework assignments in independent study areas. Independent study of natural materials develops children's observation and attention. At this point, the teacher should provide a complete plan of the observation and show how to identify the signs and characteristics of the object being studied. The map also plays an important role in the development of observation, the conditional cartographic symbols are gradually mastered on the basis of travel games on the map, the study.

Grade 3 students complete the Nature and Labor Calendar as a result of observing the nature in which they live and the labor of people. This is important for studying changes in nature. Demonstration-based lessons also focus on short-term, engaging experiences that engage children.

The experience is fun for students and an effective way to explore the environment. It plays a key role in promoting small, short-term experiences. It has a special place in the development of logical thinking and speech, in revealing the important secrets of nature. As a result, children gain new knowledge.

In short, the organization of lessons in a visual way, the color of the world in different shapes, sizes, colors, feeling the cause and effect of the interdependence of realities, perception, fact-based thinking, conclusions output, on this basis, plays a significant role in solving the task of acquiring secular knowledge. For example, to determine which type of food a dog will age, 3 pieces of paper are wrapped in 3 different foods, bread, meat, and candy. Which paper is faster in front of the dog? It is determined and a conclusion is drawn.

Test questions for students:

1. What activities of the student are activated by the practical organization of the learning process?

A) Active learning; B) Strengthening cognitive activity;

C) Observation, perception of objects; D) Independence and creative thinking;

E) Analyze and draw conclusions;

2. Show the line that correctly describes the types of applied methods?

1. Identify and describe living things;

2. Figurative stories; 3. Observation of objects;

4. Laboratory experiments;

5. Drawing pictures;

6. Work on the literature;

7. Practical work in the field of training and experiments.

A) 2,1,3

B) 4,4,7

S) 3,4,5

D) 4,5,6

E) 3,2,7

3. The difference between experience and observation .....

A) Purposeful, planned perception of objects

B) As a result of the experiment, news is discovered in science

C) It is to reveal the inner, important secrets of the world

D) Violation of the laws of the body by influencing its internal processes

E) S.D. The answers are correct

4. What types of practical work are carried out in the corner of wildlife?

A) Animal care

B) Conduct experiments

C) Observations

D) Plant care

E) All the answers are correct

5. Identify the types of practical work on the training site?

1. Plant care; 2. Washing plants; 3. Fertilization; 4. Irrigation of plants; 5. Shaping plants; 6. Harvesting; 7. Tracking.

A) 2,4,3,5

B) 4,6,3,7

S) 3,1,7

D) 1,5,4,6

E) 1,3,2,5

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## ACTIVITY OF CHURCHES AND EDUCATIONAL INSTITUTIONS AT RUSSIAN RESIDENCES OF EMERGENCY BUKHARA (LATE 19 th - EARLY 20 th CENTURY)

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### ABSTRACT

*This article provides an overview of the history of churches and schools in the Russian settlements of the Bukhara Emirate in the late XIX and early XX centuries through the analysis of archival documents and historical literature. Based on the analysis of archival documents and historical literature, this article gives an overview of the history of churches and schools in the Russian settlements of the Emirate of Bukhara in the late 19th and early 20th centuries.*

**KEYWORDS:** Priest, Deacon, Prayer, Religious Ceremony, Salary, Church Bell, Building, Fundraising, Religious Need, Literacy Curriculum, Textbook, The Military.

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### INTRODUCTION

Since the late 1880s, Russian subjects began to settle throughout the Emirate of Bukhara and create special settlements. The social composition of Russian citizens was diverse, including the military, officials, merchants and businessmen, industrialists, intellectuals, workers and employees, peasants and artisans. Many Russian families (in fact more than 20 nationalities and nationalities of the Russian Empire) moved entirely to the cities and villages of the emirate. In order to meet the spiritual and religious needs of Russian citizens, dozens of churches and houses of worship have been built in the Emirate's settlements, and educational institutions have been established at these religious institutions. This article deals with their activities in as much detail as possible.

The construction of churches and prayer houses (houses of prayer) to meet the spiritual, psychological and religious needs of the population began in the 1880s in the cities of the Emirate of Bukhara, near towns, railway stations, steamboats, military border posts. The archives have information about plans and projects for the construction of church buildings in the cities of New Bukhara (Kogan), Karki and Chardzhou, schematics and drawings, cost estimates, and numerous documents on the provision of temples by priests, deacons.

There was even talk of Saint Petersburg, the central city of Russia, sending priests and clergy from Moscow to Bukhara. According to the newspaper «Russian disabled», in 1888-1891 the construction of a Russian church in the new city of Bukhara was one of the first. Soon, on the

site of houses of worship in Chardzhou, Saray-Kamara (East Bukhara) were built temples, Sunday schools for children of

Russian origins were opened. In the churches, the populace and the military believed together.

National Archive of Uzbekistan, (IKA) Foundation I-961, list 1, volume 1378, sheets 1,2,3, collection of volume 1034, sheets 445,446.

OMA I-961 Foundation, List 1, Volume 1034, Pages 762-763, Collection 669, Rev. 45, Foundation OMA I-3, List 1, Collection 184, Volume 59-page, Newspaper “Русский инвалид”, Выпуск №257, 26 ноября. OMA I-961-Fund, 1st sheet, 1081-fold volume, Vol. 578, 579, 578-1. I-461-Fund, 1st sheet, 1818-fold volume, 146 147-1.

Some military garrisons also organized the construction of churches in which officers and soldiers, their wives and children performed religious rites. In 1897, there were only 683 soldiers living in Patta Gissar, including family members, and the church was served by the Venerable Alexey Markovsky. In the church in the border settlement of Dvortsovo (East Bukhara), the military prayed together with the peaceful population.

Vitaly Starkov was a priest in this village with a population of 3,000. In the city of Termez there was a prayer house for believers of religious denominations such as the Baptist, Staráver Christian faith. It is known from the archives that churches in the settlements were built in three different ways. They were built at the expense of public funds, at the expense of the people and person assisting freely to someone, and, thirdly, at the expense of private persons. In particular, the church belonging to the Amu Darya military brigade was built by retired colonel D.N. Russian Empire. As for the configuration of the churches, they are mostly made of burnt bricks, the roof is covered with an iron chiton, the church is surrounded by an iron fence, and near the churches there is a cemetery, which is surrounded by a clay wall. The churches are magnificent, up to 8 arches (1 archin - 72 cm). The church, built in 1888 in the city of Chardzhou in 1913 looked like this. The church is made of pine, the floor is low, the ceiling is whitewashed, the roof is covered with a chiton, the inside is painted white with several bells. In the church there was one priest and his assistant, and the priest was paid 600 roubles a year, and his assistant 240 roubles. In addition, the priest was given 240 roubles a year, and his assistant 100 roubles. The entrance and inner doors of the church are richly decorated and attractive, and the large glass windows are slashed with iron grilles.

OMA I-961 Fund, Schedule 1, Volume 1081, L. 581, O. L. 581, L. 582, O. L. 582.

OMA I-961 Foundation, Schedule 1, Volume 1081, Sheets 564, 565, Sheets 580, 581, Back of Sheet 564.

OMA I-961 Foundation, Schedule 1, Volume 1081, Sheet 365.

The study found that the church bells were mostly of five different weights. 1) 10 pounds 35 pounds (1 pound - about 450 grams), 2) 5 pounds 22 pounds, 3) 2 pounds 27 pounds, 4) 1 pound 11.5 pounds, 5) 20 pounds (small bell). There was also one large heavy bell tower of the church from 25 pounds to 50 pounds. In the presence of the temples were numbered notebooks, which were filled with gifts, bills (parishes and expenses) were brought to the temple. The mayor periodically inspected the churches through a commission of 13-15 people. A survey of the church in the centre of Chardzhou in 1913 showed that 269 pages of the notebook in his presence were filled in on time, and 259 pages were not written in full or left untouched.

Because the temples did not fully meet the needs of the population, the population and the military may be informed of political espionage by the Governor-General of Turkestan and the Emirate of Bukhara through complaints and petitions. In some remote areas 50-100, and in some cases temples were up to 200 versts from settlements and border posts. This limited the ability of the inhabitants of the Russian settlements to hold religious ceremonies in the church (Easter, Christmas, Christmas, Children, Baptism, Marriage, Prayer, etc.).

It should be noted that the church, built in 1901 and belonging to the 6th Artillery Regiment of Turkestan named after Nicholas the Wonderworking, still operates in Chardzhou. However, the church seems to have witnessed many events throughout its history. This church was designed and built by the architect F.M.Verzhbitsky. By 1917, more than 60 churches had been built in Russia to house this acoustically decorated church. The military minister of the Russian Empire spent 37,000 roubles on the construction of the temple. In 1911-1913, N.G. Vysotsky was the priest of the temple. The church operated until 1932 when its bell was confiscated in 1930.

OMA I-961 Foundation, Schedule 1, Volume 1081, Sheet 569, Reverse of Sheet 569, Sheet 665, Reverse of Sheet 665.

RGIA, Fund 806, op 1. Case 368.LL.1-19.Turkestan Diocesan Lists // 1912. - 9, 1912. - 11, 1913. - 12

OM I-961-fund, 1st sheet, 1378-fold volume, 576-page, reverse side 576-page, 621, 622-page, I-3-fund, 1st sheet, 205-fold volume, 109, 110, 111 pages. 31 lists, 59 collections, 45 p. 614.

Also in 1960 small bells were confiscated in the church. For a while it served as a club of the military unit 03345A.

In 2001 it was rebuilt into the Russian Orthodox Church and again handed over to believers. The Church of Nicholas the Wonderworker operates in Chardzhou (Turkmenabad since 1999), the current priest is Andrei Kiryakov.

The churches not only did not perform religious rites, but also had hospitals and educational institutions. However, not all churches had a hospital, a health centre or various categories of schools. However, archival documents confirm that the temples had a parish, gymnasium, progymnasia, school, men's and women's school, commercial school, theological seminaries, Sunday schools. There is much information in the archives about the allocation of land for schools, the provision of curricula, manuals and textbooks, the construction of separate classes, furniture, and the satisfaction of teachers' needs. Correspondence, petitions, petitions and special letters on this subject have met many times in the course of the study.

It should be noted that no more than 200 pupils attended the church-parish and progymnazic schools attached to the temple. However, there were many schools with low enrolment. 103 boys and 93 girls between the ages of 9 and 11, a total of 196 pupils, were educated at the Church School for Men and Women in Chardzhou. In 1913, the parish school of the 31st Amu Darya Brigade was attended by 15 boys and 11 girls, a total of 26 people. The number of progymnasium students in Karka in 1910 did not exceed 40-50. The number of progymnasium students did not exceed 40-50. In addition to religious knowledge, such schools also offered secular subjects such as Russian grammar, history, arithmetic, geography. It was very difficult to provide them with pupils, and teachers were paid 1200-1300 roubles a year. Or the church priests also acted as schoolteachers, receiving an annual additional salary of 600-650 roubles.

In addition to church schools, there were short-term «3-month» and «6-month» commercial schools in Novaya Bukhara, Chardzhou and Karka, financed by private entrepreneurs and large investors. Students in these schools had basic knowledge and understanding of trade and entrepreneurship.

### **CONCLUSION**

In short, in the late 19th and early 20th centuries more than 50 churches and houses of worship were opened in Russian settlements of the Emirate of Bukhara, which played an important role not only in meeting the religious needs of Russian citizens, but also in the social and spiritual spheres. While their hospitals provided health care to the local population, the parish, gymnasium, progymnasia and educational institutions had a major impact on the literacy of students.

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## DETERMINING THE RADIUS OF ROUND STRUCTURES BY A PHOTOGRAPHIC METHOD IN DETERMINING ITS GEOMETRIC PARAMETERS

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### ABSTRACT

*Theoretical foundations for determining the radius of round structures by a photographic method using digital cameras are considered. Formulas for calculating the radius are derived and an accuracy estimate is made. Examples are given. The need to determine the radii may arise when measuring structures that have the shape of a body of revolution: chimneys and ventilation pipes, cooling towers, distillation columns, granulation towers, pile drivers above mine shafts, water towers, radio and television antenna supports, silo towers, building columns, various reservoirs, domes of historical monuments, etc.*

**KEYWORDS:** *Construction Shaped Body Of Rotation, Radius, Digital Camera, Error.*

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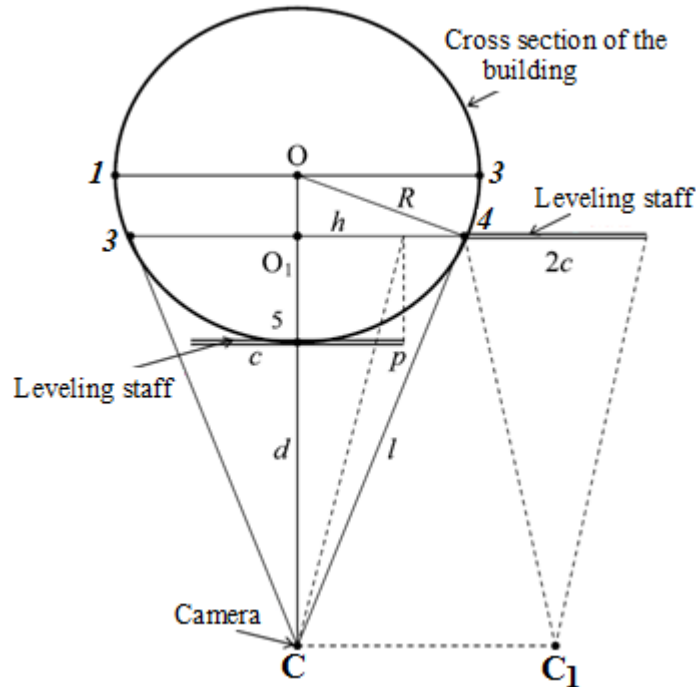
### INTRODUCTION

The need to determine the radii may arise when measuring structures that have the shape of a body of revolution: chimneys and ventilation pipes, cooling towers, distillation columns, granulation towers, pile drivers above mine shafts, water towers, radio and television antenna supports, silo towers, building columns, various reservoirs, domes of historical monuments, etc. In addition, the radius is necessary to determine the coordinates of the center of the structure. There are various methods for determining the radii [1–4], which require significant amounts of accurate measurements and rather cumbersome calculations.

This article proposes a photographic method for determining the radii of round structures, the essence of which is illustrated in Fig. 1 and is as follows.

The structure is photographed with a leveling rod attached to it horizontally from point K, located at a certain distance  $KO=d$ . The leveling staff further serves to scale the image in order to obtain measurement results on it in the metric system.

It should be noted that the image of the imaginary chord 3–4 in the photograph does not correspond to the diameter 1–2 of the cross section of the structure, but is always smaller than it. Therefore, it is necessary to introduce an appropriate correction into the results of measurements on the image of the magnitude of this chord.



Rice. 1. Scheme for determining the radius of a structure by a photographic method

To determine the value of this correction, we introduce the notation:  $K-4 = l, O_1-4=h$ . From the similarity of triangles  $OK4$  and  $O_1K4$  we have  $R/d=h/l$ , hence we express  $l = dh/R$ . Let's take  $d = nR$  (where  $n$  is the number of laying the radius in the distance  $KO=d$ ), then  $l = nh$ . From triangle  $OK4$  we find  $R_2 = d_2 - l_2$ . Let us substitute the values of  $d$  and  $l$  into this expression and after appropriate transformations we obtain the formula

$$R = \frac{h}{\sqrt{1 - \frac{1}{n^2}}}. \tag{1}$$

In this formula, the unit divided by the square root represents the correction factor for the  $h$  value measured on the image (using a photographic image editing program such as ArchiCAD 11). For values of  $n$  equal to 1.5; 2; four; 6; eight; ten; 15 and 20 these coefficients were calculated, which turned out to be equal to 1.342, respectively; 1.155; 1.033; 1.014; 1.008; 1.005; 1.002; 1.001.

Analysis of formula (1) from the point of view of the "Theory of Errors" allows us to state that the accuracy of determining the radius of a structure by the proposed method mainly depends on the accuracy of measuring the chord 3–4 in the image, since the correction factor even for  $n = 2$  is only 1.155 and with an increase in  $n$  tends to unity. At the same time, an increase in the

photographing distance may adversely affect the accuracy of measuring chord 3–4. Therefore, in each specific case, it is necessary to choose the optimal ratio between the photographing distance and the measurement error of the image, which provides a given accuracy in determining the radius of the structure.

If the correction factor is expanded in a Taylor power series and limited to one term of this series, then we can obtain an approximate formula

$$R \approx h \left( 1 + \frac{1}{n^2} \right). \quad (2)$$

As for the scaling of the image along the leveling staff located at point 5 at a distance of  $O_1-5$  from the chord 3–4, in this case, a correction of  $2p$  must be introduced into its length  $2c$ .

From the similarity of triangles, the relation  $p/c = O_1-5 / O_1-K$  follows, therefore  $p = cO_1-5 / O_1-K$ . Let us find  $O_1-5 = R - \sqrt{R^2 - h^2}$ , and after substituting the value of  $h$  from formula (1) into the radical expression, we obtain  $O_1-5 = R - \left( 1 - \frac{1}{n} \right)$ . In its turn  $O_1-K = d - \sqrt{R^2 - h^2}$ , so  $d = nR$ , that's why  $O_1-K = R \left( 1 - \frac{1}{n} \right)$ . Substituting the obtained values into the expression for  $p$ , we obtain in the final form the correction formula

$$p = c \frac{n - 1}{n^2 - 1}. \quad (3)$$

For the above values of  $n$  equal to 1.5; 2; four; 6; eight; ten; 15 and 20, the coefficients at  $c$  were calculated, which turned out to be equal to 0.400, respectively; 0.333; 0.200; 0.143; 0.111; 0.091; 0.062; 0.048. As follows from formula (3), the accuracy of determining the correction  $p$  depends only on the accuracy of  $n$ , i.e., on the accuracy of determining the distance  $d$  from the camera to the axis of the structure.

If it is possible to place the staff along the chord 3–4 and photograph it from the point  $K_1$ , then in this case the need to use the  $p$  correction disappears.

In conclusion, we note that the photographic method for determining the radius of round tower structures, then, of course, it is distinguished by its clarity, information content and has good prospects for its further development using video measuring devices based on charge-coupled device-matrices in combination with computer technology [7].

In conclusion, we note that the linear-angular method of determining the radius in combination with the method of directions makes it possible to determine the roll of round tower structures from one point of the total station simultaneously in two mutually perpendicular directions.

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## A SYMBOL OF DEVOTION IN THE STORY OF SHUKUR KHOLMIRZAEV

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### ABSTRACT

*The article reflects on Shukur Kholmiraev's devotion to the "owner of the horse", the symbol of kindness and devotion to the whole Uzbek people through the humanity of Inod, who, thanks to his kindness, raised the animal to the level of a family member. .*

**KEYWORDS:** *Loyalty, Horse, Kindness, Consequence, Courage, Determination, Pride, Wealth, Monument, Tragedy.*

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### INTRODUCTION

Loyalty is a symbol of humanity. In the depths of the human heart, in the blood, in every breath, in every word, in every heartbeat, I am, I am, so man attains true perfection, his faith is strong. The great symbol that proclaims will be devotion. There is no unwritten poem, no unsung song, no unwritten work about devotion, in fact. In Uzbek literature, the symbol of devotion is revealed in different genres with a unique plot. How to describe it depends on the wishes and artistic skills of the writer. In particular, ShukurKholmiraev, who has a significant place in the storytelling of Uzbek literature, vividly depicts the image of man and landscape in his works. In particular, we will witness the relationship between man and nature in the author's story "The Owner of the Horse" and the vivid depiction of man's devotion to the animal and the animal's devotion to man. The original devotion and love of Inod can be seen in the prologue.

“Inod had three fortunes. One was in a wooded village by the river, on the outskirts of the village, where the grave of his father, who had died in the war with the invaders, was pounding, and Inod would occasionally visit him. His second fortune was a two-room school on a hill in the middle of the village. His third fortune was a black horse; This distant generation of horses also served the teacher's father in time, and survived many battles.”<sup>1</sup>

From the above sentence, it is clear that Inod is not only kind to animals or humans, but his love for his first wealthy village increases his love for life. The writer does not describe it as just a village, but as a tree-lined village by the river. The author is simply referring to the river that flows as usual and the trees that grow in the streets. Maybe he was walking along the river with his loved ones, imagining the happiest moments in the shade of trees. In his description of trees as trees, the author is referring to something else, in our opinion. It is true that they are good deeds of people who lived a long time ago. Because whether a person is born or not, he has to leave. He will have no wealth, no state, no prestige. Perhaps his good deeds will be imprinted on hearts forever. That's why Inod is so valued. He honors those who have done good deeds and

remembers them faithfully. Another reason he values and loves his village is that it is the grave of his father, who died in the war with the invaders many years ago.

Let's take a look at Inod's second fortune. Why is it that he values his two-room school in the middle of the village? The reason was that the school, which had one hallway and one classroom, was attended by children from different parts of the mountain. Interestingly, both seven-year-olds and fourteen-year-olds sat side by side in 1st grade. Because age didn't matter in Inod's school, Inod was the only teacher. She loves children so much that it was the school of children that brought Inod back to life even after the greatest tragedy of her life. In fact, he doesn't accuse anyone of not teaching him, even if he doesn't teach children, or criticize why you don't teach anyone when you have a school. No, In od doesn't share his knowledge for fear of these words.

She considers it an honorable duty to teach children because of her tastelessness, generosity, generosity and devotion to her ancestors. I am always proud of my profession. At this point, while witnessing the extent to which Inod's devotion, his sense of humanity, was formed due to his kindness, we now turn our attention to the third treasure, the devotion of the horse to Inod, one of the events that led to Inod's courage. We can Nature bestows such a blessing on man that it is impossible to call it a miracle in any sense.

We can see why we use the detail of the miracle so often in the example of Inod's black horse.

"The blackbird in Inod's hand also served him faithfully."<sup>2</sup> He was not only the hero who saved Inod's life, but also his confidant and supporter. Since Inod had no close confidant, he knew his horse as his friend, cared for him, and spoke to him as a human being. At this point, it is natural for the student to ask questions. Does the horse know human language? What we are repeating over and over again is not the language we speak, but the language of the heart. The closer the horse is to its owner, the more it senses what will be done to its owner. Inod's horse no doubt "listened" to him because he felt his pain. They were so loyal to each other that even in the event of a major tragedy in Inod's life, it was the black horse that brought him back to life.

When we use the word tragedy at the top, the reader already realizes that it does not end well. The spiritual oppression of the image of Inod can be seen in the following sentence.

"For many years, Inod's two children entered the alfalfa shed through a hole, played matches and set fire to the alfalfa. When their mother heard them screaming, she tried to open the door, but the door was locked and she jumped out of the hole. He finds his children, but can't find the hole where the smoke entered the room that was on fire. Inod, who was running after the fire, saw that her children were already dead. He buried them in his father's grave and left them alone in the garden."<sup>3</sup>

As mentioned above, Inod's father was killed in a battle with the invaders. After that, the loss of two children and his wife at the same time is an indescribable tragedy. Everyone's heart is broken after this incident, both physically and mentally. There is symbolism in our view of the children entering the alfalfa shed. The tragic years that followed, the children and his wife, because of the tragedy that was about to take place, were a sign of endless sorrow, a burning pain that burned his whole body. The only hope was to see them reach their final level, to hear their children say "daddy" for the last time. Only Inod did not hear him. In fact, isn't the fire even louder than the cries of the children burning in the olive groves, "Daddy, help me," "Uncle, we're dying." Didn't his wife burn to ashes with a thousand shouts and screams? This painful and painful feeling of guilt for not being able to help had made Inod cringe. Now, of course, the reader has another question. How much Inod's condition has improved. Did he get better? It is no coincidence that



we did not mention above the black horse that brought Inod back to life during the tragedy. It is the devotion of his horse, his understanding of Inod, his constant listening to him, and his travels together that will improve the image of our image over the years. That's why Inod doesn't trust the horse; he always carries it with him.

What everyone cares about is always in the public eye. At this point, we consider it appropriate to recall the saying of our people: The reader almost understands why we use this proverb. It is impossible not to envy the loyalty of man and horse, in fact. But instead of envy, there are many who are jealous. And that's what others say instead of you: "This is a party committee in a hillside area." Why are we mountainous and don't produce girls!"<sup>4</sup> decided to establish a new state farm. He sent a representative from the organizations to buy the surplus beetles of the population. "

The decision to take horses from the population seemed to Inod to be "kicking over the dead." Inod knew that the law was the same for everyone, but he didn't even want to think about losing it. If they take away the only horse they have left, it will be meaningless for them to live. Because it was only because of this horse that Inof was revived. So, can Inod reconcile with Lieutenant EgamberdiKhudoiberdiyev, who was assigned to collect the horses?

Under the pretext of the law, EgamberdiKhudoiberdiyev wanted to get this horse, which he had envied, in fact, for his own benefit. So he comes to Lieutenant Inod, who thinks that he will take the horse no matter what, or he will accuse him of disobeying the law. ButInod's actions make him suspicious. We can see Inod's devotion to Karabayir in his attempts not to give his name.

"Egamberdi, I'm not here without a cap. She is very dear to me. "<sup>5</sup>

Inod does not say this in a pleading tone. He is not afraid to be accused of being rude and even breaking the law. It was as if he was telling me not to come to another house. In any case, the guest should be treated with respect.

At this point, Inod tries to reconcile with the lieutenant. He uses a movement that is in line with our people's saying, "A dry spoon tears the mouth."

"Lord, I have a milk cow, take it for yourself. But let this horse stay with me, a?"<sup>6</sup> he says. Egamberdi, the image of a slave to his desires, gets used to it, but his passion for horses grows. Again he comes to Inod as an excuse for the law.

"It didn't work out, buddy," he told Inod. - Knowing that you have a horse from the age of seven to seventy in the area"<sup>7</sup> Who would have thought that such insignificant words in his own interest would lead to another tragedy in Inod's life? When a person is attached to something in life, he does not want to be separated from it, whether it is a person or an object. Giving it away to someone makes it worse than tearing off a piece of your heart. ButInod's giving up the horse seemed to cut off not a part of his heart, but his whole life. He chooses a different path than giving it to others voluntarily. When Inod heard that Egamberdi was forcibly taking his horse, he suddenly entered the house and went outside with a rifle in his hand.

"The horse looked at the house in which the owner had entered, as if sensing a terrible danger, and it looked like an amazing statue. The smoke from the shotgun wafted through the door, and the roar bounced off. "<sup>8</sup>

Inod, who could not imagine his whole life without him, shot his father, then his two children and his wife at the same time, and his only support.

"After the horse was silent, Inod went to his head and suddenly hugged his neck and closed his eyes. The horse's body cooled".<sup>9</sup> Yes, the horse's body has cooled. The body did not freeze when he died, but the horse's body froze, trembling as if it had been left alone in a whirlpool of grief. Only a real person is jealous of what he loves and does not want to give it to anyone. Maybe that's why Inod chose this path. This is the essence of great devotion, this is the symbol of loyalty.

In short, fidelity is not something that comes suddenly. She doesn't have a specific time. He must enter man with soul. Only then can a person be called a real person. Inod in ShukurKholmiraev's story is a symbol of true devotion. Because his devotion can only come from a real, mature man. As always, our writer was able to raise the storytelling of Uzbek literature to another level with his amazing works.

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## FEATURES OF PSYCHOPHYSIOLOGICAL DEVELOPMENT IN THE SELECTION OF GYMNAST GIRLS 4-7 YEARS OLD

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### ABSTRACT

*The development of women's sports is one of the topical issues of today. The mother, first of all, plays an important role in the upbringing of a young child in order to become a master of sports or a well-rounded person in the future. Every mother can also raise her child healthy if she feels the importance of physical education for health. The development of women's sports in our country has once again proved its importance and necessity, and ample opportunities are being created for the development of women's sports. Because our healthy mothers create a healthy generation for us. In order to increase the effectiveness of the tasks of attracting our girls to sports, first of all parents should pay attention to this.*

**KEYWORDS:** *Rhythmic Gymnastics, Women's Sports, Sports, Competitions, Healthy Lifestyle.*

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### INTRODUCTION

Rhythmic gymnastics stands out among sports for its attractiveness, complexity and uniqueness of movements. Having seen a girl at various competitions performing various images with harmony of movements to the sound of music, you realize that this is exactly the kind of sport that was created for women.

The spectator, watching how an athlete performs exercises with ease and rhythm, does not even imagine how much work, perseverance, dedication to sports, strong physical fitness in his place. The performance, which looks very amazing, demonstrates the skill, skills and qualifications of the athlete. Girls can engage in this sport from 4-5 years old. The fact that the loads, exercises that need to be taken in the course of classes, have a beneficial and effective effect on the girl's body is stated in a huge number of sources. It's the same fact. Because the girls involved in this sport, sensuality, tenderness of movements, grace, a beautiful figure is formed. In addition, flexibility, dexterity, dexterity and coordination develop very well from physical qualities. Simultaneously educates moral, aesthetic and strong-willed qualities.

### MAIN PART

Physical culture and sports are associated with the laws of physical development of a person, changes in his physical qualities, morph functional and psychological capabilities in ontogenetic development. The process of developing physical qualities is a dominant and integral part of the system of physical education of schoolchildren of different ages. Many studies show that the

effectiveness of the development of these qualities determines the duration of training in movement skills and the pace of mastering these skills.

It is noticed that during the initial training of gymnastic exercises, children's coaches, in most cases, face some problems. In particular, when teaching the technique of even the simplest gymnastic element, they rely on the degree of development of certain physical qualities. But often the degree of development of these qualities does not allow you to effectively master gymnastic elements. In such situations, it is recommended to use special training, which is usually organized in two directions. One of the directions of this type of training is the formation of motor abilities, and the second is the education of motor skills. Regardless of whether these tasks can be solved individually and jointly, it will be necessary to simultaneously develop the corresponding physical qualities. Consequently, the effective mastery of modern gymnastic exercises in priority depends on specialized physical training.

Physical training includes the process of developing general and special physical qualities. According to scientific experts, young gymnasts engaged in the initial preparatory stage need to develop physical qualities that will be useful at this age, including speed, strength, flexibility, dexterity and individual coordination qualities. As to which of them is the preferred approach to the manifestation of these physical qualities, the opinions of experts differ. The group of specialists notes that it is necessary to focus on speed, strength and speed qualities, coordination abilities. They explain the preference for these qualities by the fact that they are proportional to the age character of the children. Another group of scientists, considering the inextricable connection of physical qualities, draws attention to the importance of the harmonious development of all qualities in children of this age.

Ensuring the growth of the results of many years of practice focuses on the need to improve the effectiveness of training sessions conducted at the stage of preliminary preparation. At subsequent stages, the management of the training process of young gymnasts should be carried out within the framework of the requirements of high sportsmanship. To do this, it is necessary to effectively use methods and means aimed at improving motor abilities, up to the age period when it is possible to show maximum sports results. In modern gymnastics, techniques and means are used that allow in a short time to develop the physical qualities inherent in the motor skills that need to be trained. And this, in turn, requires faster assimilation of exercises performed on gymnastic equipment, and more time for this matter.

The technical training of female gymnasts is based on their physical qualities. If the gymnast's physical abilities do not meet the requirements of the gymnastic element technique, no exercise can be performed in rhythm. In addition, strength training exercises from the point of view of improving technical skills should ensure the formation of the quality being brought up at a high level. In this regard, gymnasts are not helped much by specially directed training. Especially important for gymnasts in the competitive period is the formation of qualities inherent in the studied elements. Therefore, therefore, the process of learning the skills of action in each specific situation should have its own characteristics.

The age of 4-7 years is a period of intensive growth and comprehensive development of the child's body. At this age, motor functions are very developed, and the child leads an active life. The spine becomes more flexible and less rigid. The joints between themselves are not elastic and durable. The center of movement and muscles are now small, and the movements are harder to perform. The heart, respiratory, muscular, and nervous systems are not perfectly developed.

The ability to work mentally with concentration of attention is small. Just 15 minutes to the meat. Reflexes of playing and imitating someone are well developed. At this age, great importance should be given to teaching the child to keep his posture in an upright position. It is desirable to develop plasticity gradually.

Throughout the training, it is necessary to monitor the accurate and fast execution of movements. Tasks should be easy and concise. Positive results are achieved when classes are conducted colorfully, unlike each other, saturated with emotions. For the proper upbringing of a growing organism, it is necessary to know such fundamental features of a child's body as growth and development. Growth and development is a feature of the human body, as well as of all living organisms. It begins from the moment when the body recovers for comprehensive growth and development. These two processes are complex and represent a single whole and are interrelated.

The growth of an organism is understood as an increase in the size of a living organism due to the growth of body cells, again, an elongation of growth, an increase in the mass and volume of the body due to an increase in the number of cells and tissues in it. Consequently, quantitative changes in the body are called growth. Growth is considered the most important indicator of a child's health and physical condition. In parallel with the growth in the cell, the process of increasing the function performed by them occurs. This is a development process. Therefore, growth is also the result of the development of the organism. Development means the complication of the structure of the organism or morphological differentiation of tissues and organs, that is, the formation of cells of tissues and organs by a growing organism, that is, the development of cells of the child's body with some complex tissues and organs characteristic of people of adolescence and adulthood.

The process of development includes three main factors: growth, complication of organs and tissues, as well as the formation of tissues, organs, organisms. These factors are inextricably linked to each other, and they cannot be formed in isolation from each other. Growth and development are closely linked, so that all quantitative indicators in the body eventually turn into qualitative ones.

The length of the child's growth; up to one year, the child's height is 75 centimeters, lengthening by 26 centimeters. In the second year of life, it grows by only 10 centimeters. Up to 6-7 years of age, growth in growth slows down even more. The first critical period after childbirth occurs at the age of 2-2. 5 years, when the child's motor activity increases sharply. The activity of the central nervous system improves, speech, intellectual and physical development increases. At this age, there may be a violation of the functioning of any physiological system, especially the nervous system, a slowdown in mental development.

The second critical period after the birth of a child is observed at the age of 6-8 years. Stereotypes are broken in it, intense mental work begins, physical work increases. Under the influence of such changes, the functioning of especially weak physiological systems may be disrupted. The emergence of sensory periods in the development of their physical qualities occurs heterochronously. For example; the development of the quality of flexibility at the age of 3-4 to 15 years, the development of the quality of agility at the age of 7-10 to 13-15 years, the development of the quality of speed at the age of 11 to 14 years, the development of the quality of strength at the age of 14 to 17 years, the sensory period of the development of the quality of endurance at the age of 15 to 20 years.

In school-age children (3-5 years old) a strong orientation reflex appears. The processes of inhibition and excitation in the cerebral cortex are very common. In children 5-7 years of age, the mobility of processes increases significantly. The efficiency of the cerebral cortex increases. At the age of 7, the frontal part of the cerebral hemispheres improves significantly morphologically and functionally.

### **CONCLUSION**

Before performing any physical exercises, the organs and systems of the body must undergo a period of preparation for performing intensive activities. The main essence of this period is that, starting to perform physical exercises at the same time, various organs and systems enter the degree of performing higher activity not simultaneously, but sequentially, at different intervals of time. During the preparation period for performing high-intensity physical exercises, our body organs undergo simultaneous, that is, synchronous, preparation for a high level of activity. After the preparatory period, movements consisting of simple elements are performed, then the structure of exercises becomes more complicated, the pace and rhythm of their performance increases, and all body systems show maximum readiness to perform high loads, to perform a high level of activity, to the possibilities of performance. During the preparatory period, there is not only a "warming up" of the muscles, but also a gradual increase in the activity of the circulatory, respiratory and other systems, which ensures a high degree of manifestation of the physical capabilities of the body achieved during the period of adaptation or adaptation.

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## DEVELOPING COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS

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### ABSTRACT

*There is a lot of opinion about to improve communicative competence of primary school's pupils in this article. In addition, the role and importance of communication in the development of communicative competence, its characteristics and recommendations for the development of communicative competence are given.*

**KEYWORDS:** *Communication, Education, Upbringing, Student, Communicative Competence, Ability, Individual, Modern Approach To Education, Quality Of Education, Independent Thinking, Learning Effectiveness, Mutual Understanding, Student Flexibility, Quick Communication Enterprising, Renaissance.*

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### INTRODUCTION

Radical reform of the education system today covers all spheres, so the focus is on the fact that our future and the successors of tomorrow will become mature and competitive professionals in all respects. We can say that this is, of course, the result of the efforts of President Shavkat Mirziyoyev Miromonovich. This is reflected in the decrees and resolutions issued by the President. Decree of the President of the Republic of Uzbekistan No. F-22 of February 3, 2022 "On additional measures to reform the system of public education" and the National Council established in accordance with this decree The chairman of the council is President Shavkat Mirziyoyev Miromonovich, and the members of the council are all the ministers and heads of the centers. [1] Yesterday, the meeting of the President discussed the implementation of the tasks set at the beginning of the year and identified "priorities for the development of the public education system" to be completed by the end of the year. It's all about our future children. Initially, large-scale reforms were carried out in the field of preschool education, and now all attention is focused on general secondary education.

Today, schools are gradually transitioning from DTS to the National Curriculum. In the 2021-2022 academic year, students in grades 1-2 are studying under the National Curriculum. By the 2026-2027 school year, all classes are scheduled to study under this program, and this is being done in stages. At the heart of these reforms is the goal of bringing our youth to the world stage and ensuring that they have a place in life.

The educational process is based on theoretical and practical knowledge. Verbal communication is the most necessary tool to carry out these processes. Communication is man's need as a social and conscious being, as a carrier of consciousness. There are different definitions of "communication". Communication is defined as the interaction of two or more

people in the exchange of information that has a cognitive or affective-evaluative character. Or: communication is a complex, comprehensive process of establishing and developing relationships that arise from the need for collaborative activities between people and consist of the exchange of information, the development of a single path of interaction, and the perception and understanding of another person. process This is the most complete definition of "communication".

Issues of the general philosophical theory of communication were discussed by G.S. Batishcheva, L.P. Buyeva, M.S. Kogan, V.M. It can be seen in Sokovnina's works. The importance of the communication category and all the personal qualities necessary for its success are explained in the A.A. Brudny explains that it was recorded in ancient times. In the 5th century BC, the Sophists focused on communicative issues and identified three important aspects:

1. To consider communication with other people as an influence on such people;
2. A person's communicative contact with other persons is not accidental;
3. States that a person's communication can also be a dangerous event.

Socrates saw in communication a powerful means of self-knowledge of the individual, and Plato advanced the idea of interaction. Kant soon developed his own ideas, and according to him, to think is to speak for oneself. Existentialists (existentialists believe that the universe is meaningless and that it is impossible to know it is eternal, and that human life is terrible because it is transient) have already considered mutual understanding to be the essence of communication. Alberto Moravia later said in his story "Interaction": "To be basic is to have the property of commonality".

A study of the literature on foreign psychology has shown that the concept of "communication skills" is not found or accepted in some literatures. Foreign psychologists often use the term "communicative competence". A modern approach to the problem of developing and improving communicative competence is that the studies were viewed as self-improvement and self-improvement based on their own actions. In addition, communicative competence also means the ability to establish and maintain the necessary connections with other people. The concept of competence includes a set of specific knowledge and skills that ensure the effective flow of the communicative process. If we look at the meaning of the word competence, the word "competence" is derived from the English word "to compete" and means "to compete", "to compete", "to compete"., "Efficiency", "flexibility", "success", "success", "comprehensibility", "effectiveness", "readability", "property", "feature", "quality", "quantity". Literally translated, it means "ability to compete."

One of our most important tasks is to develop communicative competencies in our students. Communicative competence is important for all disciplines. We all know that it is necessary not only in the process of education and upbringing, but also in order for a person to find his place in life and purpose in life. It should be noted that communicative competence requires, first of all, an independent opinion and the ability to communicate quickly in different situations. There are many opinions that education and upbringing should begin before the child is born and the process should last until the end of life.

Primary education is one of the most important stages in the educational process. Developing communicative competence at this stage is a shared responsibility. Especially for primary

school teachers and parents of students. There are the following ways to develop communicative competence:

Always respect student opinions;

Complete answers to student questions;

Always support their interests;

Encouraging independent thinking through problem situations;

Organize your leisure time meaningfully;

To give freedom to the imagination and creative activity;

and so on. Our main goal is to raise our children to be perfect human beings. It would be good for each of us to use the above methods. This, in turn, affects the quality of education. We can create the future we dream of if we educate students from the earliest grades so that they can adapt quickly to any situation, think independently and communicate freely in accordance with the norms of literary language. In this regard, President ShavkatMirziyoyev in his speech at the solemn ceremony dedicated to the Day of Teachers and Coaches on October 1, 2020, said: period, that is, we set ourselves the main goal of creating the foundation of the Third Renaissance. Speaking of which, first of all, the essence of the Third Renaissance must be deeply understood by each of us, by our whole society.

Historically, our homeland, located at the crossroads of the Great Silk Road, has long been one of the centers of high civilization and culture. The rich scientific and cultural heritage of our people, ancient stone inscriptions, priceless architectural monuments, rare manuscripts, various artifacts testify to the deep roots of our three thousand years of statehood. ” This is a clear proof that they have great confidence in our youth. We must also contribute to this process. Because if we don't pay attention today, tomorrow will not be what we dreamed it would be.

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## TRANSFORMATION OF THE BASIC CONCEPTS OF THE ENGLISH PHILOSOPHY AND ITS SPECIFICITY

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### ABSTRACT

*The article analyzes determination and transformation of the basic concepts of the English philosophy within its periods of development and is directed to underline their characteristic peculiarities.*

**KEYWORDS:** *Concept, Philosophical Transformation, Redundancy, Scholars, Interpreters, Philosophers, Trilingualism, Bilingualism.*

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### INTRODUCTION

As you know, any philosophical system is built on the basis of the relationship of concepts and categories. Concepts and categories are, ultimately, these or those words of a given language, elevated to the rank of philosophical concepts and categories due to the practical needs of science. This requires us to first analyze the state of the English language at the end of the 15th - beginning of the 16th centuries. During this period, English supplanted Latin from wider public life, although the active influence of Latin continued to be felt in England until the 17th century. It is noteworthy in this connection Lord Chesterfield's remark in his letter to his son (1739) that a truly educated person should know Greek and that "to know Latin is not such a great honor, because everyone knows Latin and not to know it - shame and disgrace" .

Thomas More wrote "Utopia" (1576) in Latin, many of the works of Francis Bacon also translated by himself from English into Latin for the purpose of perpetuating. One reason for this is that the English language of the 16th century was still not the recognized language of science and literature. This conclusion is confirmed by the representatives of the era themselves: Francis Bacon, for example. He writes: "My works, which I wrote earlier and which are now so well translated into Latin, thank God, are immortalized ... These modern languages will someday be sure to go bankrupt. In the 14th century, there was an attitude towards the English language as imperfect and , therefore, short-lived, which must soon disappear, giving way to Latin or Greek. The situation was quite understandable: English had not yet won its positions in the public life of England. Latin continued to have a strong influence on the formation of public views, on the native language of the English, and therefore English was considered "rough," "uncivilized," "imperfect," and "devoid of grace," according to the English themselves, such statements are found in the historian William of Almesbury, John Skelton, the famous English poet of the sixteenth century, and others.

As early as the beginning of the 16th century, some of the most prominent English scholars and writers considered it their duty to apologize for writing in their "barbaric" English, and not in Latin: Roger Esham (1545 "Shooter"), William Eldington (1566 "Golden Ass" - translation from Latin). Richard Eden (1562), George Pace (prose translator, 1586), etc.

## MAIN PART

In the XII-XIII centuries. the Norman dialect of French was the official language of England, it was used to write works of art and draw up state acts. There was one more circumstance of the negative attitude of the English to their native language - these are the views on the language that dominated Europe and England in the 16th-18th centuries, in particular two theories, according to which: a) language is a reflection of ideal reality, a divine institution created by according to a strict and logical plan; b) language is built on the basis of "universal reason". These two theories, however, created a kind of theoretical basis for numerous patriotic desires to improve the English language, refine it, make it as "perfect", "elegant" and "beautiful" as Latin, Greek or French. First of all, this desire manifested itself, which is quite natural, in relation to the vocabulary of the English language of that period. Here, both purists and language reformers were united in their desire, and, in particular, for foreign words, where, as the researchers note, three directions of the struggle for the improvement and purity of the language in the life of England in the 14th-17th centuries were outlined. (the first is the attitude to foreign words; the second is the attitude to dialectal and regional words, and the third is the attitude to vernacular vocabulary) - with two approaches that are essentially polar. Proponents of one thought: in order to improve the English language, it must be enriched, its vocabulary expanded, the language must be given complete freedom to enrich with vocabulary units from other languages, especially Latin, Greek and French. Proponents of another point of view, on the contrary, saw the way to improve the vocabulary in curbing the influx of foreign vocabulary, because, as they believed, this vocabulary clogs the language, prevents it from using its own internal resources. The former include William Caxton (English pioneer printer), Thomas Eliot (writer, translator, lexicographer, doctor and diplomat), William Camden (writer, historian, antiquary), John Dryden (famous poet, playwright and critic), George Paty (large translator of that time), Thomas Blandeville (author of the book "The Art of Logic"), Thomas Digges (mathematician) and others. The second - Thomas Wilson (scientist, rhetorician, translator and statesman), Greek), Ralph Lever (author of the famous work The Art of the Mind, 1573), George Puttenham (writer and critic, author of The Art of English Poetry, 1589), Samuel Daniel (poet and playwright, author of "In Defense of Rhyme", 1603), Ben Jonson (famous playwright, poet and grammarian, author of "Tree or Thoughts on People and Deeds", 1641), etc.

As can be seen from the above examples, the range of professions and areas of employment of the authors is quite large. This testifies to the fact that rather wide circles of the English intelligence, scholars, interpreters, philosophers and enlighteners seriously comprehended the linguistic situation of their era. In the middle of the 16th century, as the well-known American linguist Albert Bo points out, the opposition to foreign vocabulary reaches its highest point, and by the beginning of the 17th century, the ardor of the struggle between the two camps is leveled and it is gradually asserted that "the English language has reached perfection and turned out to be able to naturalize many foreign words and that, thanks to this he became richer, more suitable for expressing various thoughts.

The formation of the relative unity of the English language ends in the 15th century and is reinforced by the introduction of printing. However, there is still no solid set of rules for literary



standard English. The lexical composition of the English language required expansion in order to become a tool for expressing scientific conceptual and logical systems. The need of the language of science for new words-concepts was great. Some scientists, such as Lever, tried to adapt the national language to express scientific concepts, tracing Latin terms with the help of English. However, despite all the enthusiasm, his attempts to create the terminology of logic and philosophy on the basis of native English morphemes were futile. A radical break in the process of seeing the world is inextricably linked with a revolution in thinking itself, this is of fundamental importance. The transition from the geocentric to the heliocentric system required profound changes in the very foundation of thinking, in its methodological and philosophical foundations.

Supporters of the universal use of the English language (T. Nash, Puttenham, E. Spencer, T. Eliot and others) raised the issue of replenishing its vocabulary and, above all, creating scientific terminology on a national basis. At the same time, the majority agreed that borrowings from the classical languages - Latin and Greek are inevitable here. A detailed analysis of a large amount of factual language material of a philosophical and general scientific nature (32,032 pages), carried out by us, convincingly shows that the bulk of the terms are created by rethinking the meaning of words and combinations of the general literary language. At the same time, a special role - and this is a remarkable feature of the period of formation of the terminology of English philosophy - is played by figurativeness and connotation, that is, a broad interpretation of the word-concept, which is far from always consistent with traditional ideas about terms as units that tend to rigid explication of concepts and lack connotation. ; this figurativeness is typical, as a rule, at the time of the creation of a term, the introduction of a concept new to the national linguistic consciousness, which, for clarity and intelligibility, is figuratively compared with those already known. This is another characteristic feature of the language of philosophy of the research period, especially at the turn of the 16th-17th centuries. Philosophical literature is characterized by the fact that, on the one hand, it allows the thinker to define this or that concept or its shades as clearly as possible, on the other hand, to express his personal attitude towards it.

From the 16th to the 17th centuries, there was a particularly intensive formation of the English scientific and literary language. Therefore, it is advisable to give an additional chronological division, already within the period of time studied in the dissertation. The fact is that the development of the English language was not uniform, the process had its peaks, which fall, in particular, in the XIV century and the beginning of the XVI century. The 15th century was in a certain sense a transitional one - at that time the changes that occurred in the 14th century were consolidated, and shifts in the language were being prepared, which were realized in the 16th-17th centuries. Therefore, we can divide the period under study into two more: 1) XIV-XV centuries. and 2) XVI-XVII centuries. It is clear that this division is highly arbitrary. Note, however, that it to some extent coincides with the periodization that exists in English science, literature and culture in general (and when it comes to the history of the formation of the language of English philosophy, such a correspondence seems to be important).

What was the actual linguistic picture in England at that time, was the process of formation of the English national literary language ending? The picture was quite complex both in territorial and socio-political terms. To characterize the language situation of this period, the most significant are: 1) the functional areas of application of the English literary language; 2) specificity of English-Latin-French trilingualism and English-French bilingualism.

During the period under review, the creation of English scientific literature (in the broad sense), the appearance of manuals on astronomy, mathematics, numerous manuals on medicine, etc. was significant. And although the bulk of literature was created in Latin (English works are mainly translations from Latin), of the English language and into this sphere of communication testifies not only to a gradual change in attitudes towards the native language, but also to changes in the composition of readers. The formation of terminological systems, the formation of certain stylistic clichés were the links in the process of creating the scientific style of the English literary language. In England of the 14th-15th centuries, the most important task was to consolidate the London dialect as the basis of the national literary language and its delimitation from the territorial dialects, which were losing their equal position in relation to London in the 12th-13th centuries. The coexistence in the higher spheres of communication of English and Latin was largely maintained by the strength of centuries of tradition. From the second half of the 15th century, the activities of the humanists, as well as their views on the relationship between both languages, became a new impetus. Latin continued to dominate in school and university education, in theology and science, in jurisprudence (along with French) and religious practice, in journalism and private correspondence of the humanists Erasmus, Francis Bacon, Thomas More. Along with this, multi-genre literature of various subjects developed, especially intensively in connection with the advent of printing, where the English language played a leading role. The distribution of both languages in different areas is not unambiguous. Thus, English prevails in fiction, in didactic writing, in entertainment genres. But at the same time, the gradual penetration of the English language into clerical practice, into religious literature created bilingualism within the same genre. The attitude to the expansion of the social functions of the English language, to the enhancement of its role in the cultural life of the country was not the same among contemporaries. The attitude towards the English language on the part of the humanists was also not the same. Erasmus believed that the use of any living language, including English, threatened the purity and sophistication of Latin. The reason that Thomas More writes his "Utopia" in Latin, and Francis Bacon translates his main works into this language is the limited stylistic potential of the native language, the poverty of its expressive means, and the lack of established norms.

Both phenomena are associated with the work of humanists. The spread of enlightenment, such as the achievements of not only ancient but also modern European literature, became an important aspect of the practice of English humanism. Ignorance of the Greek and Latin languages was the barrier that prevented the assimilation of this knowledge by wide layers, therefore, translation practice becomes one of the main forms of activity of English humanists. The problem of translation is not only a problem of knowledge and its dissemination, but also a problem of the language in which this knowledge can be expressed and through which it can be stored, because what is not expressed in an adequate language, for the bearer of another, as it were, does not exist, in any case is not understood by them. For the development of not only English literature, but also the English literary language, the choice of works that were translated into English is very important; This choice also determined the stylistic features of translated literature: in contrast to the translated literature of previous centuries (XI-XIII centuries), when texts of a religious, religious-philosophical and didactic-logical nature prevailed, the attention of humanists was directed mainly to secular subjects. They translated mainly fiction - short stories by Boccaccio and Petrarch, comedies by Plautus and Terentius, novels "About the Great Alexander", "About Apollonius", Aesop's fables, Latin and Greek authors - Demosthenes, Cicero, philosophers - Aristotle, Seneca, Lucian, etc. A new world was opening up, not bound by

ossified medieval traditions and comprehended mainly from a scientific and philosophical position.

To understand the history of the formation and development of the English philosophical language, one has to touch upon the issue of foreign language influence, mainly Latin, as well as the issues of the translation activity of the Enlighteners and writers of England: Latinisms could only go through written speech. Therefore, it is no coincidence that it is noted that their influx increased during periods of intensive translation activity and especially increased during the Renaissance for quite understandable reasons and reasons.

A special role in this process belongs to the practice of compiling explanatory dictionaries of national languages. Bilingual dictionaries reached their apogee in the 16th century (the dictionaries of Thomas Eliot, Richard Hallwet, Thomas Cooper, John Baret, Thomas Thomas, John Ryder). If at first the dictionaries did not claim to be an exhaustive description of the vocabulary, then the authors of the 16th century, on the contrary, wanted to limit the vocabulary only to "good" words and exclude "barbarian" words from it. During the period under review, the nature and position of original and translated secular literature is changing. For the first time, a prose novel becomes popular. The conquest by the English language of the right to be used in all genres of scientific and literary creativity was the most important issue of the time. The interaction of scientific and artistic literary language with the spoken language was a typical feature of the period. So, G. Wilde comes to the conclusion: "it is necessary to emphasize in every possible way the closest connection between the colloquial literary language and the language of English literature. The language in which Shakespeare spoke was the language in which he wrote." Thus, the evolution of the quality and properties of the literary language of their time, the attitude towards measures to enrich and improve the language, views on the problems of language construction can find a place in the work of the great writers of the century.

## CONCLUSION

First of all, disputes began about the correct pronunciation and uniformity of spelling. The variety of variants at all levels of the language, found in the literary works of even the famous masters of the word of the 16th century, is very significant. Speaking about the influence of the scientific-literary and rhetorical tradition of classical languages on the practice of the era and, in particular, the 16th century, supporters of the preservation of Latin as the language of science and philosophy (T. More, R. Esham, W. Malmesbury, F. Bacon, J. Gower Edm. Waller, J. Cheek, B. Johnson, J. Puttenham) appealed to its perfection, richness and refinement of forms of expression, which were not disputed by anyone. In turn, as proof of the possibility of improving and developing the English language, their opponents (W. Tyndall, T. Eliot, W. Camden, J. Dryden, T. Blandeville, R. Carew) cited the fact that Latin speech itself did not immediately acquired perfect forms and was once also rough and unfinished. Cultural figures of the 16th century, who spoke on issues of style, language and vocabulary, had special works on the theory of rhetoric, where they continued and developed the ideas of Aristotle and Cicero.

Thus, the classical philosophical teachings remain relevant for an extremely long time. But, speaking of the "eternity" of problems as a specific feature of philosophy, which ensures the coexistence of thinkers as contemporaries, separated from each other by a large interval of time, one should be extremely careful. Philosophical concepts are not only awakened to life by worldview needs, but also essentially reflect these needs in their results. The presence of this

moment in philosophical knowledge is, as analysis shows, the basis for the vitality of these problems solved within the system: generated by a concrete historical situation, a certain philosophical system reflects it at an extremely high level of abstraction.

The plurality of coexisting philosophical doctrines determines, as one of the specifics of the philosophical language, the ambiguity of terms that acquire different meanings, carry an unequal semantic load in different philosophical systems. This allows researchers to state the extreme difficulty of comparing philosophical systems, their "insolubility" in each other, which significantly complicates interpretation. In this regard, we can talk about the low cumulative nature of philosophy as one of the types of knowledge, understanding by this the ability of a particular scientific discipline to fully or partially, but without changes, include in its composition the content of other scientific disciplines or previous stages of its own development.

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**RELIGIOUS VIEWS OF TURKISTAN JADIDS**  
**(In The Example Of Abdurauf Fitrat’s Work “Najotyo‘Li” (“Leader Of Salvation”))**

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**ABSTRACT**

*This article introduces one of the progressive scholar at the forefront of the Turkistan enlightenment and reform movements Abdurauf Fitrat’s work “Rahbarinajot” (‘Leader of salvation’). It is a comprehensive work that raises issues related to various spheres of social life, the classification of sciences, people's lifestyles, aesthetic ideas, education and upbringing of the younger generation, and more. Fitrat sees the Qur'an as a “Leader of salvation” - a leading mean and guide that will lead the nation out of this situation, save it from the vortex of backwardness, and will be the main and only savior for its time.*

**KEYWORDS:** Turkistan, Abdurauf Fitrat, Jadidism, Jadids, “Leader Of Salvation”, Turkic-Speaking Countries.

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**INTRODUCTION**

In the early 20<sup>th</sup> century, Turkistan was firmly rooted in tsarist Russia. The demands and needs of the local population have been ignored, and their religious beliefs and customs have been neglected and overlooked. The loss of independence, political security and injustice, turned the entire society into a power opposition to the Russian state. Among them were the progressive representatives of the upper classes of the indigenous peoples, and the ideas of freedom became more and more powerful. These progressive persons later formed the basis of Jadid political activity. The social basis of Jadidism in Turkistan was formed by intellectuals. One of the main ideas and goals of Jadidism was to liberate Turkistan from medieval backwardness and religious superstition. Mahmudkhoja Behbudi, Abduqodir Shakuri, Saidahmad Siddiqi-Ajzi (Samarkand), Munnavarqori Abdurashidkhonov, Abdulla Avloni, Ubaydulla khoja Asadullohojaev (Ubaydulla Khojaev), Toshpolatbek Norbotabekov (Tashkent), Abdurauf Fitrat, Fayzulla Khojaev, Usman Khoja (Usmankhoja Polatkhojaev), Abdulvahid Burhanov, Sadridin Ayni, Abdulqodir Muhitdinov (Bukhara), Obidjon Mahmudov, Hamza, Cholpon, Is’hak’hon Ibrat, Muhammadsharif Sofizoda (Ferghana valley), Polvonniyoz Haji Yusupov, Boboohun Salimov (Khorezm) were the founders of the Jadid movement in Turkistan. The Jadids set themselves a number of tasks, one of which in particular was to correctly understand the role of religion in human spiritual development, to form a unique national development in the country. Important conditions for the fulfillment of these tasks were the need to update the concept of Islam, to free

it from bigotry, to solve the problems of the acquisition of scientific achievements and advanced technology.

By explaining the progressive role of Islam, the Jadids sought to explain the need to reform education, the economy, culture, and all spheres of society in general. The Jadids sought to make effective use of the results of European development to solve national problems while preserving the foundations of religion and Sharia in the new conditions. It is known that almost all Jadids had graduated from madrassas. Therefore, they can also be considered as Ulama (Islamic scholars). There was such a layer within the ulama that they were literally progressive ulama.

One such progressive scholar at the forefront of the Turkistan enlightenment and reform movement was Abdurauf Fitrat. Fitrat used a critical style from his earliest works. Fitrat, who studied in Turkey, observing the history of Turkistan, noted that by the beginning of the 20<sup>th</sup> century, Turkistan society had weakened compared to other countries. Fitrat sees the Qur'an as a "Leader of salvation" ("Rahbarinajot") - a leading man and guide who will lead the nation out of this situation, save it from the vortex of backwardness, and will be the main and only savior for its time.

Written in 1914, "Leader of salvation" ("Rahbarinajot") – "The path of salvation" (Najoty'o'li) is a comprehensive work that raises issues related to various spheres of social life, the classification of sciences, people's lifestyles, aesthetic ideas, education and upbringing of the younger generation, and more.<sup>1</sup> In particular, Fitrat classifies the sciences in his work as follows: the science of tafsir (exegesis of the Quran), the science of hadith (a record of the words, actions, and the silent approval of the prophet Muhammad (peace be upon him) as transmitted through chains of narrators), the science and method of fiqh (Islamic jurisprudence), the science of kalam (the study of Islamic doctrine – 'aqa'id), the science of language, the science of history, geography, medicine, chemistry, natural sciences, botany, animal science, mining, mathematics, philosophical sciences (spiritual science, theology, logic), wisdom. Descriptions of each science are given. The work immediately spread in the regions of Turkistan and became an ideological instruction for Turkistanis. With this work, Fitrat encouraged Turkistanis to look at themselves critically. The content of "The path of salvation" is not well known to modern Fitratist scholars (scholars studying Fitrat). The work is written in Persian-Tajik language.

This work serves as an important historical source in the study of the Jadid movement in Turkistan.

Although special research has been conducted on the Turkistan Jadid movement and Jadid activities, the picture is still not bright, unclear, incomplete and insufficient. Reviewing the conducted works, the discovery, comparison and classification of new aspects of the activities of the Jadids - all the mentioned is important in further strengthening the solidarity of Central Asia and the Turkic-speaking countries.

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## SEMANTIC ANALYSIS OF NOUN PHRASEOLOGICAL UNITS IN PERSIAN

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### ABSTRACT

*This article is devoted to the semantic analysis of NOUN phraseological units (PHU) in Persian. PHUs, expressed in nouns, adjectives or other nouns of the base member, are widely used in the Persian language. Semantic analysis of Persian PHUs in the article Iran scientist A. Rubinchik conducted within the framework of the foregoing classification and covered types based on the meaning, partially based on the meaning and based on the meaning, not based on the meaning.*

**KEYWORDS:** *Semantics, Chatty, Addition, Integrity, Common Sense, Meaning Integrity.*

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### INTRODUCTION

Among the phraseologisms in which the base member is equal to the combination expressed by the noun, adjective or other noun, the noun phraseological units (PHU) occupy a special place. They perform a nominative function. The syntactic construction of PHUs is equal to a free combination; the composition consists of words belonging to two or more categories of nouns and differs from free combinations by their phraseological features. PHUs are included not only in the jumps, but also in the adjective and adverbial PHUS.

In Iran, the PHU was not a special research facility. In general, phraseology is more studied in lexicography, that is, in practical dictionary science. In this place, Ali Akbar Dekhudo'nun "لغتنامه دهخدا" [Loyāame-ye Dehkhodā] and "امثال و حکم" [Amsāl-o hekam] explanatory dictionaries, Muhammad Muin's "فرهنگ فارسی" [Farhang-e fārsi] Explanatory Dictionary, as well as a number of Proverbs and matalas that come out in the form of a collection, unstressed phrases, simple, used in joint and oral speech idioms can be brought. But Iran scientists S.V.Zulfigarova<sup>1</sup>, L.S.Peysikov<sup>2</sup>, Yo.A.Rubinchik<sup>3</sup>, M. Abidov<sup>4</sup> along with the development of theoretical conceptions of phraseological units in the Persian language, they highlighted their structural and semantic types, functional and methodological aspects in their scientific research work.

For many years, the Russian Iran scientist yu, who has been working on phraseologisms in the Persian language. A. Rubinchik in his monograph "Osnovifrazeologiipersidskogoyazika" shows that phraseological units are a combination of unstressed words, which in terms of structure is equal to a combination, characterized by the continuity of lexical composition, repeated application in readiness, stagnation of connections between components and the integrity of meaning. Of course, these properties are also not suitable for all phraseologisms: it will be necessary to take into account their structural and semantic aspects. But what is typical for all phraseological units is their repeated application in the finished form.<sup>5</sup>

The semantic feature of PHU is not only Iranian, but also one of the main problems of the current research in many other languages. As you know, in Russian linguistics, the semantic features of phraseologisms are called academic V.V. Scientific views of Vinogradov<sup>6</sup>. In the Russian language, the following 3 semantic group of phraseological units is distinguished: 1) phraseological chat; 2) phraseological integrity; 3) phraseological addition.

A. Rubinchik<sup>7</sup> divides the phraseologisms of the Persian language into idiomatic and non-idiomatic verbs according to the fact that the lexical meaning is preserved or acquires a portable meaning, whether one whole meaning is understood or not, on the basis of the analysis of the semantic connection of the components. Idiomatic phraseologisms include unstressed and partially based on meaning, and nonidiomatic phraseologisms include stagnant compounds based on the general meaning. Meaning based PHUs V.V.A phraseological chatism, which is separated from Vinogradov in terms of meaning, the meaning of which is partly based on phraseological inclusion, the general meaning of which is based on phraseological integrity.

M. Abidov<sup>8</sup> noted that the separation of PHU by single semantic signs, that is, the fact that it is based on the meaning or is based on a predicate or a limited combination, is manifested differently in PHU, and this is not considered its categorical sign. The only semantic sign for all PHUS is in the integrity of meaning

Semantic analysis of Persian PHUs in the article Iran scientist yu.A. Rubinchik was held within the framework of the classification, which he put forward. As a source for the study, Hamzulu takin's novel "افسون سبز" [Afsun-e sabz] (2001) was obtained.

### **The main meaning PHU**

In this type of PHUs, the meaning understood from the phrase does not depend on the meanings of the words in its composition. There will be no potential connection between the meaning of the phrase and the meanings of the words in its composition. In the meanings of such phraseologisms, imagination becomes stronger. In their study, it is necessary to rely on diachronic analysis. Noun phraseological riddles semantically express integrity:

#### **1) two-component phraseological riddles in the isophic model:**

خوب تو بگو دسته گلت چند وقتشه؟

[Hub to begudaste-ye golatčandvaqteše?]

"Okay, tell me how many months pregnant?";

#### **2) phraseological riddles in the two-component model, which came at the beginning of the prepositional:**

این سه تا بچه را با خون دل بزرگ کردم، نمی دانی چی کشیدم

[In se tā bačērābā xun-e del bozorg kardam, namidāni či kešidam]

"I grew these three children with great difficulty; you do not know what went through my head";

#### **3) phraseological riddles of the model, which came at the beginning of the isophysical preposition:**

مشغول پوست کندن خیار ها بودم که فریدم تل برج زهر مار وارد شد

[Mašyul-e pust kandan-e xiyār hā budam ke Farid mesl-e borje zahr-e mār vāred šod]

"I was preoccupied with cucumber archish, Farid came in as a rabid";

**4) phraseological riddles in the model of two-component prepositions:**

زیر لب به خودم فحش دادم: صبا، خاک بر سر، آبغوره گیری ات شروع شد؟

[Zir-e lab be xodam fohš dādam: Sabā xāk bar sar, Ābyuregiat šoru'šod?]

"I put myself in a whisper:" Sabo let your soup dry, did you start crying in vain?"

**5) complex mold phraseological chats of mixed type:**

- زهر مار و هرهر! همه را کشتی که دیوانه، اگر فرید سادیسیم داره، تو حتما مازوخیسیم داری

[Zahr-e mār o her her! Hamerā koštikedivāne, agar Farid sādismdāre, to hatmanmāzuxismdāri]

"Naughty! You're killing everyone, crazy. If Farid is a Sadist, you are definitely a mockist."

In the examples given above, the portable meaning expressed by PHUs is not explained by lexical meanings, in which the words contained in it are expressed:

گل دسته [daste-ye go] "fetus" (literally "flower bouquet");

in chatty PHUs, a metaphor or metonymy is felt:

با خوندل [bā xun-e del] "hard work with difficulty,

with great effort" (literally "with the blood of the heart");

مثل برج زهرمار [mesl-e borj-e zahr-e mār] "rabid, rancid" (literally "as a minaret of snake venom").

**Meaning partially based PHUs-phraseological additions**

Phraseological suffixes are expressions in which one of the components is based on a portable meaning and retains independent meaning centers inherent in the components. In phraseological suffixes, one word is correct, and the second word will have a portable meaning:

**1) Two-component phraseological additions in the isophic model:**

(1) تو یکگوله نمکی، ولی من بی مزه و یخ هستم

[To yekgule-ye namaki, vali man bi maze oyaxhastam]

;"You're cute, and I'm cute and cold"

با احتیاط پرسیدم- باباش کجاس؟

[Bā ehtiyat porsidam: bābāš kojās?]

بی خیال گفت سر گور باباش! [Bi xiyal goft: sar-e gur-e bābāš!]

;"Slowly I asked: Where is his father? Without thinking he said: - in an open churchyard"

**2) three-component complex mold phraseological additioCs**

(1) به خدای بالای سر که تا امروز دستم را روی ناموس و بچه ام بلند نکرده ام



[Be Xodā-ye bālā-ye sar ke tā emruz dastam rā ru-ye nāmus va bačeam boland nakardeam]

;".By God, so far I have not been unfaithful to my urges and raise my hand to my child"

(2) نسیم فوری گفت: بچه ها رو بذار پیش الهام، منهم همرات می آیم

- پرسیدم: مگه کار نداری؟

- نسیم شکلاتی از توی ظرف بر داشت و گفت: گور پدر کار!

[Nasim fouri goft: Bačehā ru bezār piše Elhām, manham hamrāt miāyam]

[-Porsidam: mage kār nadāri?]

[- Nasim šokolātiāztuye zarf bar dāšt vagoft: gur-e pedar-e kār!]

"Nasim quickly said: - Throw the children to Ilhamnik, and I will accompany you too. I asked: Do not you have a job? Nasim said to bring chocolate to the saucer:" do that!".

It turns out that in phraseological suffixes it is impossible to say the meaning of a word obtained separately. The meaning that comes as a result of the combination can be just a word:

گوله نمکی [gule-ye namaki] "cute "(literally "cute, handsome")

[Xodā-ye bālā-ye sar] به خدای بالای سر

"God's right" (literally "to God at the top of the head");

:In phraseological additions, two component can also be used in a portable sense

گور پدر کار [gur-e pedar-e kār]

"let the same work done"

;"literally "the beauty of the father of the case)

گور باباش ("literally "in the father's beak)[gur-e bābāš]

### s-phraseological integrals PHU Meaning based

It is not possible to directly derive the meaning of phraseological integrals from the words in its composition. At the same time, there is no dependence between the meaning that comes from the phrase as a whole and the meanings of the words that are in the composition of the phrase. Words that make up the phrase do not fully maintain its independent center of meaning. The meaning of the phrase originates as a common denominator of meanings inherent in words in its composition. This general portable meaning preserves the integrity of the phrase, does not allow it to disintegrate. Hence, phraseological integrals depend on the meanings of the words in their composition, generalizing based on these are portable meaningful phrases

### 1)Two-component phraseological integrals in the isophic model:

صدای مهربانش در گوشی پیچید: سلام به روی ماهت. چطوری؟

Salām be ru-ye māhat. Četouri?]

[Sedā-ye mehrebānašdargušipičid: "Ёқимли the voice whispered in his ear: "Hello sahibjamal (moon-faced), are you tin?";

## 2) phraseological integrity of the mixed type:

حالا دیگر کمال به منتهای آرزویش رسیده بود و محمود و محمد شده بودند نور دو چشمش، هر وقت از سفر می آمد، ساکش پر از اجناس بود که برای پسر ها آورده بود

[Hālā digar Kamāl be montahā-ye ārezuyaš raside bud va Mahmud o Muhammad šode budand nur-e do čašmaš, har vaqt az safar miāmad, sākaš por az ajnās bud ke barāye pesarhā āvarde bud]

Now that Kemal had reached all his dreams, Mahmoud and Muhammad had become his ligh " diya: always when he returned from the journey, his bag was full of what he had brought for ;"the children

Hence, the meanings and grammatical aspect of the words in the composition are combined and the phraseological units are phraseological units, which give a general portable meaning::

"Moon Face, Beauty" (literally "moon face") [ru-ye māh]

"Light in eye" ; [nur-e do čašm]

In the course of our study, we also encountered examples of phraseological integrity which can be included in both phraseological addition:

پول نازنین را چنان خرج میکند انگار گنج قارون دارد

[Pul-e Nāzaninrāčeninxarjmikonadengārgang-e qārundārad.]

"Nozanin's money is used so much that the fur has inexhaustible riches (belly riches)."

گنج قارون that is, "inexhaustible riches" constitute a phraseological addition, and "riches of the abdomen" constitute a phraseological integrity.

In fact, on the basis of the classification developed by Vinogradov, it is difficult to distinguish between semantic types, especially phraseological integrity, inclusions and chats. There are certain generalities and variations between phraseological chat with phraseological integrity.

They can be explained as follows:

- 1) is a combination of a stationary device;
- 2) expresses a holistic meaning (portable meaning;
- 3) there will be a stylistic coloring in ikkalas;
- 4) is used in speech as a ready-made and performs one syntactic task;
- 5) the meanings of words in the composition of phraseological integrity interpret the portable meaning of the phrase. And in phraseological chat, there is no such connection between the meaning of words and the meaning of the phrase;
- 6) in the meaning of phraseological integrals, an internal image is preserved, the meanings inherent in the words contained in them are felt. And in the meaning of phraseological chat, the meanings of words in the composition of the phrase do not participate, so the inner image in it becomes extinct. That is, this can be distinguished by the following examples:

همه چیز تمام شده بود و پاره تن من زیر خاک، تنها و در سرما خوابیده بود

[Hamečiztamāmšode bud vapāre-ye tan-e man zir-e xāk, tanhāvadarsarmāxābide bud]

"Everything was coming to an end, my beloved child was sleeping alone and cold under the floor of the Earth" (phraseological chat)-

پاره تن "dear man", "beloved child" (literally "part of the body, part");

خیلی هم خوشگلی، چشم و ابروی مشکلی و قاجاری، پوست مهتابی، موهای بلند و موج دار مثل شوق، قدبلند، هیكل توپیر، مگه بده؟

[Xeyli ham xušgeli, čašmvaabru-ye meški o qājāri, pust-e mahtābi, muhāyeboland o moudjārmeslešabaq, qadboland, heykal-e tupor, mage bade?]

"You are very beautiful, black eyebrow-eyed, white, black amber long and curly-haired, tall, plump, what if it's bad?"-

توپیر "full", "fat"(literally "Full Body, Body").

In conclusion, the analysis of the material showed that in the PHUs, phraseological chats accounted for 53%, phraseological integrals 26%, phraseological inclusions 21%. Examples that can be included in both phraseological integrity and phraseological addition confirm that the boundary between these two semantic types is sometimes weak. The belonging of expressions in the composition to a phraseological unit or phraseological addition is determined by their general meaning, that is, based on the synthesis of the meaning of their components.

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## BLOCKCHAIN AND ITS AWARENESS: A CASE STUDY OF SLIK SAFE

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### ABSTRACT

*No cyber defence or information system can be regarded as 100% secure. What is deemed safe today won't be tomorrow given the lucrative nature of cybercrime and the criminal's ingenuity to seek new methods of attack. Blockchain is gaining traction today, but critics who question the scalability, security, and sustainability of the technology remain. (1).*

*The objective of this paper is to analyse the constraints against blockchain technology and how Slik Safe( A California- based company) has revolutionised this technology and provides us with the answers.*

*Slik Safe is the platform, which expands the customer's knowledge and vision for creating solutions. Slik Safe is a decentralized, end-to-end encrypted file backup solution that provides the answers to blockchain threats. The sensitive data is protected through an encrypted*

*decentralized file, meaning the data is not living in one place. Slik Safe is the future as it revolutionises blockchain technology.*

*This paper contains the following sections:*

**Section 1: Introduction And Review of Literature**

**Section 2: Objective**

**Section 3: Methodology**

**Section 4: Scope Of The Study**

**Section 5: Limitations Of The Study**

**Section 6: A Case Study Of Slik Safe ( A California- based company)**

**Section 7: Conclusion.**

**KEYWORDS:** *Blockchain, Decentralized, End-To-End-Encryption, Slik Safe.*

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## **INTRODUCTION**

### **SECTION 1: INTRODUCTION AND REVIEW OF LITERATURE**

Blockchain technology is mostly defined as a decentralized distributed ledger that records the provenance of a digital asset with an end - to - end- encryption. (2)

When we create a document and share it with a group of people, the document is distributed instead of copied or transferred. This created a decentralized distribution chain that gives everyone access to the document simultaneously. No one is locked out awaiting changes from another party, while all the modifications in the documents are recorded in real-time making changes completely transparent.

It is an especially revolutionary technology. It helps reduce risk, stamps out fraud and brings transparency in a scalable way for myriad uses that are immutable. This infrastructure can be highly beneficial in offering cyber security solutions in problematic areas such as networks, data storage and transmission. (2)

Although not unbreakable, blockchain has evolved to become one of the most foolproof forms of transacting in the digital network realm. As designed and intended, the technology has been credited for its information integrity assurance. If well-utilized, many sectors like Banking, cyber security etc. can benefit from it. (3)

While blockchain technology produces a tamper-proof ledger of transactions, blockchain networks are not immune to cyberattacks and fraud. Those with ill intent can manipulate known vulnerabilities in blockchain infrastructure and have succeeded in various hacks and frauds over the years. (4)

Hackers and fraudsters threaten blockchain in these ways:

1. Phishing attacks are scamming attempts to steal the user's credentials. They send emails which include hyperlinked links designed to look authentic and through that they take away the sensitive information of the users.



2. Routing attacks work on a real-time basis. Although, the participants can't see any threats on the internet as everything seems normal. However, behind the scenes, the hackers extract all the confidential data ( the big data transfers
3. Sybil attacks are used to obtain information from the IP addresses of the users connected to the same network.
4. 51% attacks refer to potential attacks by a single person who gains control of more than 50% hashing rate due to mining.

Ransom ware is malicious software used by hackers to hold hostage files, data, or applications on a computer making them inaccessible to the owner. In order to regain access to the data, the owner must pay a ransom demand to the hackers. It is a problem for consumers, governments, and businesses alike. It's a growing threat that has inflicted significant damage and cost businesses and government organizations a ton of money. (5)

Ransom ware runs in the background and encrypts the files on a computer or server. It's often designed to spread across a network and to target as many machines as possible. Hackers also create a cryptographic key that will unlock the data once the ransom is paid. Without this key, the data is inaccessible. (5)

Blockchains are computer networks on which all data is decentralized. This means that the data doesn't live on just one computer or server. Files are stored on every single computer node on the network. Since no one has the power to corrupt data on a blockchain, the data is said to be immutable. (5)

Any files that have been encrypted and uploaded to the blockchain will remain on the blockchain forever. It's easy to see how governments and enterprises would benefit from the use of blockchain technology to avoid ransomware attacks and other cyber attacks. With immutable, incorruptible data storage, management would be able to sleep at night while saving money on cyber security services. (5)

In October 2008, a few weeks after the Emergency Economic Stabilisation Act rescued the U.S. financial system from collapse, Satoshi Nakamoto introduced a cryptography mailing list to Bitcoin, a peer-to-peer electronic cash system "based on cryptographic proof instead of trust, allowing any two willing parties to transact directly with each other without the need for a trusted third party." With Bitcoin, for the first time, the value could be reliably transferred between two distant, untrusting parties without the need for an intermediary. Through a clever combination of cryptography and game theory, the Bitcoin 'blockchain'—a distributed, public transaction ledger—could be used by any participant in the network to cheaply verify and settle transactions in the cryptocurrency. (6)

Blockchain technology, by reducing the costs of running decentralized networks of exchange, allows for the creation of ecosystems where the benefits from network effects and shared digital infrastructure do not come at the cost of increased market power and data access by platform operators. This reduction in the cost of networking has profound consequences for market structure, as it allows open-source projects and startups to directly compete with entrenched incumbents through the design of platforms where the rents from direct and indirect network effects are shared more widely among participants (for example, users, application developers, and investors), and no single entity has full control over the underlying digital assets. (6)

Blockchain technology could potentially provide solutions to some of the challenges faced by the energy industry. Requirements for future energy systems can be summarized by three key principles: decarbonization, decentralization and digitalization, with a shift to empower consumers, a pillar for both EU and UK policy. However, the structure of energy and electricity markets is inadequate to achieve this vision, as small players' participation in the markets is practically excluded and incentives for active consumer participation have so far proved not sufficient. (7)

A commercial report by Deloitte states that blockchain-enabled transactional digital platforms could offer operational cost reductions, increased efficiency, fast and automated processes, transparency and the possibility of reducing capital requirements for energy firms. The cost savings potential is not restricted to utilities and can be relevant to energy consumers. (7)

Blockchains provide the opportunity for an automated billing in energy services for consumers and distributed generators, which comes with the potential of administrative cost reduction. Blockchains offer traceability of energy produced and consumed at each endpoint informing consumers about the origins and cost of their energy supply, and making energy charges more transparent. This opens up the opportunity for incentivising behavioural change and demand response. In addition, enhanced secure features of blockchains could potentially be used to safeguard data privacy, identity management and resilience towards cyber-threats. (7)

Blockchain technology in Finance is hugely disruptive and empowering in both public and private sector computing applications. As a way to order transactions in a distributed ledger, blockchains offer a record of consensus with a cryptographic audit trail that can be maintained and validated by multiple nodes. It lets contracting parties dynamically track assets and agreements using a common protocol, thus streamlining and even completely collapsing many in-house and third-party verification processes. (8)

Blockchain is a part of developments in fintech and techfin, and so on. It is really going to be the impact of blockchain or distributed ledgers together with big data, artificial intelligence, deep learning, smart contracts and the Internet of Things. The combination of these technological developments is what will increase productivity and lead to change, not only in the financial world but in the way we process things. (9)

Fintech and blockchain innovation is, in a way, much more process than product innovation, even if, in services, the distinction between process and product innovation is tenuous. The impact is partly through making it possible to do things better, more efficiently than we could before. The result will be new competitive forces and changing market structure. (9)

From an investment perspective, one thing one hears and sees in the press is 'investment in blockchain'. However, one does not simply invest in blockchain, one invests in companies – either in companies that develop technology or in a product or a service that uses blockchain. This is where we get into a lot of hype and a lot of bubbles. (9)

One important feature of blockchain that is clearly beneficial to healthcare applications is decentralization which makes it possible to implement distributed healthcare applications that do not rely on a centralized authority. Additionally, the fact that the information in the blockchain is replicated among all the nodes in the network creates an atmosphere of transparency and openness, allowing healthcare stakeholders, and in particular the patients, to know how their data is used, by whom, and when and how. More importantly, compromising any one node in the blockchain network does not affect the state of the ledger since the information in the ledger is

replicated among multiple nodes in the network. Therefore, by its nature, blockchain can protect healthcare data from potential data loss, corruption or security attacks, such as ransomware attacks. (10)

### **SECTION 2: OBJECTIVE**

This study highlights blockchain technology in the finance, health and energy sector. This study is a case study of Slik Safe (A California- based company) which has revolutionised this technology and is working towards using this technology in ransomware.

### **SECTION 3: METHODOLOGY**

This study is focussing on the work done by Slik Safe company in Blockchain technology.

### **SECTION 4: SCOPE OF THE STUDY**

The Scope of the study is to understand the use of Blockchain technology in the digital world. The study is company-specific, Slik Safe, which shares its platform for using blockchain technology in keeping our documents safe and secure.

### **SECTION 5: LIMITATIONS OF THE STUDY**

Blockchain is the need of the hour. For a focused study, only one company, Slik Safe, that is working in this direction has been taken for understanding.

### **SECTION 6: A CASE STUDY**



(5)

**Silk Safe, California based company** reaching a milestone by using blockchain technology. It is a decentralized, end-to-end encrypted file backup solution that provides the answers to blockchain threats.

Modern researchers require modern types of data storage, ones with additional security levels beyond a filing cabinet. Often a cloud storage solution is the first thought; the challenges with these solutions can be the lack of genuinely encrypted data and the immutability of the data. The idea of immutable data on the blockchain comes into play; the ability to store our files, data, and other important research information in an encrypted format, unchangeable and entirely private for us and our research team.

The sensitive data is protected through an encrypted decentralized file, meaning the data is not living in one place. After encryption, the file is broken down into small chunks of variable size and distributed over a network of nodes worldwide.

Products like SlikSafe enable secure collaboration with real-time document editing and file sharing allow for research between individuals, institutions, and beyond. Storing the data on the blockchain in a decentralized method allows for some exciting options to share the data with contributors and collaborators securely and privately. Maintaining data integrity and security of the data created on any project is crucial.

The Slik Safe quotes that the idea behind changing data falls into the category of ‘data tampering’ in which someone deliberately destroys, manipulates or edits data through unauthorised channels. Data tempering in ransomware utilises decentralized storage via blockchain so that the data is immutable and unchangeable. This prevents fraudsters from hacking the data.

Colonial pipeline attack in 2021, where hackers encrypted supplier data for a large oil company in the United States, effectively stopping oil shipping until the data was decrypted after the ransom payment was made. Blockchain technology blocks hackers from penetrating one’s systems. Innovations in decentralized storage enable the data to be encrypted into small parts, further encrypt those small parts and then distribute them across the world. The data becomes only accessible to its owner and is unchangeable.

In 1995, Pixar animated film-maker almost lost \$497 million due to a lack of data backup. But luckily the owner got success in retrieving the data. SlikSafe is an alternative to traditional file-sharing platforms.

Slik Safe lets the person store their data privately via decentralized storage in 3 simple steps. It’s a cheap, fast and permanent storage option.

1. Open SlikSafe.com and click Login. The person would now have options to log in via their Google account, email or their favourite crypto wallet, MetaMask or Phantom.
2. The client will now be shown a seed phrase with a download button. Save this seed phrase safely. The clients use this seed phrase to encrypt files,
3. The person is all set up to see an empty window to drag and drop the file.

In a decentralized world, one is in control of their data. This means that it is a person’s choice which data they want others to have. In essence, one can decide on their identity and that is all anyone would know. This is because blockchain has no censorship by design.

Blockchain can only keep track of transactions that have taken place, it does not keep track of with whom or who is having the transaction. So in this way when a person uses crypto wallets to login into a service, the person doesn’t exchange their privacy.

SlikSafe is a secure place to store all our NFTs, TAX documents, and generally any file that one finds important or sensitive. We secure, replicate, and store our files in a way that only we can retrieve that data whenever we want, from wherever we want.

With end-to-end encryption, Slik Safe gives unparalleled control to all files, since the files are encrypted using a personal passphrase before it leaves the device. It is like our own digital wallet, but for our personal files.

After successfully connecting a crypto wallet, one now backs up and shares files with the highest privacy and security!

The crypto world is based on blockchain and in the blockchain world, there are many different ledgers which lead to having multiple pairs of private and public keys in order to do various kinds of transactions. So crypto wallets allow us to have a simple way of managing these sets of private and public keys and help us track our transactions. So basically, a crypto wallet stores the keys and addresses of wallets that live in the blockchains underlying each cryptocurrency.

Slik safe is building the next generation of collaboration in new ways, allowing the people to share and work on files alongside others on Web 3. The future of blockchain is Web 3. Web 1 means a person can read only, Web 2 means a person can read and write and web 3 means a person can read, write and own the internet. The internet would be decentralized sans tech giants in the future of Web3. It will be the rise of new social platforms, search engines, and marketplaces built and owned by the collective, rather than by a corporation. End users would reclaim their power and control over their own data. They could possibly move around from platform to platform on the internet using a single personalised account, rather than having to log into multiple different accounts for each respective company and platform. (11)

### **SECTION 7: CONCLUSION**

BlockChain is the revolutionized technology of the web 3 world. People are still not aware of the use of this technology, which is the need of the hour in this digitalized world.

Slik Safe is the platform, which expands the customer's knowledge and vision for creating solutions. Slik Safe is a decentralized, end-to-end encrypted file backup solution that provides the answers to blockchain threats. The sensitive data is protected through an encrypted decentralized file, meaning the data is not living in one place. After encryption, the file is broken down into small chunks of variable size and distributed over a network of nodes worldwide.

Products like SlikSafe enable secure collaboration with real-time document editing and file sharing allow for research between individuals, institutions, and beyond. Storing the data on the blockchain in a decentralized method allows for some exciting options to share the data with contributors and collaborators securely and privately. Slik Safe is providing the platform for using a crypto wallet to backup and share files with the highest privacy and security.

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## ANALYSIS OF VERB PHRASEOLOGICAL UNITS IN CHINESE

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### ABSTRACT

*Phraseology is an integral part of the language that differs from other ordinary words and has its own set of literary language norms, as well as its own history of origin. Because Chinese and Uzbek belong to different language families, their lexical and phraseological units differ, and this requires great care by the translator when translating works of art between the two languages. However, phraseological units have many similarities. The article notes that research in world linguistics is carried out in a wide range of historical-comparative, system-structural and anthropocentric directions. through the comparative study of phraseological and grammatical units, it is important to systematize the languages being compared, to identify commonalities and differences for both. In the process of speaking, not only words are used to express ideas, but also compounds formed by the stable connection of several words.*

**KEYWORDS:** *Verb Phraseology, Anthropocentric, Semantic Integrity, Aphorisms, Phrases.*

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### INTRODUCTION

Verb phraseology is a holistic expression in which language differs from other ordinary words and has its own set of literary language norms. Because Chinese and Uzbek belong to different language families, their lexical and phraseological units differ in origin, and this requires great care on the part of the translator when translating works of art between the two languages. However, phraseological units have many similarities. At the same time, the article deals with a wide range of historical-comparative, system-structural and anthropocentric directions. through the study of the comparative aspect, emphasis is placed on the specific systematization of the languages being compared, and on the identification of commonalities and differences for both. Here are some verb phrases. We have also chosen MoYann's In the Land of Musallas as the subject of our study, and we will give a few examples.

禁不住看了一下她[1]。 *Jīnbuzhù kànle yīxià tā.*

He stared at her involuntarily. We can translate literally it. To look 禁不住看了 *Jīnbuzhù kànle* means to be amazed by the text. Staring is available as a stable compound even before the speech process, and one word of the content is the same as the word wonder. Linguistic units comprising a stable relationship of two or more words, ready to be introduced into the speech process, and available as an opportunity in the memory of language owners, are called stable compounds [2, 112]. The most characteristic features of stable compounds are:

1. Presence in the language before the speech process: introduction to speech ready.
2. Integrity of meaning.
3. Stability of structure and composition. Appropriate use of stable compounds when writing and translating a work enhances the beauty of speech, so they are the beauty of our speech.

The ready-made introduction of stable compounds can be understood in a narrow and broad sense, depending on the sign of the stability of the components. Accordingly, stable compounds are divided into the following groups:

- 1) Descriptive expressions.
- 2) Phrases (phraseologisms)
- 3) Proverbs and sayings.
- 4) Words of wisdom (aphorisms).

The effective use of phrases in speech develops thinking, imagination, memory, speech, and cognition, as it allows for a deeper understanding of the point being made.

The term phraseology refers to, on the one hand, a branch of linguistics that studies word combinations, and, on the other hand, a set of all stable compounds of a given language [3,116]. The vocabulary of a language consists not only of other words but also of stable expressions. Stable phrases, in other words, serve as a means of conceptual expression. Stable phrases are words that are connected in a subordinate clause. Free conjunction is formed based on the grammatical rules of the language during the period of communication in the language, based on the function of each particular speech situation to express certain ideas. The general meaning of free conjunction is understood from the meaning of each word that forms the conjunction. A free compound includes a dominant word and a subordinate clause that acts as an independent part of speech. Thus, a free compound represents a syntactic connection. The dependency relationship of each bond in a compound signifies the semantic independence of the compound, and they combine to form stable compounds. A stable phrase is made up of certain words that cannot be changed without compromising the meaning of the word.

A stable compound is a stable compound word, that is, the whole compound is formed in a coherent sense, and the compound is formed from the meaning of the words in the individual compound. The general meaning of a stable compound is a word that is easy to understand. Some of the words in it are subordinate to the content, and the meaning of each of the words in the compound is generally subordinate to the unit. Stable compounds, as the name implies, represent the highest level of interconnection. The meaning of the components includes the impressive properties of the whole expression and the meaning of the expression. Stable compounds are clearly formed in each language and do not provide a literal translation in the process of translation into other languages. A distinctive example of a stable compound is that it is an expression specific to effective speech [4,71]. The fact that stable compounds are ready to be introduced into speech is common in terms of the stability of the components but differs in terms of the integrity of the meaning. Accordingly, stable compounds are divided into the following groups:

- 1) Phraseologisms.
- 2) Proverbs and sayings.

### 3) Aphorisms

Phraseologisms are usually formed from free phrases in a language. However, they have a figurative meaning and are absorbed when the components are combined and used as a whole. For example, the words put in place and put in place are reminiscent of free combinations. However, they were used figuratively, meaning “丁钩儿用鸡巴破案。” *Dīng gōu er yong jībā pò'àn*. Phraseological meanings are clarified through speech situations or contexts. Phraseologisms in different languages reflect some of the customs of those people. When translating them from one language to another, they use appropriate phrases without literally translating the components of the phrase.

Phraseologies (phraseological unit) is a general name for semantically related phrases and sentences, which, unlike syntactic structures that are similar in form, are not carried out under the general laws of word choice and their combination in the organization of thought. , but it is reflected in the interaction of the semantic structure defined in the speech and the specific lexical-grammatical content [5, 559].

For example, in the phrase 眼高手低 *yan gao shou di*, the human body means 眼 *yan* side *yan*, 手 *shou* show hand. Translated literally, it means that the eye is busy. Using the phrase in Uzbek can be a bit confusing. I can interpret the meaning of the phrase as "the demand is very high, but the ability is not worth it." In translating this phrase into Uzbek, we need to be able to use our mother tongue correctly, and its Uzbek translation is interpreted as "a chicken's boast of a garden spoils the world."

In conclusion, in this article, we have considered the methodological features of expressions related to human body parts in Uzbek and Chinese using context and its alternative versions, and using appropriate synonyms to describe them. We have learned to bring the settings into the translation process. In doing so, we tried to separate the phrase from the context and illuminate its translation with its Uzbek equivalents and synonyms. We also looked at what is being said and what process is being expressed and in what style it is being interpreted. It is important to note that idiomatic phrases play an important role in human life, in the emergence of speech culture, and in making it attractive. The main part of the phraseological units is the units related to the human body. Studying the synonymous properties of these units and applying them to the translation process will further facilitate the translation process.

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## THE ROLE OF POLYMER MATERIALS USED IN THE DEVELOPMENT OF AUTOMOBILE INDUSTRY

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### ABSTRACT

*The article analyzes the method of physical and mechanical properties of car balloons made of local polymeric materials. The share of public debt is relatively low. has managed to maintain a stable reputation as a country that fully meets its obligations. At the same time, new investments are being created and new jobs are being created.*

**KEYWORDS:** *Polyvinyl Chloride, Polyurethane, ABS Plastic Polyethylene, Phenoloplast, Polypropylene, Polyamide.*

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### INTRODUCTION

It is safe to say that the economic stability of our country is growing from year to year. At the same time, we can be proud of the achievements of all industrial, manufacturing and service enterprises in our country.

Today, at a time when many countries around the world continue to face problems with the growth of public debt, as a result of a well-thought-out policy of borrowing from abroad, the share of public debt is relatively low. has managed to maintain a stable reputation as a country that fully meets its obligations. At the same time, new investments are being created and new jobs are being created.

Of course, the increase in car production will also affect the growth of car components. Especially in order to reduce the mass of modern cars, some parts are made of plastics, composite materials. The durability, corrosion resistance and quality of these parts are tested to various standards and a full series of production is underway. The production of plastic, composite-based parts has developed rapidly in a short period of time. The history of these materials is also somewhat interesting. [11]

It is difficult to imagine any design of a tractor and a car without a polymer material. They reduce the cost and labor costs of the structure, as well as reduce its weight and ensure its reliable operation.

It imposes a number of goals and objectives in the manufacture of car parts from composite materials. The fact that plastics can replace, and sometimes surpass, many expensive and rare materials and wood has led to their widespread use. Their use is also economically viable, for example, reduces the cost of materials, labor costs for the manufacture of parts, significantly reduces the cost of parts, reduces capital expenditures and operating costs (lubrication, repairs),

and so on. If the parts are made of metal by casting, heat and mechanical processing, the plastic can be obtained only by one operation, casting or extrusion. Material loss in the manufacture of plastic products does not exceed 5-10%, and in the manufacture of metals the loss is much higher (60-70%). [10]

The development of the automotive industry creates a need for new, durable, durable construction materials. The creation of new composite materials has raised the quality of aircraft construction by one step. High quality composites were used to create cars. The use of such materials in the automotive industry has made it possible to reduce the fuel consumption of a vehicle by reducing its mass. [12]

The demand for new materials is growing so fast that there is no time to create new material and study its properties to meet this demand.

Therefore, at a time when the plastics industry is developing, we need to pay special attention to their quality, corrosion resistance, temperature resistance, especially for young students to strengthen their knowledge in this area.

Students will be able to study the composition of plastic materials (polymers), rubber materials, paints, interior materials and other types of chemicals used in all parts of cars, the technology of production of parts and their application. Cars available in our country (Jiguli, Muscovite, UAZ) and cars imported from abroad, as well as Nexia, Damas, Matiz, Lacetti, Cobalt, Cobalt, Types of plastics, rubbers and paints used in cars, such as "Spark", the main focus is on the creation of new types of plastic parts on the basis of local raw materials.

The parts used in cars are made of different plastics. For example, Fiat (Italy) - 125 cars

Polyvinyl chloride - PVC - 19.5 kg

Polyurethane 6.0 kg

ABS plastic 6-8 kg

Polyethylene - PE- 4-5 kg

Phenoplast 2-3 kg

Polypropylene - PP 1-2 kg

Polyamide 0-1 kg

We can see car parts made of different composite materials.



a)

b)





c)

**Figure 1. Car parts made of composite materials**

A-gas balloon; b- resor; c- car balloons

✓ He use of plastics in car parts has the following advantages:

- ✓  Improves appearance;
- ✓  the mass of the car decreases;
- ✓  noise is reduced during movement;
- ✓  The shape of the details is improved
- ✓  their service life increases;
- ✓  reduced fuel consumption;

The cost of preparing them is reduced.

Let's look at the types of plastics used in the automotive industry and their applications.

Polyvinyl chloride (PVC) is mainly used for car hoses, electrical insulation, various pens and buttons.

Polyurethane foam (PPU) - car seats, instrument panels, interior door panels, distribution shaft belts, steering wheel sliding bearings.

ABS plastic is mainly used for ventilation grilles, wheel covers, and seat covers. [11]

Polypropylene (PP) -cooling pipes, details of interior panels of doors, car bumpers are made.

Details of polymethyl methacrylate lighting fixtures, protective covers for lighting fixtures are made.

Polyamide - various types of bearings, details of door locks are made.

Phenoplast - electrical insulation of the combustion system.

Polyethylene - fuel tanks, adhesives, various types of buttons and pens.

According to scientists, each kg of plastic reduces the mass of the car by 1.2 kg, and a 10% reduction in mass will save up to 20% of fuel in a timely manner.

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## ORGANIZATION OF QUALITY TRANSPORT SERVICE

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### ABSTRACT

*This article provides information on problems and solutions in the passenger transport system and recommendations for improving the passenger transport system. Transport economy affects the development of all processes, it is in the efficient placement of industry, agriculture, production, development of new territories, natural resources, boosting foreign and domestic trade, adapting to raising living standards, its culture and interests, take an active part in strengthening the country's defense capabilities.*

**KEYWORDS:** *Transport, Quality Concept, Quality Transport Service, Reliability, Efficiency, Convenience, Information, Regularity of Transportation.*

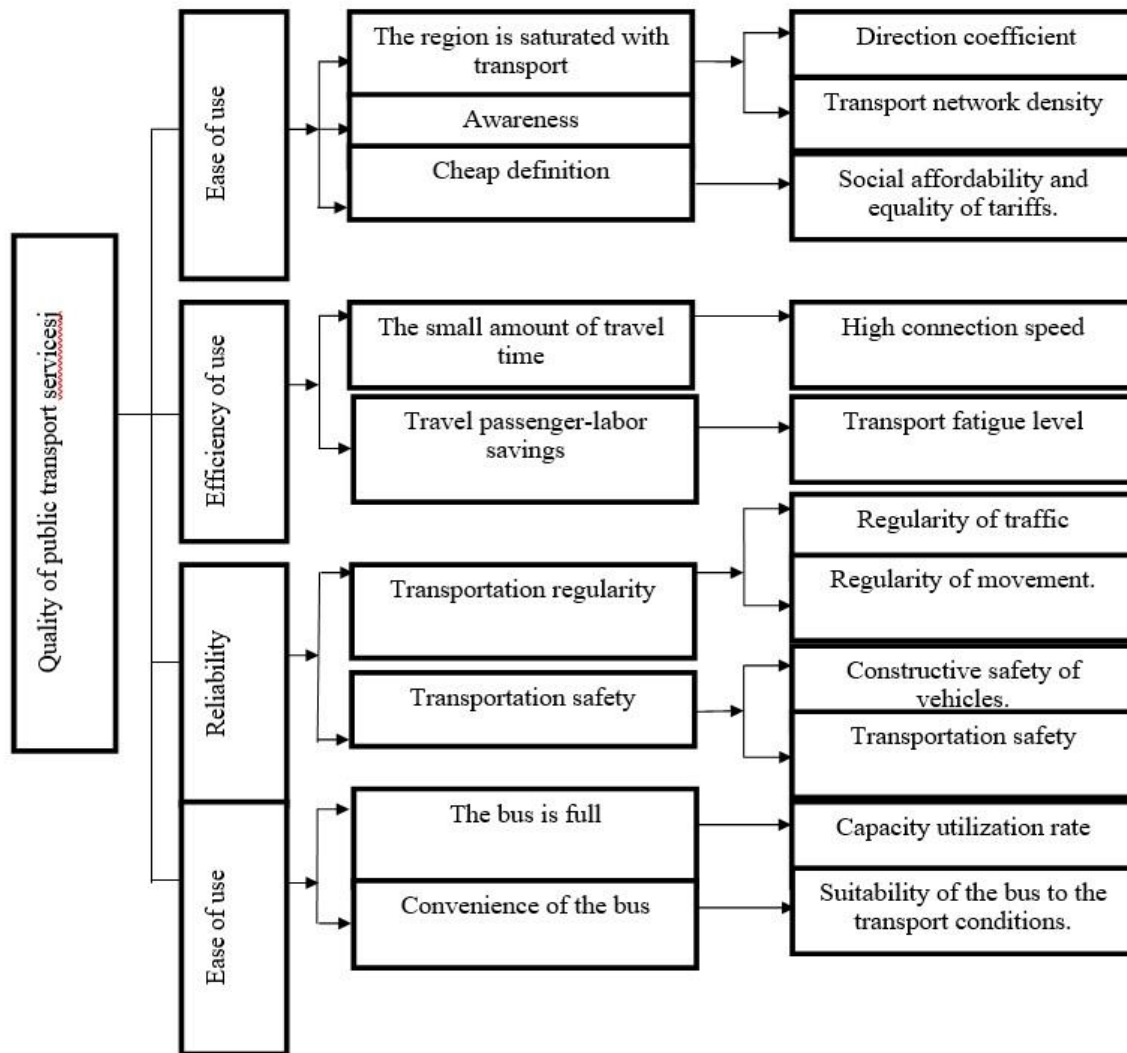
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### INTRODUCTION

Transport economy affects the development of all processes, it is in the efficient placement of industry, agriculture, production, development of new territories, natural resources, boosting foreign and domestic trade, adapting to raising living standards, its culture and interests, take an active part in strengthening the country's defense capabilities.

Quality is one of the most challenging categories. The problem of quality has many aspects. In the organization of quality transport services to the urban population, it is necessary to take into account the large volume of passenger traffic in cities and the growth of urban population. At present, it is characterized by the expansion of large urban areas and the growing demand for public transport, which leads to an increase in passenger traffic due to an increase in the average distance traveled by passengers.

It is also necessary to pay attention to the indicators of the operational analysis of urban passenger transport, which include the high speed of traffic; vehicle comfort; price convenience; level of traffic safety; shortness of passenger transport intervals. 4 factors play a key role in providing quality transport services to the population. These are: ease of use, reliability, operational efficiency, and ozone usability. (Figure 1)



**Figure 1. Quality of public transport services**

Transport reliability is one of the most important factors in the use of passenger transport. Because any situation that endangers the lives of passengers should not be ignored. In turn, transport reliability is based on two operational factors. [2]

- Frequency of transportation is high
- Level of security. The most important factor is the number and timing of flights.

Transport safety refers to the provision of quality and safe service to passengers, including the structural safety of vehicles and the safety of transportation. Getting passengers to their destination quickly, without compromising their quality of health, leads to higher levels of transport utilization.

Today, regular routes of passenger transport are being established in all parts of the country. According to the data, at present their number is more than 4.3 thousand. For example, in the last

3 years alone, about 3,000 buses and 12,000 cars, mainly domestically produced in the country, have been commissioned.

Also, new bus stations and bus stations are being built, and the old ones are being reconstructed. However, the times require further intensification of work to improve the system of road transport services, especially in rural areas. At the same time, the existing opportunities and resources for the rapid development of road transport services are not fully used. Modernization of transport facilities is not up to date, advanced information and communication technologies and intelligent transport systems are not sufficiently introduced in the industry.

Particular, in recent years to provide road transport services to the economy and population of the republic in pursuance of the Decree of the President of the Republic of Uzbekistan dated March 6, 2018 No PP-3589 "On measures to further improve the management system of road transport" Extensive work is underway to improve. The network of passenger routes has increased 1.4 times compared to 2006, there are 117 passenger bus stations and bus stations in the country, and measures are being taken to ensure traffic safety [1].

Practical work is also being carried out in Andijan region to ensure the implementation of the assigned tasks. As of May 25, 2019, Andijan region has a total of 530 road transport enterprises, operating a total of 17,418 vehicles, including 239 buses, 100 minibuses, 13,968 passenger cars and 3,111 trucks. These vehicles operate on a total of 312 passenger routes. Of these, 70 are bus and 242 are taxi. The licenses issued in the region in January-May 2019 are as follows: [4]

Indicators	Licenses issued	Issued license sheets
Given to individuals	368	424
Issued to legal entities	145	18485
<b>amount</b>	<b>513</b>	<b>18909</b>

Fees and state duties collected for 5 months of 2020 are as follows:

	From individuals (som)	From legal entities (som)	amount (som)
Savings	82308380	533990820	<b>616299200</b>
State duty	200140100,69	4757155571.70	<b>4957295672.39</b>

Taking into account the above decision and the work being done in our country, I can say that in order to provide quality transport services to the population, it is necessary to increase the number of minibuses and buses on old and new routes and introduce modern technologies to manage this system.

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## MACROCATEGORICAL METHODOLOGY-SYSTEMS

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### ABSTRACT

*The article provides succinct general analytical and critical overview of macro categories, i.e. macro fields in linguistics. Each analyzed macro category (or macro field, system, complex, approach, standpoint, methodology) is treated as a separate integral strategy in linguistic research domain.*

**KEYWORDS:** *Macro Category, Field, Theory, Category, Conceptual, Grammatical-Lexical, Functional-Semantic, Typological.*

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### INTRODUCTION

The macro categorial (field) approach towards language reveals both local and global connections between language elements. Therefore, this trend remains one of the main directions of modern linguistics.

There are currently several macro category (field) theories in linguistics. The principal ones are *conceptual category theory, grammatical-lexical field theory, functional-semantic category (field) theory, typological category theory.*

The conceptual category theory was developed by the famous Russian linguist created by I.I.Meshchaninov [Meshchaninov, 1945]. A concept category represents a particular concept using lexical, morphological, or syntactic paradigm units. According to I.I.Meshchaninov, subject and predicate are categories of concepts. However, they are expressed in the syntactic device of the sentence, have language, and become cut grammatical concepts. The relationship between the categories of concept and the categories of language is described in I.I. Meshchaninov describes: "Conceptual categories can enter into vocabulary, syntax and morphology, and only when they are revealed in the formal side of syntax, morphology, they become grammatical concepts" [Meshchaninov, 1945].

The theory of grammatical-lexical field was developed by Russian linguists E.V.Gulyga, E.I.Shendels. They explain the grammatical-lexical field as follows: "...a set of various means of a grammatical and lexical level designed to express and name common meanings that are interconnected not by random relationships, but by relationships that make it possible to establish certain patterns" [Гулыга, Шендельс, 1969: 184].

According to E. V. Gulyga and E. I. Schendels, the grammatical-lexical field has the following characteristics:

1. A set of tools in different paradigms that interact systematically with each other. Upon entering the field, these vehicles remain part of the field.
2. The general meaning that applies to the parts of the field, to one degree or another.
3. The division of a common meaning into two opposite or polar meanings and their formation of a micro field.
4. The non-uniformity, complexity of the area and the possibility of assuming it as horizontal and vertical sections.

In the horizontal position lie the micro fields, which are the semantic fields. For example, the “grammatical field of time” consists of three parts: the field of the present tense, the field of the past tense, and the field of the future tense.

The field is wider than synonymous series because it contains a variety of meanings that are completely opposite to each other, even completely contradictory meanings.

In the vertical position lie the parts of the micro fields. They are part of both the macro-field and the micro-field. The vertical structure of the area depends on the nature of the parts, the number of plots and their location relative to each other.

Most are dominant in grammatical-lexical areas. The dominant field is such a part that it serves as a special form to express that meaning. It expresses that meaning more clearly than other forms and is used consistently. Dominance can belong to morphology, syntax, or lexicon. Each micro field can have a dominant area, and even a non-dominant area. Around the dominant may be the elements (parts) that are most closely related to it. Together they form the nucleus. Elements far from the nucleus are located at the periphery of the field.

The multiplicity of elements allows them to participate in multiple areas, in which case they are dominant in one area (micro field) and can also be a secondary medium in another area.

Field-forming tools may or may not be used together. When used together, one of them can reinforce, concretize, weaken, assimilate, and transform the meaning of the other into a new meaning. The method of component analysis (component analysis) is used to analyze the meaning of the parts of the field. The theory of grammatical-lexical field can be used both in the study of the same language and in the comparative study of languages [Gulyga, Shendels, 1969: 184].

Functional-semantic category (field) theory created by Russian linguist A.V.Bondarko. In his early works, A.V.Bondarko called the macro-category a “functional-semantic category” [Bondarko, 1971: 115], and in his later works he also called it a “functional-semantic field” [Bondarko, 1976: 255].

A.V.Bondarko describes the functional-semantic field as follows: “The functional-semantic field is a complex category representing a system of heterogeneous language means that can interact to perform certain semantic functions” [к.: Бондарко, 1987: 242].

The functional-semantic field has content and expression plans, and these two plans are designed by A.V.Bondarko described as follows: “The plan of expression includes the formal-structural side of all those heterogeneous linguistic means that are elements of this field. The content plan

includes the meanings of these linguistic means - grammatical, lexical and lexical-grammatical (in particular, word-building) meanings, covered by a common invariant semantic feature of this field (meaning such features as the expression of temporal, modal, aspectual, voice relations, etc.). The content plan of the fields under consideration is a “system of systems” of differential semantic features related to a certain semantic area (aspectivity, pledge, etc.)” [Бондарко, 1976: 255].

The semantic functions that make up the content plan of a functional-semantic field do not belong to the category of concepts, but are related to and based on them. Therefore, here the universal and kouniversal elements merge with each other [see: in the above source].

According to A.V.Bondarko, the functional-semantic field belongs to language, and the category of concept to thought. Features of the functional-semantic field are as follows:

1. The presence of a general invariant semantic function in the language tools entering the field.
2. The interaction of not only the same grammatical and lexical elements, but even different grammatical and lexical elements.
3. The presence of systems that have the following characteristics: a) center, periphery; b) the gradual transition of elements of one field to another, their intersection with each other, the common constituent parts.

To separate the center from the edge of the field and the edge of the field from the center, A.V.Bondarko recommends the following five symbols that serve as criteria:

1. The accumulation of special characters that characterize a group (in the center) - sparse (in the periphery).
2. Concentration of connections and relationships, the location of the same linguistic element at the point of intersection of the lines connecting the group elements, the most opposition (in the center) - the thinning of the network, weakening, more or less isolated (in the periphery).
3. Maximum high functional load (in the center) - reduction of such load (in the periphery).
4. The highest level of specialization (in the center) for the expression of a particular semantic function of the same language means - a low level of specialization, which plays an additional role in the implementation of that semantic function (in the periphery).
5. Constant and high-level repeated use of the same language element (in the center) - not constant, but occasional use (in the periphery) [see: above work].

According to A.V.Bondarko, if there is a morphological category within the linguistic means within the field, it forms the center of the field. The meaning of the morphological category is so strong that it can define the core of that area. However, it should also be noted that the performer of such a task performs only the categorical meaning, not all the meanings of the morphological category [see: above work].

Language can also have non-core functional-semantic fields. A microfield within a functional-semantic field is a minimal element of a functional-semantic field. It can also have its own expression and content plans.

Typological category theory elaborated by J.B.Buronov. According to the scholar, the typological category theory was created primarily to compare languages, but it can also be used

in the study of a single language as well. In some places, the term “typological field” is used instead [Buronov, 1973: 184].

The typological category has a typological meaning and a typological form. Typological meaning is a general abstract linguistic meaning formed as a result of the interaction of morphological, lexical, and syntactic units. Typological meaning has different paradigms, and different paradigms of language are directly involved in its expression. It is based on a system of two or more languages. Typological meaning includes grammatical and lexical meanings and is a general meaning for the languages being compared [see: source above].

A typological form is a different paradigm unit that represents a typological meaning. The invariants of the typological form are diverse and are represented by morphological, lexical, and syntactic units. The means of forming a typological form consist of segment and suprasegment morphemes in the morphological paradigm, word-forming affixes and independent lexical units in the lexical paradigm, and phrases and sentences in the syntactic paradigm [see: above work].

The universal macrocategorical theories described above allow for a comprehensive study and analysis of the composition of a particular linguistic macrocategory (macrofield).

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## THE ROLE OF HANDICRAFTS IN THE DEVELOPMENT OF TRADE RELATIONS IN THE EASTERN BUKHARA PRINCIPALITIES

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### ABSTRACT

*The article investigates the administrative structure of the Emirate of Bukhara, the economic situation, the economic activities of the population of the East Bukhara principality, trade relations, types of markets, handicraft production and handicraft associations, aspects of crafts related to the economic, natural and geographical environment. At the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> centuries, issues were analyzed that led to the growth of the population in cities, the strengthening of commodity-money relations, the development of trade and crafts. Due to the growing demand of the population for handicrafts and the availability of raw materials, they began to specialize in wide variety of industries in different regions. Craft associations existing in the region have their own traditions and rituals that have been formed over the centuries.*

**KEYWORDS:** *Emirate Of Bukhara, District, Territory, City, Village, Crafts, Craft Associations, Textiles, Cotton, Silk, Copper, Jewelry, Ceramics, Products, Trade Relations, Trade, Commodity-Money Relations, Economy, Production, Market, Railway, Amu Darya Fleet.*

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### INTRODUCTION

It is known that the Emirate of Bukhara (1753-1920) was based on a monarchical system of government, and the head of state was the Emir. The provinces were ruled by beys and they were subordinated to the amir. The principalities were divided into estates, and the estates included several villages. The estates were managed by landowners appointed by the bek. In the villages, the elders presided.

In the late 19th and early 20th centuries, the emirate had 20 independent principalities and 9 independent districts. In 1912, 26 principalities and 11 independent districts in the emirate were directly subordinated to the emirate. In 1915, the emirate consisted of 27 principalities (provinces) and 11 districts. It is obvious that as a result of various political and economic processes that took place in the Emirate of Bukhara; sometimes there were changes in the administrative structure.



The main centers of handicrafts are Kokand, Tashkent, Andijan, Margilan, Bukhara, Samarkand, Urgench, Khiva, Karshi, Shakhrisabz, Denau. From the various products created by local artisans in these cities to the necessities of daily life, the raw materials needed for various handicrafts, the handicrafts made by skilled craftsmen are traded (exchanged) with the goods produced by the people living in neighboring countries and surrounding villages. Made.

Representatives of the industry not only produced textiles, copper, ceramics, jewelry, silk and silk fabrics and many other handicrafts, but also to meet the demand of the population for handicrafts and export them to foreign markets.

In the transformation of Central Asian cities into shopping centers, the size of the markets also depends on their location, what kind of products they sell and specialize in. For example, the gray market, the leather market, the horse saddle market, the knife market, the carpet market, the cotton market, the vegetable and horticultural markets were separate.

The Emirate of Bukhara and its people focused on the development of trade, trade with neighboring countries such as the Kokand Khanate, Khiva Khanate, Afghanistan, Iran, India.

The growing material needs of the population in the Emirate of Bukhara led to the expansion of trade relations and the development of handicrafts. In the domestic market, the cities of Bukhara, Samarkand, Karshi and Guzar are the largest shopping centers of the emirate. For example, Guzar had the largest markets for the sale and purchase of livestock.

A. Vamberi on the city markets during his stay in the Emirate of Bukhara in the XIX century: "... the markets are a sight to behold in a foreign land, with a variety of peoples, costumes, and customs," he said. Researcher AG Azamova writes that in the last medieval cities, markets specialized in the sale of certain types of products. According to BH Karmisheva, in the 20th century, more than 20 varieties of grapes were grown in the villages of Sina and Vakhshivor of the Denau principality, Gazarak and Khufor of the Gissar principality, and Passurkhi of the Boysun principality. The locals living in these villages exchanged Uzbeks for semi-settled cattle, and in nearby markets they exchanged grapes and wheat for products such as wool, meat, and dried cheese. In eastern Bukhara, there are villages where separate varieties of fruit are distinguished, and these fruits are even sold in the large markets of cities in distant lands. For example, Dashnabad pomegranates are planted in large areas.

Crafts associations have been established in the cities, such as Samarkand, Bukhara, Shakhrisabz, Kitab, Karshi, and dozens of guzars. Such guzars were mainly inhabited by artisans engaged in a particular type of craft, and their workshops were located in the courtyards where they lived.

There were also artisan associations with separate shops and workshops at the market or near the stalls. Hence, it can be observed that in the development of trade, handicraft associations specialize and cities are close to trade stalls. Sometimes, the development of handicrafts also depended on natural-geographical and political processes.

Crafts became widespread mainly in large cities as well as in large villages. All branches of the craft have their own trade unions, which are headed by elders and control the whole production process. Recruitment from abroad is a rare occurrence, and the secrets of the craft are largely inherited from father to son. The leading industry in the craft was textiles. This was due, on the one hand, to the strong demand for this type of products in the domestic and foreign markets,

and, on the other hand, to the fact that the raw materials needed for textiles were local and sufficient.

Thinking about this, it was the growing need for weapons in the Eastern Bukhara principalities due to the large number of mountainous areas and the demand for the protection of the principalities. As a result, swords, spears, shields, knives, water cannons, truncheons and various large and small weapons and small items were produced in the arms workshops. Iron and coal ores were used in Yurchi, Boysun and Sherabad principalities, and 25 ore smelting furnaces were used in Boysun principality, which employed 50 people. Although the workpieces made by ordinary press are created by hard work, the imported high-quality blacksmiths, such as gunsmiths, needle workers, and nail polishers, begin to squeeze out the labor products made by local craftsmen. Especially from the 80s of the XIX century - early XX century in Turkestan, ie in the Central Asian khanates, as a result of the construction of railways, opened wide access to local markets for Russian products. Many local craft workshops are in a difficult economic situation.

With the transfer of railway lines from the Russian Empire to Turkestan, the territory of the Central Asian khanates, iron, cast iron, tin, copper, tin, steel, mercury, bitter stone, glue, aniline from paints, various finished metal products, glassware, finished leather products, colored movut, medicines, sugar, sugar and other products. Also, after the invasion of Tsarist Russia, high-quality porcelain, textiles, precious stones, jewelry, spices, dried fruits and other products from India, Iran and Afghanistan entered the Russian market through the cities of the Central Asian khanates. also supplied. By the end of the 19th century, the import of metal from Russia to Central Asian cities had increased 10 times and metal products 2.3 times.

The formation of the Amudarya flotilla by tsarist Russia in 1887 increased its importance in the Bukhara Emirate, first in the military and then in trade. Ships of the Amudarya flotilla transported agricultural products from the border areas to Russia, and on their return brought industrial goods from Russia. During the navigation of 1914, 457,620 pounds of cargo, including 21,937 pounds of raw cotton, 1,627 pounds of leather, 250 pounds of astrakhan, 1,679 sheepskins, 5,213 pounds of alfalfa seeds, 3,391 pounds of wool, and 408 pounds of silk, were brought to the European part of Russia by the Amudarya flotilla. At the same time, the flotilla brought the following cargo from Russia to the Bukhara, Khiva and Amudarya divisions.

Farming tools - 252 pounds;

Kerosene - 16538 pounds;

Wood materials - 27,363 pounds;

Various manufactories - 2292 pounds;

Sugar - 15387 pud.

The trade of the Emirate of Bukhara and Tsarist Russia with the countries of the East was regulated through customs crossings, as a result of which control over the trade of the Emirate of Bukhara across the Amu Darya was established.

The flotilla also enabled Tsarist Russia to transport more of its products to the UAE by accelerating the transportation of raw materials and to take full control of the Bukhara market.

During this period, the sale of handicrafts in the Eastern Bukhara principalities was carried out by artisans, brokers and traders in local markets. In the city markets there are special stands for

craftsmen, carpenters, jewelers and blacksmiths. The artisans themselves also sold handicrafts in the workshop shops. Traders who had written permission from a representative of the Russian government in the Bukhara Emirate and the Khiva Khanate were able to open shops in local markets. If you want to open a store and plan to sell your goods there. The products were made in cash or by exchanging a certain amount of goods.

While the sedentary population, ie the Chigatoys, the miners were engaged in various branches of handicrafts such as blacksmithing, carpentry, textiles, sewing, pottery, milling, handicrafts, embroidery, embroidery, embroidery, leather, semi-sedentary population was mainly engaged in bells, gilams engaged in the preparation of the necessary equipment for the pastures. Trade with the sedentary and semi-sedentary population of the city, along with a large number of handicrafts such as sheep, goats, cattle, as well as raw materials for the textile and leather industries - wool, leather and various carpets. In addition, the agricultural population has traded a variety of agricultural products, such as melons and vegetables, for handicrafts.

In the late 19th and early 20th centuries, there were about 40 types of taxes in Central Asian cities. In addition, the main tax levied on artisans and traders is income tax, with 40 chervans collected from Muslim traders for each rasta in the same amount of foreign coins, and up to 12 chervons from Russian traders. There is also a zakat tax of 40-1% of the income from the sale of products made by artisans. Another type of tax levied on artisans and merchants was the tribute, which was very difficult for small artisans and merchants to pay. In the markets, artisans and traders also had payments such as place money, tea money, market money.

Caravanserais built in the area from Karshi to the Amu Darya had a special place in foreign trade. In the beginning of the XIX century there were three caravanserais in Karshi, but later their number approached 10. These caravanserais had teahouses, dormitories, and buildings for the horses and camels of the merchants, as well as separate warehouses for storing fodder.

Although the products produced by local artisans in the Central Asian khanates provided domestic and foreign markets to the extent possible, their living conditions were in dire straits. This was due to the lack of material and practical support for the development of handicrafts in the emirates and khanates.

The cities of the Bukhara Emirate were distinguished by the production of some handicrafts. For example, the city of Sherabad had a special place in the processing of ceramics, the city of Boysun in the processing of iron and leather products, and the city of Denau in the manufacture of jewelry. In the middle of the 19th century, 1,000,000 coins were collected as zakat from the Sherabad principality and 75,000 coins from the Denau principality, and a part of this tax belonged to artisans.

In short, in the late nineteenth and early twentieth century's, urban population growth and the strengthening of commodity-money relations led to the development of trade. Due to the growing demand of the population for handicrafts and the availability of raw materials, they began to specialize in different areas in different regions. In Eastern Bukhara in the late nineteenth and early twentieth century's, the production of local handicraft associations, although simple, was able to withstand, at least in part, the import of finished industrial products from Russia.

The existing craft associations in the region have their own traditions and ceremonies that have been formed over the centuries.

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## RENEWABLE ENERGY SOURCES AND TECHNOLOGIES

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### ABSTRACT

*The world is rapidly turning into a global village due to the increase in the daily energy demand of the entire population around the world, while the earth in its form cannot change. The need for energy and related services to meet the needs of social and economic development, welfare and health of people is increasing. Returning to the use of renewable energy sources for climate change mitigation is an excellent approach that must be sustainable in order to meet the energy needs of future generations. The study looked at the opportunities associated with renewable energy, including: energy security, energy access, socio-economic development, climate change mitigation and reduced environmental and health impacts. Despite on the these opportunities exist \_ challenges that hinder the sustainability of renewable energy use for climate change mitigation. These challenges include market failures, lack of information, access to raw materials for the future use of renewable resources, and our daily carbon footprint. The study proposes some measures and policy recommendations that, if considered, will help achieve the goal renewable energy sources to reduce emissions, mitigate the effects of climate change and ensure a clean environment and clean energy for all and future generations.*

**KEYWORDS:** *Rapidly Turning, Comfort, Mobility, Traditional, Renewable.*

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### 1. INTRODUCTION

The world is rapidly turning into a global village due to the increase in the daily energy demand of the entire population around the world, while the earth in its form cannot change. The need for energy and related services to meet the needs of social and economic development, welfare and health of people is increasing. All societies require energy services to meet basic human needs such as: health, lighting, cooking, space comfort, mobility and communication, and serve as generative processes. Ensuring energy supply and containing the contribution of energy to change climate are two main tasks energy sectors on the path to a sustainable future. It is surprising to realize that in today's world 1.4 billion people do not have access to electricity, and 85% of them live in rural areas. As a result, the number of rural communities using traditional style biomass is projected to grow from 2.7 billion today to 2.8 billion in 2030. Research on alternative energy sources began in the late 90s, when the world began to receive the shock of oil produces in terms of rising prices. The literature proves that the replacement of fossil fuel-based energy sources with renewable energy sources, which include: bio energy, direct solar energy, geothermal energy, and hydropower, wind and ocean energy (tides and waves), will gradually help the world achieve this idea. Sustainability. Governments, intergovernmental institutions, stakeholders and individuals around the world today look forward to achieving a sustainable



future through the opportunities created in recent decades to replace petroleum-derived materials from fossil fuel-based energy sources with renewable energy alternatives. The recent launch of a set of global SDGs helps ensure that climate change is tackled in the twenty-first century and its impacts, as well as a sustainable and legacy future.

## 2. Renewable Energy Sources and Sustainability.

Renewable energy sources are replenished naturally without being depleted in the ground; they include bioenergy, hydropower, geothermal, solar, wind and ocean (tide and wave) energy. The main types of renewable energy and their use are presented in Table 1.

Despite the outstanding benefits of renewable energy sources, there is a certain disadvantage such as: intermittent production due to seasonal fluctuations since most renewable energy sources are climate-dependent, so their operation requires complex design, planning and control optimization methods. Fortunately, continuous technological progress in computer technology and software allow scientific researchers to deal with these optimization challenges using computing resources applicable to renewable and sustainable energy.

<b>TABLE 1. RENEWABLE ENERGY SOURCES AND THEIR USAGE SOURCES</b>	
<b>Energy sources</b>	<b>Energy conversion options and uses</b>
Hydropower	Power generation
Morden biomass	Heat and power generation, pyrolysis, gasification, fermentation
Geothermal	Urban heating, power generation, hydrothermal vents, hot dry rocks
Sunny	Solar home systems, solar dryers, solar cookers
Direct solar energy	Photovoltaics, thermal power, water heaters
Wind	Power generation, wind turbines, windmills, water pump
Wave and tide	Numerous design, barrage, tidal current

### 2.1. Renewable Energy and Climate Change

Currently, the term "climate change" is of great interest around the world, both in scientific and political discussions. The climate has been changing since the beginning of creation, but the rate of change in recent years is worrying, and this may be one of the threats facing the Earth. The growth rate of carbon dioxide has increased over the last 36 years (1979-2014) "averaging about 1.4 ppm a year until 1995 and 2.0 ppm a year thereafter." The United Nations Framework Convention on Climate Change defines climate change as being directly or indirectly related to human activities that change the composition of the global atmosphere and in turn exhibit natural climate variability observed over comparable time periods.

Renewable technologies are considered clean energy sources and the optimal use of these resources reduces environmental impact, produces minimal recycled waste and is sustainable based on current and future economic and social needs. Renewable energy technologies provide an exceptional opportunity to reduce greenhouse gas emissions and reduce global warming by replacing traditional energy sources (based on fossil fuels).

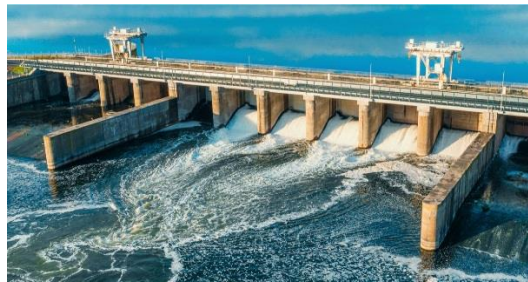
### **3. Renewable energy sources and technologies**

Renewable energy sources are sources of energy from the natural and constant flow of energy that occurs

in our immediate environment. These include: bioenergy, direct solar energy, geothermal energy, Hydropower, wind and ocean power (tides and waves).

#### **3.1. Hydropower**

Hydropower is an important source of energy derived from water moving from higher to lower levels, mainly to turn turbines and generate electricity. Hydropower projects include dam project with reservoirs, channel and riverbed projects and cover various project scales. Hydropower technology is technically mature and its projects use resources that change temporarily. Primary energy is provided by gravity and the height from which the water falls onto the turbine. The potential energy of the stored water is the mass of water, the gravity coefficient ( $g = 9.81 \text{ m/s}^2$ ) and the head, defined as the difference between the level of the dam and the level of the downstream. The level of the reservoir changes downwards to some extent when the water is released and accordingly affects the generation of electricity. Turbines are designed for additional water flow. Hydropower emits virtually no particulate matter, can be upgraded quickly, and is capable of storing energy for many hours.



#### **3.2. Direct Solar Energy**

The word "direct" solar energy refers to the energy base of those renewable energy technologies that directly use solar energy. Some renewable technologies, such as wind and ocean thermal, use solar energy after it has been absorbed by the earth and converted into other forms. Solar energy technology is derived from solar radiation to generate electricity using photovoltaic and concentrating solar energy (CSP), to produce thermal energy, to meet the demand for direct lighting, and possibly to produce fuel that can be used for transportation and other purposes. According to the World Energy Council, "the total energy of solar radiation falling on the earth is more than 7,500 times the world's total annual primary energy consumption of 450 EJ."



### **3.3. Bioenergy**

Bioenergy is a renewable energy source derived from biological sources. Bioenergy is an important source of energy that can be used for biodiesel-powered transport, electricity generation, cooking and heating. Electricity from bioenergy draws on a wide range of different sources, including forest by-products such as wood waste; agricultural waste such as sugar cane waste; and animal waste such as cow dung. One advantage of biomass-based electricity is that the fuel is often a by-product, residue or waste from the above sources. Notably, this does not create competition between land for food and land for fuel. Currently, the world production of biofuels is relatively small, but constantly growing. Annual consumption of biodiesel in the United States in 2006 was 15 billion liters. It grew at a rate of 30-50% per year to reach the annual goal of 30 billion liters at the end of 2012.



### **3.4. Wind Energy**

The emergence of wind as an important source of world energy has taken a dominant position among renewable sources. Wind exists everywhere in the world, in some places with significant energy density. Wind energy uses the kinetic energy of moving air. The main application of the importance of climate change mitigation is in the production of electricity with large turbines located on land (land) or offshore (sea or fresh water). Onshore wind technologies are already being produced and deployed on a large scale. Wind turbines convert wind energy into electricity.



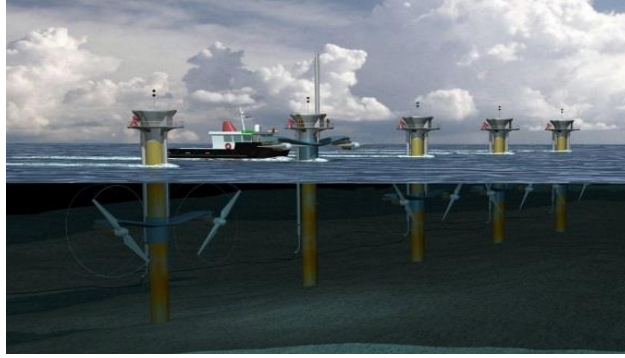
### **3.5. Geothermal Energy**

Geothermal energy is naturally extracted from the bowels of the earth as a source of thermal energy. The origin of heat is associated with the internal structure of the planet and the physical processes occurring on it. Although heat is present in vast quantities in the earth's crust, not to mention the deepest parts of it, it is unevenly distributed, rarely concentrated, and often too deep to be exploited mechanically.



### **3.6. Ocean Energy (Tides and Waves)**

Surface waves are created when wind passes over water (ocean). The higher the wind speed, the longer the wind lasts, the greater the distance the wind travels, the greater the height of the wave, and the greater the wave energy produced. The ocean stores enough energy to meet the world's total electricity demand many times over in the form of waves, tides, currents and heat. In 2008, the production of the first generation of commercial Ocean Energy devices began, the first of which were installed in the UK - SeaGen and Portugal-Pelamis. There are currently four ways to obtain energy from marine areas, namely wind, tides, waves, and thermal differences between deep and shallow sea waters.



## 6. CONCLUSION

Energy is a need in our daily lives as a way to improve human development, leading to economic growth and productivity. A return to renewable energy will help mitigate the effects of climate change. Great way, but it needs to be sustainable to ensure a sustainable future for generations meet their energy needs. Knowledge of the relationship between sustainable development and, in particular, the use of renewable energy sources is still limited. The purpose of the article was to find out whether renewable energy sources were sustainable and how to move from fossil fuel to renewable energy sources energy sources will help reduce climate change and its impacts. A qualitative study was carried out reviewing papers as part of the study. Although the full life cycle of renewable energy sources have no net emissions, which will help limit future global greenhouse gases emissions. However, cost, price, political environment and market conditions have become barriers preventing developing, least developed and developed countries from realizing their full potential. Thus, creating global opportunities through international cooperation that supports least developed and developing countries to the availability of renewable energy sources, energy efficiency, clean energy technologies and investment in research and energy infrastructure will reduce renewable energy costs, remove barriers to energy efficiency (high discount rate) and promote new opportunities for climate change mitigation.

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## EFFECTIVE CORPORATE MANAGEMENT IN JOINT STOCK COMPANIES IMPLEMENTATION MECHANISMS

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### **ABSTRACT**

*At present, the necessary institutions of the market economy in the country are reflected in the current legislation, while the effectiveness of management in the newly formed corporate business structures is low to address the problems of competition and protection of property rights.*

**KEYWORDS:** *Efficiency, Entrepreneurship, Stock Market, Corporate Management, Finance Consistency, Corporation.*

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### **INTRODUCTION**

The corporate management relationship field this direction institutions efficiency in increasing big opportunity has is any of the state economy in contact activity provider and this with a at the same time , each other with competitive a lot number of the elements content found a lot stepped and layered system represents this of elements the main one entrepreneurship.

Without entrepreneurship modern market economy a in rhythm and continuous activity show and stable development possible not. These take in his work entrepreneurship, its stock shape purpose and activities specific properties analysis made.

Today business think corporate form corporate management economy advanced countries wide scattered and they are economy inseparable elements as is in them corporate management country competitiveness basis and economic and social development important. Therefore for effective corporate management system Create issues current issues one as the rest In this case corporate management effective development achieve his essence deep comprehension and to understand , his scientific field as formation opportunity gave scientific and theoretical approaches application to do demand reaches .

Exactly corporations industry advanced countries economic power, national economies world in the market competitiveness basis formed acknowledge should. About this following evidence also testify gives: though large corporations assume entrepreneurship structures contains small share exactly they are national of the economy face and its quality world on the farm competitiveness setting gives

For example, in the United States corporations' industry firms general number only 18 percent formed though industry products 90 percent of the volume functional produces. Therefore \_ Dj .K. \_ Gelbreyt and other a series researchers large corporate structures industry of the system



basis as see come out. \*Muminova E A Corporate management system international standards based on development ways. Economy and finance 2020 4, (136) that down get need

The corporate management in the field of Uzbekistan scientists and experts in the country corporate relationship development process , in general when taken , the market relationship transition ways and their economic development feature effect with directly right depending on aspects has become is growing . Exactly economy networks take visited reforms process terms of the state legislation system features , economic , social and technological conditions with depending on which was without stock in their communities corporate management of the model formation and development with connected . Of these come out corporate management system improvement and his effective activity show provider principles functions based on (Table 1).

<b>Model ' characteristics</b>	<b>English - America models</b>	<b>Germany models</b>	<b>Japanese models</b>
Social values system	Individualism selection freedom	Social cooperation	Mutual cooperation and confidence
Cocktail of the team role	-	Active	Active participation
Financing basic method	Stock market	Banks	Banks
Reference asymmetry	Management	Management “ home ” model	General Bank
Of investment time horizons	Short term	Long term	Long term
Capital value	High	Medium	Past
Capital market	High liquidity	Liquidity	Relatively liquidity
Basic Economic unit	Company	Holding	Finance is an industry group
Management right pay	High	Medium	Past
Stock of capital composition	Dispersion	Strong concentrated	Concentrated

Table 1 Corporate management basic models comparison Features \*

In Uzbekistan corporate management system legal in terms of many transition to the economy based on countries acceptance made two step ( insider ) model based on ( Observation council and management ). However, in the country the corporative management current condition of investors (shareholders) the company (especially privatization as a result formed reported stock societies) \_ passive role with described Today in Uzbekistan corporate management national model formation process is going on.

- Anglo-American, German and Japanese corporate models, their advantages and shortcomings, weakness and strong sides specific analysis the following to emphasize opportunity provides:
- Anglo-American models structure character on management systems high flexibility support, company external of the environment high mobility of projects enough degree risk and innovation to adapt directed;

- Japanese-German models company for both internal and external factors high stability, bankruptcy meet and ruined seeker “interests the risk of a “collision.” low with described;

- Japanese - German of the system strong side the same this purpose United States and Great In Britain applied relatively “ expensive falling ” merger and adding get methods with in comparison banks and large shareholders by management staff activity relatively cost straight away monitor use ( Table 1).

Current at the time in our republic corporate management model improvement and effective to think seeker effect showing factors between the following disconnect show you can:

- In the country stable macroeconomic situation and economic politics ;
- In society shares ownership to do certain structure ;
- Financing resources;
- Legislation system and legal of culture development lines and modern features ;
- To the surface from business relationship practice ;
- Of the state to the economy intervention degree and his legal system regulation in role.

Investment decisions enterprise planned problems reach for how investments necessity defines \_ this decisions different projects financial evaluation and from them effective and attractive maturity the choice is yours into takes. Enterprise appropriate project on to the goal appropriate was investment type when detected project financing for necessary was funds amount determines enterprise for offer being investment species use to the goal appropriate if not , then enterprise for additional financing will not and of profit all part founders in the middle distribution possible .

Conclusion so in other words practice hence evidence corporate management mechanisms state regulation breaker authorities , court authorities , business circles themselves by functional out known a rules , norms within activity shows . This rules, norms and templates sum corporate management institutional basis formed does. His basic elements as follows arrange possible : legal rights standards and rules ; optional as acceptance made corporate management templates about rumors and his companies level increase regulation breaker internal norms ; business think general acceptance made practice and culture.

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## THE INNOVATION IN IMPROVING THE EFFECTIVENESS OF TEACHING TRAINING TECHNIQUES OF LIGHT ATHLETICS

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### ABSTRACT

*This article discusses about the ways of increasing student engagement and improves the quality of physical exercises. It was noted that appointment of well-known sportsmen to winners of international tournaments at local sports schools, as well as targeted training of athletes in special correspondence departments of higher educational institutions will be successful. There were given instructions to increase the number of children's and youth sports schools.*

**KEYWORDS:** *Running Technics, Start, Speed Of Start, Running Distance, Finish, Physical Quality.*

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### INTRODUCTION

The 30 percent of the population of our country are young men between the ages of 14 and 30. Wide conditions are created for their education and training. At the same time, the organization of meaningful leisure for young people is a pressing issue. The more mature young people become the more immune they are against immune systems. As it is known, the head of state has put forward 5 important initiatives on starting a new system of social, spiritual and educational activities.

### MAIN PART

**The first Initiative** is to increase the interest of young people in music, painting, literature, theater and other arts, as well as discover their talents.

**The second Initiative** is to create the necessary conditions for young people to demonstrate their abilities in sports.

**The third Initiative** is the creation of effective use of computer technologies and the Internet between the population and youth.

**The fourth Initiative** is to create a systematic work to increase the spirituality of young people, and to popularize reading among them.

**The fifth Initiative** addresses to the task of employing of women.

Discussing the issues of the second initiative, it was noted that there are more than 12,000 sports buildings in the country, but the level of youth involvement in physical culture and mass sports is low. The provision of secondary schools with sports equipment is 56% nationwide, including 12% in Surkhandarya region, 14% in Khorezm and 15% in Karakalpakstan. The meeting outlined measures to attract young people to physical culture and sports.

Deputy Governors of districts and cities together with specialists have been tasked with studying the interest of young people in sports and the level of equipping of sports facilities, on the basis of which the Cabinet of Ministers determines the amount of funds necessary for their implementation.

It was noted the need to build small gyms and artificial venues from lightweight sandwich panels in remote villages and to allocate land for enterprising entrepreneurs to build sports facilities. The National Bank of Uzbekistan will provide soft loans under the “Youth is Future” program.

It was noted that appointment of well-known sportsmen to winners of international tournaments at local sports schools, as well as targeted training of athletes in special correspondence departments of higher educational institutions will be successful. There were given instructions to increase the number of children's and youth sports schools.

In order to increase emphasis on quality indicators in the implementation of the National Program for Personnel Training, the introduction of new innovative technologies and ideas, as well as the introduction of advanced international experience. We have conducted pilot experiments with students of III stage group 1521-A of Physical Culture faculty. We used non-standard hand tools. We have started using non-traditional methods in teaching students the technique of short-distance running and teaching traditional techniques.

When examining the technical and tactical training of the students, the average level of quality of the group was 52%, of which 4 out of 23 students were rated "excellent" and 8 "excellent" and 11 of them with "satisfactory" marks. Given the fact that the future physical education teacher is at least as skilled as the athlete in the sport he / she is studying, this indicator is unsatisfactory. [1.205; 2.36]

Number of students	Excellent	Good	Satisfactory	Indicator of quality %
23	4	8	11	52%

When training and mastering become short-distance running techniques, it is important to teach and understand exercises in 4 phases. It is advisable to teach the theoretical understanding of the start, startup speed, distance running, the finish phases, and then apply them [3.14]. When running at different distances, it is important to pay attention to the rhythm of the athlete's movements, such as body position during running, hand movement, rhythm of breathing, step width, and step frequency. For example, the athlete will be required to travel 80 meters at 100 meters if the width of the step is 1.25 cm. When the result is 80, the time spent in each athlete's interval is 0.17 seconds and the step frequency can be calculated. Non-standard tools were used

to develop and enhance the quality, agility, and strength of the experienced group students. We used a rubber rope to improve the speed and strength of the muscles that bend the legs. The athlete is tied to the foot with a gymnastic bench and a rope, bending the other end with a wall or fence, performing 10 to 15 ms in each leg, and running 10-20 m at the end of the workout. It has been proven that high performance can be achieved through interoperability. However, as the basic phase of training in short-distance running techniques is dependent on getting the start speed, many students will be able to stand upright in the first steps after the start, as a result of increased air resistance and lower body weight. VGF43F3

The velocity decreases and does not reach enough [5.201].

We used a rubber rope to eliminate these drawbacks and build skills. That is, the front-end athlete is tied with a ribbon around his waist, with a partner on the other end of the rope, running at a certain distance, with a slight bend to the body. The forward athlete will be in the position of an athlete receiving the starting speed. Skills and qualifications are achieved through repeated repetition. The use of a rubber cord is also a good way to correct this disadvantage [4.81].

### CONCLUSION

As a result of the experiment, positive changes in the learning performance of students in the group are observed. This resulted in a change in body image, growth of the arm and shoulder muscles, appearance of the foot muscles and increased strength, agility and endurance. As a result, the quality of students increased by 13%. That is, 4 out of 23 students achieved “excellent” results, 11 were “good” and 8 were satisfactory. The overall performance was 65.2%.

Number of students	Excellent	Good	Satisfactory	Indicator of quality %
23	4	11	8	65.2%

To summarize, it is possible to improve the quality of education by utilizing non-standard equipment based on internal capabilities.

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## PROFESSIONAL ETHICAL ISSUES IN SOCIAL WORK WITH CHILDREN LEFT WITHOUT PARENTAL CARE

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### ABSTRACT

*Assistance to orphans and children left without parental care is the most important direction of state social policy. The main task of society today is to bring them up as full, healthy citizens, to instill in them professional and diverse life skills that will facilitate their subsequent social adaptation. This article addresses issues such as professional ethics in social work with children so that such children can find their place in life.*

**KEYWORDS:** *social worker, orphans, left without parental care children, ablation and rehabilitation measures, foster homes, shelter, biological orphan hood, social orphan hood, Paradox.*

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### INTRODUCTION

After the independence of the Republic of Uzbekistan, a fundamentally new system of social protection and public service has been formed, one of the main priorities of which is the provision of targeted assistance to people in need. In this context, there is a need for highly qualified personnel with the knowledge and skills to work with the needy and, accordingly, a new professional activity - the "Social Worker". In this regard, institutions for orphans and children left without parental care and the specifics of children in them, a deep understanding of the characteristics of mental and social development of children of different ages and periods, prevention, rehabilitation, rehabilitation and rehabilitation measures for these children. providing a set, protecting their rights and legitimate interests, preparing them for independent living after the institution.

On February 7, 2017, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev signed the Decree "On the Strategy for further development of the Republic of Uzbekistan" and outlined five priorities for the development of the Republic of Uzbekistan in 2017-2021. The Strategy of Action was adopted. In the fourth direction of the action strategy, great attention was paid to the socialization of the population.

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Also, in order to improve the social and preventive work with orphans and children left without parental care during the years of independence, resolutions of the Oliy Majlis of the Republic of Uzbekistan and the Cabinet of Ministers were adopted. On their basis, the Regulations on "Mercy", "Children's Homes" and "Children's Town" were adopted.

In recent years, a new system of care for children deprived of parental care, women who have lost their breadwinners, people with disabilities, and the seriously ill has been created. .

According to this system, including:

- About 1,500 boys and girls in the "Houses of Mercy" were adopted, 116 family houses were established, and conditions were created for about 700 children to grow up in the arms of their parents.

As a result, 10 "Orphanages", 4 "Children's Towns" and 2 "Orphanages" were closed;

- Last year, 757 children were provided with housing, and by the end of 2022 it is planned to allocate another 350;
- More than 4,000 children underwent complex operations at the expense of the state;
- In 2021, about 42 thousand people with disabilities were transferred;
- In 2021, 555 hearing-impaired children will be provided with cochlear implants, and in 2022 another 250 children will be provided with such assistance;
- The Braille alphabet was distributed to 4,000 blind children.

In addition, by the end of 2022, it is planned to allocate 350 houses for the inmates of the House of Mercy.

In recent years, a new system has been created to care for children deprived of parental care, women who have lost their breadwinners, people with disabilities, and those with serious illnesses. Including:

- About 1,500 boys and girls in the "Houses of Mercy" were adopted, 116 family houses were established, about 700 children were raised in the arms of their parents, and 10 "Mercy Homes" were opened. ", 4"Children's Towns"and 2"Orphanages"were closed;
- Last year, 757 children were provided with housing, and by the end of 2022 it is planned to allocate another 350.

Article 22 of the Law of the Republic of Uzbekistan "On Education" says the same about children who have lost their breadwinners. "The education and care of orphans and children left without the guardianship of their parents or other legal representatives shall be carried out in accordance with the procedure established by law on the basis of full state support." In this regard, the adoption and implementation of special state programs by the Cabinet of Ministers, the opportunities and conditions created for the social protection of the population, including the support of children left without parental care, testify to the development of the social sphere in our country. As modern society pays more attention to the social protection and support of children deprived of parental care, there is a growing demand for highly qualified social workers who can work effectively with them.

Professional ethics is a two-way street in science, especially in social work. On the one hand, this is the science of a set of values, ethical principles and norms of behavior that characterize

interpersonal relationships and are relevant to the essence of the profession, on the other hand, professional ethics is within the main values and ideas of social work is the professional combination of social work workers. The spiritual breadth of the professional ethics of a social worker is the relationship that arises in the process of providing social assistance to a person in a difficult life situation by changing the system of "human-client social environment". At the same time, in the process of achieving personal and public interests, the social worker must establish relations with his colleagues, other governmental and non-governmental organizations within the law.

The main tasks of social work ethic are to evaluate, regulate, organize, manage, motivate, coordinate, demarcate, produce, communicate, and resolve conflicts.

The basic ideas related to the professional ethics of a social worker are reflected in the code of ethics. The code of ethics of a social worker is a set of moral norms that serve as a standard of ethical relations in professional activities, which is noted to be performed by the association and the union of specialists in social work. Ethical norms are based on universal values, moral values, moral charitable traditions, the experience of ethical codes of other countries, personal values and ideas of experts.

If we look at all areas of professional work in social work, among them, working with children left without parental care has its own characteristics, in which the duties of a social worker place a special responsibility on the owner of this profession. Social workers working in institutional institutions are often confronted with morally complex situations. In particular, ethical issues in medicine are often discussed in the news. However, social work is unique in a sense because it is a paradoxical situation. A paradox (Greek. Unexpected, strange) is an unexpected, unusual, unconventional assertion, thought, or conclusion. In general, 4 paradoxes in social work can be singled out as a professional activity.

The first paradox is the support of the vulnerable with the help of a materialistic population. On the one hand, if the purpose of social work is to help those who are the object of discrimination or the socially disadvantaged or marginalized, than on other professions, on the other hand, it is supported by organized sections of the population and the state and is sponsored.

The second paradox is the expediency of working with the client and adherence to socially acceptable norms. On the one hand, social workers applaud the cooperation of their services with consumers, on the other hand, there is a need to adhere to social norms in many areas of social work - the elderly, the mentally retarded, children and families. , while reaching a decision is aimed at appealing to the law.

The third paradox is the protection of the customer and his needs, as well as limited reserves. On the one hand, social workers need to be the protectors of clients and meet their needs, while on the other hand, the social worker faces the problem of limited resources. In practice, social workers face warnings that consumers of services have limited access to certain types of services.

The fourth paradox is the ethic of justice and the ethic of caring. While the morality of justice is based on self-confidence and justice, the morality of caring is based on the spirituality of "women", a sense of self-sacrifice aimed at caring for another person.

In conclusion, procedures and codes are necessary and important for every profession. But being a good social worker doesn't just mean obeying a large number of rules. Ethical social work involves a complex rationale between competitive loyalty and competitive demands.

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## AMIR TEMUR ETHICS PHILOSOPHY-THE EDUCATIONAL FACTOR IN THE DEVELOPMENT OF NEW UZBEKISTAN

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### ABSTRACT

*Amir Temur is not a person who appeared by chance on the land of ancient Turkestan. It remains to be noted that the achievements of Amir Temur in political, economic, cultural spheres did not occur in a deserted place. Perhaps in this space it was decided on the basis of historical and cultural traditions that have evolved and formed since ancient times. That is, Amir Temur is a random person in the many millennial historical prosperity of the Uzbek people, and the rise in the Temurian period in general is not just a phenomenon that has occurred unintentionally! He is the product of several millennial historical experience, great tradition, literally shaped cultural-spiritual process! After all, the ancient Turon and Turkestan lands were nourished spiritually from time immemorial, having a cultural background. The historical basis of Uzbek statehood was decided by Amir Temur for more than two thousand years. Therefore, in the emergence of Amir Temur on the stage of history, there is a certain moral space and moral law. The philosophical essence of this space and law is directly related to the Great Ascent that took place in our country in the IX-XI centuries – the "first Renaissance".*

**KEYWORDS:** Amir Temur, Spiritual Heritage, Culture, Temurian Period, History, Modern Theory, Justice, Politics, Social Life, Education, Ethics.

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### INTRODUCTION

It is known that during the first Renaissance, new reforms and laws were introduced, which were very important for the development of the state, society and the people, as a result of innovations in state conduct and politics, united the people of science in the pursuit of noble ideas. Interest in exact, natural and humanistic sciences has increased, and modern theories about the structure of the world have been based on this period. Our great ancestors, such as Muhammad Muso al-Khorezmi, Abu Rayhon Beruni, Abu Ali ibn Sina, Ahmad al-Fergani, Abu Nasr Farabi, Yusuf Khos Hojib, Mahmud Qashgari, Mahmud Zamakhshari, Imam Bukhari, Imam Termizi, Imam Moturudi, Abul Muin Nasafi, as well as being talented people, achieved the status of teacher in their sciences to the whole world. And the Academy of Sciences, restored in Khorezm, serves as an accelerator for the whole world as the highest place where genius thinkers are attached.

In this sense, the fact that the contribution of our great-grandfather Amir Temur and the Temurian generations in the occurrence of the second awakening period is incomparable has the following grounds:

Firstly, the Second Renaissance is closely connected with the name of the Sahibqiron Amir Temur, who carried out political-economic and social reforms not only in our region, but also in very large geographical areas. Chunanchi, Amir Temur summed up talented scientists, poets, artisans, architects from different regions to the big cities of his vastness, and by creating all the necessary conditions for the development of Science, the country's scientific and cultural power is further strengthened.

Secondly, during the Second Renaissance, such classical poets and thinkers as Rumi, Mirzo Ulugbek, Giyosiddin Koshiy, Ali Qushchi, Lutfi, Sakkoki, Hofiz Khorezmi, Abdurahman Jami, Alisher Navoi, Babur Mirzo appeared. The fame of historians such as Sharafiddin Ali Yazdiy, Mirkhond, Khondamir, such as Mahmud Muzahhib, musicians like Kamoliddin Bekhzad, many hattot and musicians, musicologists and architects spread throughout the world.

Third-getting acquainted with the state, where the world cultural and spiritual community established Amir Temur in the Middle Ages and his world-wide activity, which attracted the attention of the whole world, his contribution to the treasury of the world, gave birth to the land where he grew up and to the creative heritage of the great thinkers who passed.

In the Middle Ages, the people of the world got acquainted with the names and scientific works of our great leader, who was taught as a scientific guide all over the world, including in European universities, again and deeper in the time of Amir Temur.

Therefore, it is not surprising that Amir Temur, who now appears on the stage of history as a bright person who does not have tennis, has brought up himself, has given him a life-giving spiritual feed, has attracted great interest in the name and culture of his el-yurt, who calls him to great works.

In this sense, the personality and spiritual heritage of Amir Temur is important in strengthening the moral basis of the idea of "development of new Uzbekistan" in the following aspects:

First, Amir Temur is a moral figure. He is a politicswith a moral life as a politician and a fellow man. He called for justice, loyalty, unity, encouraged mutual dispute, free from enmity, compassion and honesty. Moral maturity begins to master the manners of treatment.

The second, Amir Temur is a patriot who thought about the fate of the people and the land of the land. History does not remember the rulers who were given to the household and crazy. But the future also does not forget the figure who burned in the grief of the nation, who lived by showing his prospects and independence, as well as self-sacrifice. Historical periods the main reason for remembering and studying the personality of Amir Temur is also due to his qualities.

Third, the priority of morality and mutual cooperation in foreign policy. The moral essence of this aspect is expressed in "conquering the countries in the Temur regimes", the third of the twelve rules on the rule of the Kingdom and the decoration of zebu on the throne of power – "compromise with the enemy of friend". Amir Temur was thoughtful and well aware that a few centuries ago no state could have prospects without interaction and cooperation with its troops. For this reason, he has done tremendous work that has served to connect Europe and Asia. On the one hand - China, India, on the other hand - France and England, on the other hand-established relations with Rum, Spain, Italy, Egypt and other countries and tried to strengthen these relations.

Fourth, strengthening the moral foundations of the prosperity of the people and prosperity of the country. Amir Temur has made great strides in the field of restoration of a single space between nations and countries through trade and economic relations.

Fifth, enrich the moral content of the culture of peace and tranquility. About the integrated space, which in the 21st century the people of the world wanted to create fairly internationally, Amir Temur thought about 600 years ago and pursued politics on this path. In the only economic and trade area he restored, there was a situation that was both for today and for today.

Sixth, Historical Services of the entrepreneur in the field of creativity. In addition, Amir Temur carried out landscaping and built irrigation facilities in the cities and villages of Movarounnahr and Khorasan, and even on remote lands such as Southern Azerbaijan and Qabul. It would not be a mistake to say that these monuments are great symbols of human thinking and intelligence.

Seventh, Amir Temur is based on the philosophy of morality - science-enlightenment. Therefore, the first decrees issued by the Sahibqiran with his coming to power were connected with the restoration of madrasahs, the appointment of alimony. He had high potential in the fields of history, medicine, mathematics, astronomy, architecture. The influence of his grandfather Amir Temur on the level of statesman, great scientist of his grandson Mirzo Ulugbek was great. He noticed a unique talent in his grandson, who made him enjoy the education of world-famous scientists.

It should be noted that the concepts and principles of Amir Temur's philosophy of morality are important in the formation of freedom and responsibility in a person. Truly, free and responsible person lives in proportion to the call to his conscience, not afraid of any suffering and even death in this way.

There are a number of reasons in the world today, especially in Uzbekistan, for the growing interest of the scientific community in the study of the Amir Temur personality, respect for life, heritage:

- a) Amir Temur's perception of personality means the perception of history;
- b) Amir Temurni awareness-leads to self-awareness;
- v) Amir Temur-our historically formed moral culture, values, creative potential strengthens confidence in the development of the new Uzbekistan;
- d) Amir Temur personality being his ancestors is not only ours, but also the wealth of all the peoples in our region, of all the enlightened humanity.

It should be noted that the celebration of the birthdays of great personalities, the installation of statues on them, the moral purpose of naming cultural institutions and institutions by its name – their work for the prosperity of the nation, the state, society and nation, causes the role in history. From this point of view, in the moral image of Amir Temur, such qualities as "The creative person", "The just ruler", "The enlightened person" are reflected.

Sahibqiran Amir Temur is well known from historical sources that a highly developed state has been restored and that the motto "in power justice" in this country is the basis of state policy, the life of society. This idea gave strength to people in their time, instilled in them confidence in piety, kindness. Because if justice is stable in society, the nation, the people will never go astray, sooner or later they will get married comfortably. Therefore, justice remains the moral criterion of the new Uzbek society.

Today it will be necessary to understand and realize the need to create conditions and opportunities for the realization of the land and initiative of our people, for the reigning of the great power of justice in all fronts and strata of our society - the way of a new Uzbekistan-the way of a developed democracy, the way of integration into the world community.

The beginning of the period of rapid development in Uzbekistan implies an assessment of the shape and content of higher education with a clear result of the quality of education and education. Therefore, the tactical and strategic goal set by the institute is an indicator of the implementation of activities based on the principles of gradual and consistent implementation of reforms in the context of improving the construction of the state and society, ensuring the rule of law and further reform of the judicial system, further development and liberalization of the economy, the development.

The implementation of the state policy on youth in our country, strengthening the spiritual foundations of independence, especially love of the Motherland for the hearts and minds of students, deep integration of feelings of commitment to pedagogical education, creation of educational bases of the specialty is of great importance. At the same time, the task of organizing spiritual and educational work on the basis of modern requirements, protecting young people from various ideological hurdles, forming a conscious attitude of young people to life, increasing the sense of belonging to the events happening around them is aimed at creating a system that will give a clear and effective result in working with the students

The study of sources devoted to the enlightenment of the history of Amir Temur, the re-reading of which many qualities inherent in Sahibkiran are expressed in them. When it comes to our great-grandfather, first of all, we will witness the fact that he showed diligence in the prosperity of the country, respected, appreciated and deserved any person, despite the fact that his life was in danger. Sahibqiran Amir Temur's great personality, which he added to the world harb art, is the main factor in gaining world reputation and fame-his military genius, military talent and skills. The continuous continuation of scientific research in this area contributes to the development of New Uzbekistan.

Today, there are threats and risks to peace and tranquility at various points of the world, as well as dependence and conflicts. It is natural that such cases, among all mankind, also disturb our people. In order to be able to withstand these risks, it is necessary to have genuine patriotism, high knowledge and thought, metin willpower. Amir Temur in great serves as a guide to the wisdom of our grandfather that "the soldiers will be strong." Referring to this fact, the president of Uzbekistan Shavkat Mirziyoyev reiterated that "Every soldier, every postman of the motherland, Amir Temur and Ulugh must know deeply the sons of our heroes, their military heritage," - it was said. This immortal and invaluable heritage gives infinite pride to the hearts of each of us even at present, kuchaytiradi feelings of devotion to the sacred soil.

Amir Temur, our above comments on the philosophy of the village will allow us to say that he is the founder of the Second Renaissance.

In New Uzbekistan, relying on the main idea of "from the national revival – towards the National upsurge", the task was set to create the foundation of the third Renaissance. It is also necessary to study both lessons of Renaissance, comprehensively studying the philosophy of Amir Temur morality in order to understand how our people realized the second renaissance after the first Renaissance, which was destroyed during the Mongol invasion. After all, Amir Temur is the founder of the second Renaissance. The instruction of the head of state that it is necessary to

convey the national history in the national spirit to our people, especially to our youth, to immerse them in their hearts, minds, is also relevant to reveal new aspects of the activities of Amir Temur.

Reforms show the comprehensive historical personality of Amir Temur. He tried to innovate and reform in all, no matter what sector he was in. He creatively analyzed the centuriesold experience of the people in the field of state construction and management, the methods and system that justified him, and made many innovations in keeping with the adaptation of his era, reorganized.

The moral philosophy of Amir Temur is studied to learn from history, to continue the great works of our ancestors, their experience in New conditions, not to repeat mistakes, and to receive spiritual praise from the past. After all, the words of the president of Uzbekistan, Shavkat Mirziyoyev, "we will put the issue of the third Renaissance before us as a strategic task and raise it to the level of a national idea" represent the great leaders of our country, which are pursuing a wide range of radical reforms.

President of Uzbekistan Shavkat Mirziyoyev in the first chapter of the book "the strategy of new Uzbekistan" called "the dream of new Uzbekistan" the people's dream, embodied in the concept of new Uzbekistan, recognized that in all periods of historical development the mature representatives of the nation were motivated by practical actions towards their realization and said: "this dream led to the world It was embodied in the idea of a centralized powerful state and a just society with a rule of law. During the period of Amir Temur ibn Taragay Bahadir, the aspiration to realize the present people's harmony served not only to ensure the independence of the country, but also to restore the powerful state, to develop the economy, culture, art and science," - he said.

The idea of the third Renaissance, voiced by the president of our country, unites the desires of both the state and young people, both parents and teachers.

Any parent wants the talent of his child to grow up as a mature person who serves country. Since this is a life-giving idea that unites history, today and the future, the head of state raised the issue of the third renaissance as a national idea. In this sense, the policy implemented in the new Uzbekistan also requires continuation of the noble traditions of Amir Temur and other great ancestors in New conditions. Therefore, the work of Amir Temur in creating the foundation of the third Renaissance will serve as a vivid example for us.

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## IMPACT OF MINDFULNESS ON SOCIAL MEDIA PROMOTIONS FOR FMCG CONSUMERS

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### ABSTRACT

*In a world full of buzz and surface interactions, consumers seek more depth and meaning. This intensity can also come from a very different angle, in the form of mindfulness. Consumers think about and take responsibility for the ethical status of brands they buy and support. The shopping that they do is now more mindful and not just throwing items into basket without thinking twice. Companies always desire to follow consumerism orientation that portrays consumers as consuming anything and everything. This trend is changing now. More and more consumers have started to consume and spend just apt to their needs. Even in this age of internet, they feel paying through cash rather than card is a better option. It is something tangible and they do not want to hand more of it than is strictly necessary. In case of FMCG products, they now prefer to go to nearby markets where they get better value for money rather than big names. This is an exploratory study to determine influence of Mindfulness on social media promotions for FMCG products. Main purpose is to determine whether the promotion on social media platform helps mindful consumers in decision-making. Study also gauges whether social media promotion persuades them to buy a product that does not have much use to them by making them less mindful. This study assists companies to decide what type of promotion should be done to attract mindful consumers and to check whether the money spent on social media promotion generates revenue from mindful consumers. Study also guides marketing managers to make changes in its promotional methods to attract customers with different preferences. Above all, the study supports that market can be segmented based on mindfulness and give companies more ammunition to target customers.*

**KEYWORDS:** *Mindfulness, Mindful Consumers, Social Media, Promotion, FMCG Products.*

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### INTRODUCTION

In a world full of buzz and surface interactions, consumers seek more depth and meaning. This intensity can also come from a very different angle, in the form of mindfulness. Consumers think about and take responsibility for the ethical status of brands they buy and support. The shopping

that they do is now more mindful and not just throwing items into basket without thinking twice. Companies always desire to follow consumerism orientation that portrays consumers as consuming anything and everything. This trend is changing now. More and more consumers have started to consume and spend just apt to their needs. Even in this age of internet, they feel paying through cash rather than card is a better option. It is something tangible and they do not want to hand more of it than is strictly necessary. In case of FMCG products, they now prefer to go to nearby markets where they get better value for money rather than big names (Leszczyc, Sinha, & Timmermans, 2000).

Mindfulness is a meditative practice which sets out to enrich our attention and awareness in everyday life. It has its roots in Buddhist philosophy, but has enjoyed a recent resurgence of secular popularity, due in large part to a rising need for tranquility and reflection in modern society (Brown and Ryan, 2003). Our aim is to explore the potential of mindfulness in countering the over-bearing consumerism, which characterizes modern society. As per Sheth, Sethia, & Srinivas (2011), the current strategies of sustainability have three main insufficiencies- they do not focus on the customer directly, they do not acknowledge the impending pressures from rising global over-consumption, and they do not take an all-inclusive approach. They further the concept of Mindful Consumption that recasts the sustainability metric in order to emphasize the results of business actions holistically in term of environmental, personal and economic well-being of the consumers. Mindful Consumption is premised on a consumer mindset of caring for self, for community, and for nature, that translates behaviorally into tempering the self-defeating excesses associated with acquisitive, repetitive and inspirational consumption.

The focus of this research is on consumers of daily care products. Daily care products mean the products consumed by a person a regular basis. It can be anything such as soap, shampoo, toothpaste etc. They can include both skin care and home care products. They are the products usually consumed by every household and the expenses incurred on them are on regular basis so the consumers have become more mindful in consuming them. They think before spending unnecessarily on them and prefer to pay a reasonable amount for them. The research was carried out on the mindfulness of consumers of daily care products. Other studies have also focused on Mindfulness and social media (Charoensukmongkol, 2016).

Social media marketing programs usually center on efforts to create content that attracts attention and encourages readers to share it across their social networks. The resulting electronic word of mouth refers to any statement consumers share via the Internet about an event, product, service, brand or company, especially on social media platforms. The main social media platforms that have been considered in the study are Facebook, Twitter, E-mail, blogs and forums. Mindfulness emphasizes slowness, deliberation, and unwavering focus on one thing, non-judgment (Ampofo, 2014). Social media, emphasizes relies on speed, constant connection and relentless sharing. So this study helps to know whether mindfulness and social media promotion can be linked or not.

## **RESEARCH OBJECTIVES**

Consumers' choice process is a complex phenomenon. Making a decision to buy a product or services involves many processes. Objective of this study is to determine whether growing promotions on social media have any effect on decisions of mindful consumers of daily care products. Main purpose is to determine whether the promotion on social media platform helps mindful consumers in decision making. Study also gauges whether social media promotion

persuades them to buy the product which is not even of much use to them i.e. making them less mindful.

The main objectives of the study are to find out the influence of Mindfulness on:-

- The impact of social media at different SEC levels.
- The mindfulness scale at different SEC levels.
- The impact of social media on different levels of mindfulness.

This study can also be helpful in knowing the current state of our consumers market. It also aims to categorize the consumers based on their mindfulness and creating a segment for them. Its objective is to assist managers in making the decision related to social media promotions based on their mindfulness.

### **RESEARCH METHODOLOGY**

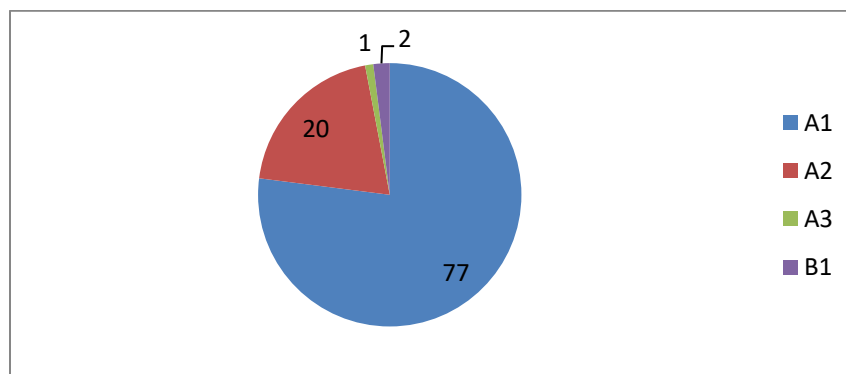
The study is based prominently on primary data. The study has focused on the consumers using social media in Pitampura, Delhi. The research was carried out by asking the respondents to fill the questionnaire attached.

MAAS i.e. Mindful Attention Awareness Scale was used for measuring the level of mindfulness of a consumers. Consumers were categorized on the basis of SEC i.e. Social Economic Classification of India. Demography questions as recommended by Market Research Society of India (MRSI, 2011) were included.

The size of the sample for study was 100 respondents from Pitampura, Delhi. They were selected using convenient sampling technique. Researchers use convenience sampling because in pilot studies, convenience sample is usually used. It allows the researcher to obtain basic data and trends regarding his study without the complications of using a randomized sample. The analysis and interpretation are made with the help of standard tools like percentages, averages, bar graphs using MS Excel 2016 and SPSS 20. Field survey was conducted during the months of February & March, 2016.

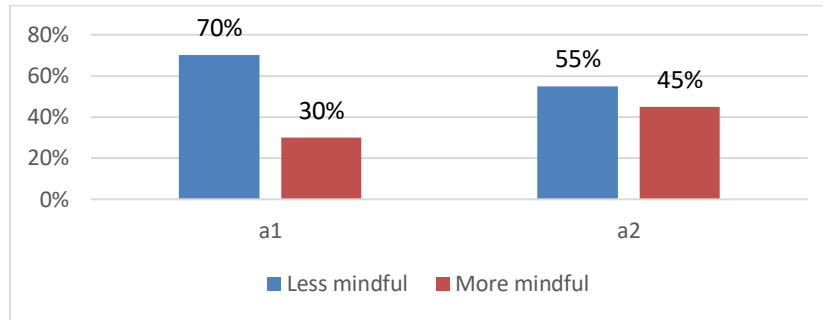
### **RESULTS AND DISCUSSION**

Most respondents belong to socio-economic classifications of A1 and A2. This is expected from the demography of the sample region. Details are shown in the figure below.

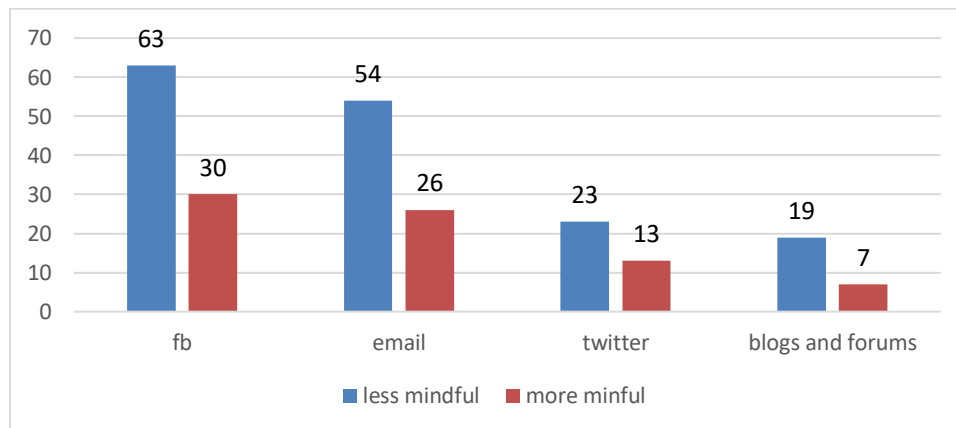


**Figure 1: Consumers from different socioeconomic classes**

The next figure presents mindful consumers in predominant socio-economic classes of A1 and A2. Since the data of A3 and B1 category is very less, so we have ignored that data and considered the data of A1 and A2. For categorizing the consumers on the basis of mindfulness, we divided consumers with a score more than the middle value as “More mindful” and others as “Less mindful”.

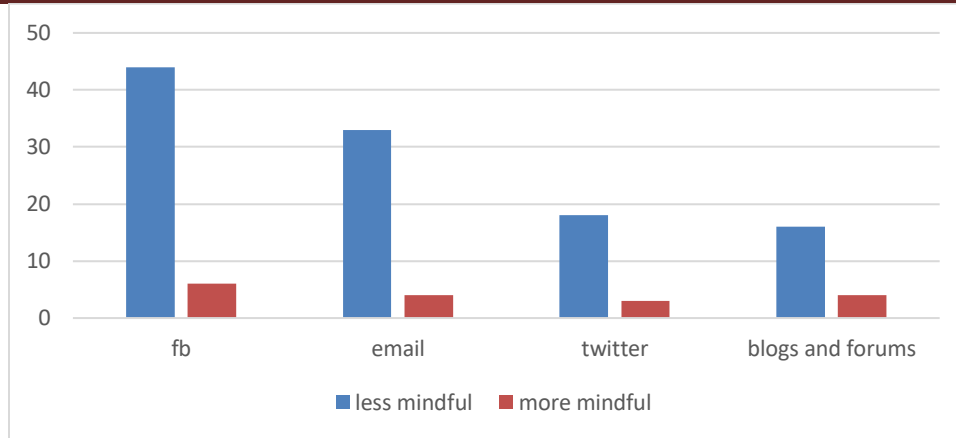


**Figure 2: Mindful consumers in A1 and A2 socio-economic classes**



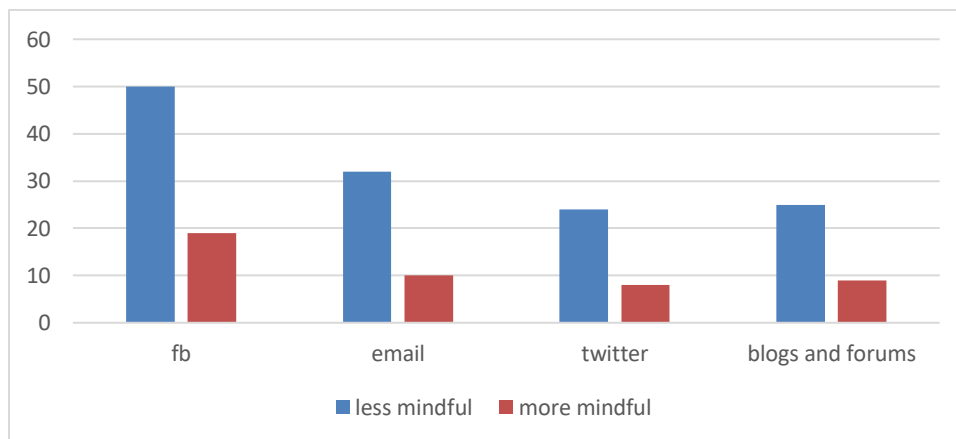
**Figure 3: percentage of consumers active on social media platforms**

The above graph represents the percentage of consumers active on different social media platforms based on their mindfulness.



**Figure 4: percentage of consumers considering social media promotions**

The above graph shows the percentage of consumers who consider different social media platforms while purchasing a daily care product based on their mindfulness. We have taken the views of consumers who consider social networking sites always, very often and often.



**Figure 5: percentage of consumers who get influenced by social media promotions**

The above graph shows the percentage of consumers who get influenced through promotions on different social media platforms while purchasing a daily care product based on their mindfulness.

### Interpretation

The following interpretations can be made from the data analysis-

- More mindful consumers are not very active different social media as compared to less mindful consumers. Thus, for social media promotion focus should be on less mindful consumers.
- More mindful consumers do not consider social media promotions before buying the daily care products as compared to less mindful consumers. Thus, a different way of promotion can be devised for more mindful consumers.

- More mindful consumers get influenced by promotions on Facebook and email to some extent as compared to other media. Thus, Facebook and email should be used as preferred mode of promotions for targeting more mindful consumers.
- Consumers in A1 category of SEC consider social media platforms before buying daily care products more as compared to A2 category. Also, consumers in A1 category of SEC get influenced by social media promotions as compared to A2 category. Thus, social media promotions should be created to target consumers from A1 category.
- Consumers in A1 category of SEC are more active on all the social media platforms as compared to A2 category. Thus, social media promotions can also be created such that consumers from SEC categories other than A1 can also relate to promotions in order to increase their on social media platforms.
- A1 category includes only 30% mindful consumers whereas A2 category includes 45% mindful consumers. This implies that consumers of A2 category are more mindful as compared to A1 category.
- The study shows that higher mindfulness is associated with lower exposure and reliance on social media. It may mean that people with higher social media addiction tend to be less mindful which is supported by earlier studies (Sriwilai & Charoensukmongkol, 2016).
- The percentage of less mindful consumers is more as compared to percentage of more mindful consumers. This may be due to now increased focus on the concept of mindfulness. Gradually, more consumers are becoming aware about this concept.

### **Managerial Implications**

This study can assist companies to decide what type of promotion should be done to attract mindful consumers and to check whether the money spent on social media promotion generates revenue from mindful consumers. Study also guides marketing managers to make changes in its promotional methods to attract customers with different preferences. Above all, the study supports that market can be segmented based on mindfulness and give companies more ammunition to target customers. The companies should target more towards less mindful consumers as the percentage of less mindful consumers are more than the more mindful consumers. Since mindfulness increases awareness of consumers (Sagula, & Rice, 2004), more mindful consumers do not get influenced by social media promotions. Therefore, they should devise some other way to promote products for these customers.

### **Limitations of Research**

Following limitations are identified in the current study –

- One of the main limitations of this research is that sample population consisted of predominantly A1 and A2 category of SEC consumers.
- The data was collected through convenience sampling, so it may not be the representative of whole population.
- If data was collected over longer duration, the analysis could have become better.
- Data of consumers considering the social media promotions very few times has been ignored.

### **Future Scope of Research**



Future studies may be conducted with a more representative sample that can consist of larger sample size and covers all socio economic classes. Longitudinal studies may also be conducted. More social media platforms may be considered for future studies. With a larger data, future studies may compare between consumers in 1<sup>st</sup> and 4<sup>th</sup> quartile on their Mindfulness. This may give more contrasting results.

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**APPENDIX**

1. I am active on following social media platforms

Social media	Yes	No
Facebook		
E-mail		
Twitter		
Blogs and forums		
Others		

2. I consider promotions on following social media platforms for buying daily care products

Social media	Always	Very	Often	Sometimes	Never

		Often			
Facebook					
E-mail					
Twitter					
Blogs and forums					
Others					

3. Following shows how much following social media promotions impact my buying decision of daily care products

Social media	Strongly influences my decision	Influences my decision	Does not influence my decision
Facebook			
E-mail			
Twitter			
Blogs and forums			
Others			

4. What is the education of highest income earner in your family?

Illiterate	
Literate but no schooling / School up to 4 years	
School up to 5-9 years	
SSC / HSC / 10 <sup>TH</sup> / 12 <sup>TH</sup>	
Some college (not graduate)	
Graduate (12+3) / Post graduate (12+3+2) or higher	
Professional graduate (12+4) / Professional post graduate (12+4+2) or higher	

5. Which of the following items do you or your family members use at your home?

Electricity connection	
Computer / Laptop	
Ceiling fan	
Two wheeler	
Color TV	
LPG stove	
Air conditioner	
Refrigerator	
Washing machine	
Car / Jeep / Van	
Agriculture land ownership (only if used for cultivation)	

6. Below is collection of statements about your everyday experience. Using the scale below, please indicate how frequently or infrequently you currently have each experience. Please answer according to what really reflects your experience rather than what you think your experience should be. Please treat each item separately from every other item.

1	2	3	4	5	6
Almost always	Very frequently	Somewhat frequently	Somewhat infrequently	Very infrequently	Almost never

	1	2	3	4	5	6
I could be experiencing some emotion and not conscious of it until sometime later						
I break or spill things because of carelessness, not paying attention, or thinking of something else						
I find it difficult to stay focused on what's happening in the present						
I tend to walk quickly to get where I am going without paying attention to what I experience along the way						
I tend not to notice feelings of physical tension or discomfort until they really grab my attention						
I forget a person's name as soon as I have been told it for the first time						
It seems as "I am running on automatic", without much awareness of what I am doing						
I rush through activities without being really attentive to them						
I get so focused on the goal I want to achieve that I lose touch with what I am doing right now to get there						
I do jobs or tasks automatically without being aware of what I am doing						
I find myself listening to someone with one ear, doing something else at the same time						
I drive places on "automatic pilot" and then wondering why I went there						
I find myself preoccupied with the future or the past						
I find myself doing things without paying attention						
I snack without being aware that I am eating						



## THE ROLE OF ECONOMIC ANALYSIS AND AUDIT IN CORPORATIONS

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### ABSTRACT

*The article analyzes the essence of the concepts of "audit" and "economic analysis". The concept of analytical procedures and their connection with the analysis of economic activity is also considered. The study examined the relationship between economic analysis and audit in corporations.*

**KEYWORDS:** *Economic Analysis, Audit, Analytical Procedures, Financial Statements.*

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### INTRODUCTION

Currently, economic analysis plays a special role in the implementation of the tasks and tasks of the audit in the activities of audit organizations. It is an integral part of all the main types of audit work, provides confirmation of the auditor's conclusions based on the results of checking the reliability of the reporting, the objectivity of its conclusion. Economic analysis is necessary in the course of monitoring the correct calculation and payment of taxes, evaluating economic and investment projects, optimizing taxation, consulting and expert services. In addition, the analysis of the economic activity of the enterprise can be one of the most important types of audit services.

Auditing does not work in isolation. In fact, it is connected not only with the economic system, the rules of submission, but also with the social, political and ethical system, as well as with the human elements of global involvement, such as cultural values, which are influenced by economic, and political, legal, educational and religious systems. They also influence the values of the profession and, consequently, the system of accountability. The degrees of economic development and technology correlate with the degree of sophistication of the reporting system. In fact, the degree of concentration of ownership power imposes specific financial disclosure requirements. The concentration of power in pension funds generally requires more attention to the future, as well as to the analysis and management of business risks. Funding sources from banks or the stock exchange impose certain financial reporting rules. The political system and a stable economy contribute to the development of a more transparent system of accountability. Society, understood systemically, implies the existence of a wide and complex web of relationships, which, in the context of the globalization of markets, has rapidly expanded without

a regulatory structure capable of controlling and regulating its development. Therefore, the need for the development of civil society becomes urgent. In fact, global companies are widening the gap between rich and poor countries, destroying the environment and in some cases supporting totalitarian regimes, endangering the existence of human society.

The market economy develops accountability, which leads to the emergence of quasi-public bodies to monitor and control the economy and audit functions. In today's society, investors and the public at large demand more reliable financial and non-financial information as a logical input to decision making. A regulated economy needs a structure to develop relationships between: responsibility, transparency, productivity, efficiency and economy. Economic sector development involves negotiating and working to generalize differences and enhance the interplay between private interests and public welfare (Louwers, Ramsay, Sinason, & Strawser, 2013; Whittington & Pany, 2010).[2]

Economic analysis is one of the main links in the enterprise management system. In fact, when you are just starting to plan and form an enterprise, you need some knowledge (how to realize each stage of existence and how to find a solution in solving any problems and know how to get out of crises). Play questions of economic analysis. an important role in assessing the effectiveness of economic activity and finding ways to improve it. Any entrepreneurial activity needs constant monitoring of its development, analysis of the processes that affect the enterprise, the current economic conditions. First of all, this is due to changes in the economic conditions in which the enterprise operates, such as the computer market, taxation, legislation, etc. [1].

In Uzbekistan, this problem is relevant, because we are at the stage of formation and development of our economic system. New enterprises are opening all the time, but many entrepreneurs do not pay attention to the economic analysis of all factors at all. This will lead to a crisis for the company, because they will not identify the negative factor in time. Therefore, in order to better see problems, eliminate them and improve the operation of enterprises, it is necessary to increase the level of knowledge of specialists. Due to these circumstances, the methodology for analyzing the use of the economic potential of organizations, production, its value and its previous state requires new economic conditions. All of the above becomes relevant due to the limited natural resources, lack of funding, periodic financial crises that are characteristic of the current stage of development of the economy of our country [5]. Despite the obvious and growing role of economic analysis in the audit, many of its theoretical and practical problems remain unresolved, namely, insufficient attention is paid to the specifics of this analysis. In audit, its organizational forms, features of analytical calculations in the course of audit activities. Among the most significant works, the works of Russian scientists V.D. Andreeva, N.P. Baryshnikova, L.T. Gilyarovskaya, V.I. Podolsky, V.V. Staples, V.P. Suites.

The relevance of scientific research in the field of audit and, in particular, the problems of economic analysis in audit, is obvious. Economic analysis is the most important component of the audit at all stages of its conduct: at the stage of preparing and drawing up a general audit plan, when generating audit evidence, when performing audit samples, when assessing the materiality of misstatements in financial statements, when substantiating the conclusions contained in the audit report. It is also the main research method not only in the audit of financial statements, but also in tax audit, compliance audit, price audit, management audit, and special types of audit (investment, operational, etc.). Many economists limit the audit to checking accounting documents and examining the reliability of financial statements, which significantly narrows the direction of auditing. In the article Konoplyanik T.M. the concepts of "conducting

analytical procedures" and analysis of economic activity are defined. By analytical procedures, the author understands the actions of the auditor, during which he analyzes the coefficients and values based on information about the activities of the audited persons.

On the other hand, analytical procedures are one of the forms of substantive audit procedures and are used to obtain audit evidence when forming an opinion on the reliability of financial (accounting) statements. The analysis of financial and economic activities is based on financial information, the reliability of which has already been established in the process. This side of the analysis in the audit is reflected in the works of V.D. Andreeva, S.M. Bychkova, A.V. Gazaryan, V.V. Kovalev and others. When checking the reliability of information about economic activity, it is impossible to do without a comprehensive economic analysis of all aspects of the production and economic activities of the enterprise. We must not forget that business analysis is one of the most important services accompanying the audit, and can be considered as a separate type of activity of the audit organization. Trends in the development of audit in world practice indicate that in the framework of extensive audit work, in addition to an audit to confirm the reliability of financial statements, an increasing place is occupied by economic analysis of economic activity. At the same time, the need for a comprehensive analysis of the audited organization arises already at the preliminary stages of any audit. When preparing for an audit in accordance with the standard of audit activity, the auditor must familiarize himself with the financial and economic activities of an economic entity and have information about external and internal factors affecting its economic activity. As a result of the analysis, an assessment of the reliability of the audited accounting object is given. This assessment is indirect evidence on the basis of which the auditor decides whether other audit procedures are required.

During the detailed verification phase, the analysis serves to reduce the risk of not detecting any deviations. At the final stage of the audit, analysis is applied so that the auditor, in the course of evaluating the results of the audit, can summarize the data and draw conclusions. In her work Potapova O.S. considered the use of specific coefficients of economic analysis in the analysis of financial statements, examples of the use of such coefficients as current and absolute liquidity ratios, autonomy coefficient, etc. are given (Table. 1) [2].

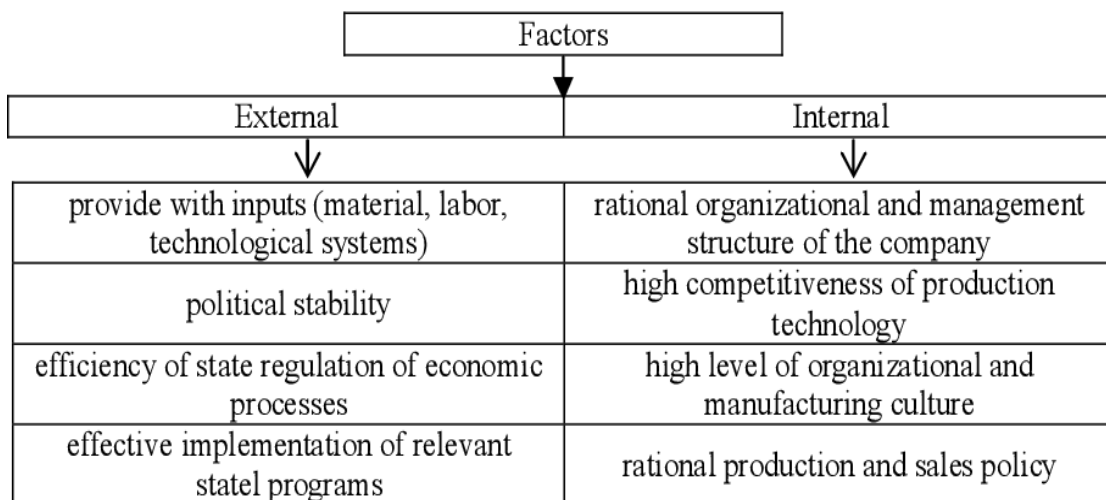
Area of comparison	Financial audit	Efficiency audit
Goals	Determination of the correctness of bills and statements completeness, the legality of the targeted use of public funds	Determination of economic efficiency and effectiveness by using the public funds
Materials for audit	Financial documents and statements that reflect the legitimacy of using the public funds	Documents reflecting operations' results connected to the development and usage of public resources to achieve the goals, objectives, functions and programs
The content of the work	The documentation process and factual verification operations with public funds, as well as their reflection in accounting and financial reporting	Analysis of how the work is organized, situations, comparative analysis, synthesis, as well as the development of appropriate benchmarks to measure performance, surveys, interviews, questionnaires
Presentation of the work	As: - reports in a standardized form - conclusions based on financial documents - description of violations and corrective measures	As: - report of results, which may contain a discussion paper - conclusions, findings on the basis of the various arguments and evidence - separate constructive proposals



Thus, economic analysis plays a large role of audit. But at the same time, economic analysis acts more as an independent service. At the same time, the analysis cannot do without an audit, since the analyst cannot build a forecast on unreliable business activity data. Summing up, we can say that economic analysis and audit inherently have different directions and goals, but at the same time are closely intertwined in economic life.

Comparative analysis shows that all authors put forward economic analysis as the most important part of enterprise management. The analysis of the economic activity of enterprises is considered as the basis for making managerial decisions in business. To justify and make decisions, managers must identify and predict current and potential problems, production and financial risks, determine the impact of their decisions on the level of risks and income of the enterprise [3]. An important part of training managers is understanding the methodology of complex economic analysis at all levels of management. Management decisions are based on information that circulates within the enterprise and beyond. However, making decisions based on raw information is difficult; such information is useless for decision making.

Economic analysis is necessary for the preparation and processing of the decision-making information base. Processing is provided by methods, techniques and methods of analysis. It is difficult to identify a problem in an enterprise without sophisticated methods of economic analysis. If you have a lot of raw information, then in large quantities it will be almost impossible to determine where you have a failure. To solve such problems, many approaches of economic analysis can be applied. To study the influence of factors on the results of management and calculation of reserves in the analysis, you can use methods such as the substitution chain, absolute and relative differences, the integral, correlation, component method, linear, convex programming methods, queuing theory, game theory, operations research, etc. Further. The use of these methods depends on the purpose and depth of the analysis, the object of study, the technical possibilities of calculations, etc. [4]. We can explain the method of factor analysis as a complex and systematic study and measurement of the influence of factors on the value of performance indicators. In practice, elimination methods are most often used. Exclusion methods are used to exclude the influence of all factors on the total measure, in addition, the influence of which on the object is studied and determined. For effective analysis of labor costs in corporations, the optimal distribution of time by departments and their relationship with the general position of production capacity is important. (Table 2) [1].



The content and main purpose of the economic (financial) analysis in the audit is to assess the financial condition of the organization and identify its opportunities to improve efficiency. Economic analysis is mainly used at the microeconomic level of management, in terms of attracting and effectively using financial capital, implementing cost reduction measures, improving management efficiency and improving key elements such as forecasting, accounting and control. The review is a series of procedures to assess the credibility of the report, the current financial position of the organization and the growth prospects of the organization in the most important areas to determine the likelihood of the organization's going concern and the effectiveness of management.

One problem with using economic analysis in an audit is that the terms "analytical procedures" and "economic analysis" are often used interchangeably. Of course, although there are common features between the analytical procedures of audit and economic analysis, in our opinion, these concepts cannot be equated. Thus, the information that is checked during the audit serves as a source of information for economic analysis, and analytical procedures, as a form of an audit procedure, are essentially used to obtain audit evidence when forming an opinion on the reliability of financial statements. At the same time, if the purpose of economic analysis is to assess the likelihood of business continuity and the effectiveness of its management, as well as forecasting further development, then the purpose of analytical procedures is to identify unusual and (or) incorrectly reflected business transactions, such as errors and identify the causes of distortions. According to economists, the purpose of economic analysis in audits is to use a set of analytical procedures to identify high-risk areas in the audited business, reduce the volume of financial audits, increase the effectiveness of audits, and predict the organization's future growth prospects. Given the high level of audit engagement analytics, both in content and resolution, it is clear that analytical procedures should be used to support the audit objective. Analytical procedures are important coefficients in BAS Analytical Procedures and are described as a method of analyzing patterns and then observing their changes and interactions. To investigate the agency and its environment, obtain audit evidence through inspection, and examine causes and deviations, the auditor uses analytical procedures as risk management procedures.

Thus, the study of the role of economic analysis and audit in corporations allowed the author to conclude that economic analysis is one of the most important links in the management system, because this is the stage when we plan and when we see problems and know how to get out of crisis situations. The issue of economic analysis plays an important role in assessing the effectiveness of economic activity and finding ways to improve it. In Uzbekistan, this problem is very relevant. Many entrepreneurs do not pay attention to the economic analysis of all the factors that can lead to a crisis, if a negative factor is not identified in a timely manner. Therefore, we must increase the knowledge of specialists, see problems, eliminate them and improve the work of enterprises. Also, the functioning of modern economic analysis is impossible without the use of computer and information technologies. They allow you to quickly draw up accounting documents, calculate taxes on wages, duties and prepare all accounts in order to then produce automated economic analysis, financial planning and forecasting.

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## A STUDY OF THE ROLE OF COMPETITIVE POTENTIAL IN STRENGTHENING THE ECONOMIC POTENTIAL OF THE ENTERPRISE

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### ABSTRACT

*When thinking about potential theory, it covers a wide range of ways to increase the efficiency of its use: economic potential, market potential, financial potential, resource potential, production potential, labor potential, stock potential, innovation potential, investment potential, information potential, intellectual potential, organizational a wide classification of potential types such as capacity, strategic potential, management potential, synergistic potential, etc. has been used.*

**KEYWORDS:** *Capacity, Efficiency, Economic Potential, Market Potential, Financial Potential, Resource Potential, Production Potential, Labor Potential.*

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### INTRODUCTION

The successful development of any enterprise depends on the effective use of its internal potential. It is the capabilities of the enterprise that determine how efficiently and successfully it can develop its business in the future. This means that the development of enterprises and the growth of their market value occur only when there is a common potential. Therefore, the formulation and implementation of business development strategy is based on the capacity of the enterprise.

When considering the theory of potential, it covers a wide range of efficiency: economic potential, market potential, financial potential, resource potential, production potential, labor potential, stock potential, innovation potential, investment potential, information potential, intellectual potential, organizational a wide classification of potential types such as capacity, strategic potential, management potential, synergistic potential, etc. has been used.

The existence of several types of potential is their ability to generate income in the process of economic activity as an enterprise asset. As long as the economic potential of the enterprise serves to ensure its financial stability with the availability of sources of its formation, material and intangible, financial and labor resources in accordance with the main purpose of the business, the problem of managing its economic potential will always remain relevant.

Based on the analysis of scientific views on the content of economic potential, they can be divided into the following approaches:

1. Approaches to economic potential as an aggregate of the business capacity of the enterprise. The emphasis is on the ability to produce goods and services, and describe the direct production capacity of the enterprise and how to use it.
2. Approach to economic potential as a set of resources at the disposal of the enterprise. This approach addresses the issues of logistics, rational use of natural, labor, financial, information and other resources as components of economic potential.
3. Views on the economic potential of the enterprise as an economic efficiency that can be achieved through the efficient use of existing production resources in the future. In turn, economic potential refers to economic power and is characterized by the fact that in a given period the enterprise has reached a certain level of development.
4. An approach to economic potential from the point of view of production relations inherent in any socio-economic system is the study of the opportunities for participants in economic relations to use their potential in the process of creating material goods.

In the economic literature, there are many studies devoted to the interrelated nature of concepts such as "economic potential" or "production potential". A.N.Azriliyan<sup>[1]</sup> defines "economic potential" as an aggregate ability of an enterprise to produce and produce goods and services, meet the needs of the population and society, and ensure the development of production and consumption. "Production capacity" is interpreted as the possible volume or capacity of production using the available resources.

It should be noted that economic potential is not determined only by the availability of economic resources, as economic growth is ensured through the integration of resources and their efficient use. Accordingly, sustainable economic growth is directly related to the qualitative and quantitative characteristics of the total economic potential and the level of utilization of economic resources at the disposal of the enterprise.

The basis of economic potential is production capacity, the decisive factor of which are various forms of material, financial, labor, intellectual and other resources. However, practice shows that theoretically enterprises with the same production capacity do not have the same economic potential. That is, their utilization rate of production capacity may be different, or the income they receive may be different even when the product production capacity is the same. That is, the income received here is of primary importance.

The economic potential of an enterprise means the sum of all its internal capabilities for its effective operation, which in certain cases may be fully or partially realized or may not be used at all.

Competitiveness is a key factor in successful trading in a market economy, which reflects its superiority and agility over others.

Competitiveness of an enterprise means that it produces a competitive product using its own resources, production and management potential effectively. At the same time, competitiveness integrates the structure and management system of enterprises, the factors and features of development. The process of creating a competitive advantage within each enterprise is ultimately the basis for strengthening the national economy.

Competition is seen as a driving force for improving product quality, reducing costs, and increasing labor productivity. When supply exceeds demand, competition arises not between enterprises but between their products.

While having a competitive advantage is an economic reason, competitiveness is a consequence of it. The competitive potential of the enterprise is the basis for ensuring that both of them operate as an economic category. That is, competitiveness - if there is potential, achieving competitive advantages - can be recognized as the degree of utilization of this potential<sup>[2]</sup> .

A group of researchers<sup>[3]</sup> define the competitive potential of an enterprise as internal and external competitive opportunities that can ensure effective competition by forming competitive advantages using material and intangible resources.

Competitive potential is the ability of an enterprise to realize its potential in the market as fully as possible at the expense of a certainly regulated set of internal and external resources and to achieve a synergistic effect using this set of resources.<sup>[4]</sup> .Some studies have also described competitive potential as a set of resources and opportunities, an integral part of overall capacity, factors of innovation and resilience. Based on the results of our research on competitive potential: the main conditions for its formation and development have been identified:

**TABLE 1.1 COMPONENTS OF COMPETITIVE POTENTIAL AND THE MAIN DIRECTIONS OF THEIR DEVELOPMENT <sup>[5]</sup>**

№	Approximate elements of competitive potential	Development directions
1.	Marketing potential	-Organization and conduct of marketing research; -study of consumer behavior and influence on the formation of their requirements; - Improving the system of marketing information and communications; -use of modern means of product promotion in the market; -benchmarking.
2.	Innovative potential	- Accelerated application of scientific and technical achievements in production; -Organization of research departments on the basis of the enterprise; -involvement of different levels of staff in the process of innovation development.
3.	Resource potential	-use of modern and economical means of production; -increase of fund return, reduction of fund capacity; - optimization of production capacity; - optimization of production and other costs; - Accelerate the turnover of working capital; -reduction of working capital per unit of output; - renewal and expansion of production assets through reinvestment of profits; -improvement of product quality control system: - Introduction of quality management in management; - optimization of staff and reduction of staff turnover;



		<ul style="list-style-type: none"> <li>- training and retraining of staff;</li> <li>- effective organization of the system of material and moral incentives for employees;</li> <li>-improvement of relations with suppliers and the logistics system.</li> </ul>
4.	Business potential	<ul style="list-style-type: none"> <li>-introduction of corporate values in the enterprise and development of organizational culture;</li> <li>-creation of a healthy internal competitive environment between departments and employees;</li> <li>-formation of a healthy spiritual and mental environment in the community;</li> <li>-implementation of social support programs, etc.</li> </ul>
5.	Digitization potential	<ul style="list-style-type: none"> <li>- digitization of statistical database and reporting activities;</li> <li>- digitization of production activities;</li> <li>-digitalization of processes at the subject and system level;</li> <li>-organize the integration of subject, system and macro-level systems;</li> <li>-other digitization processes</li> </ul>
6.	Market potential	<ul style="list-style-type: none"> <li>-find additional needs for enterprise products and turn them into demand;</li> <li>- Improving the system of incentives to attract customers;</li> <li>- Development of new market segments.</li> </ul>

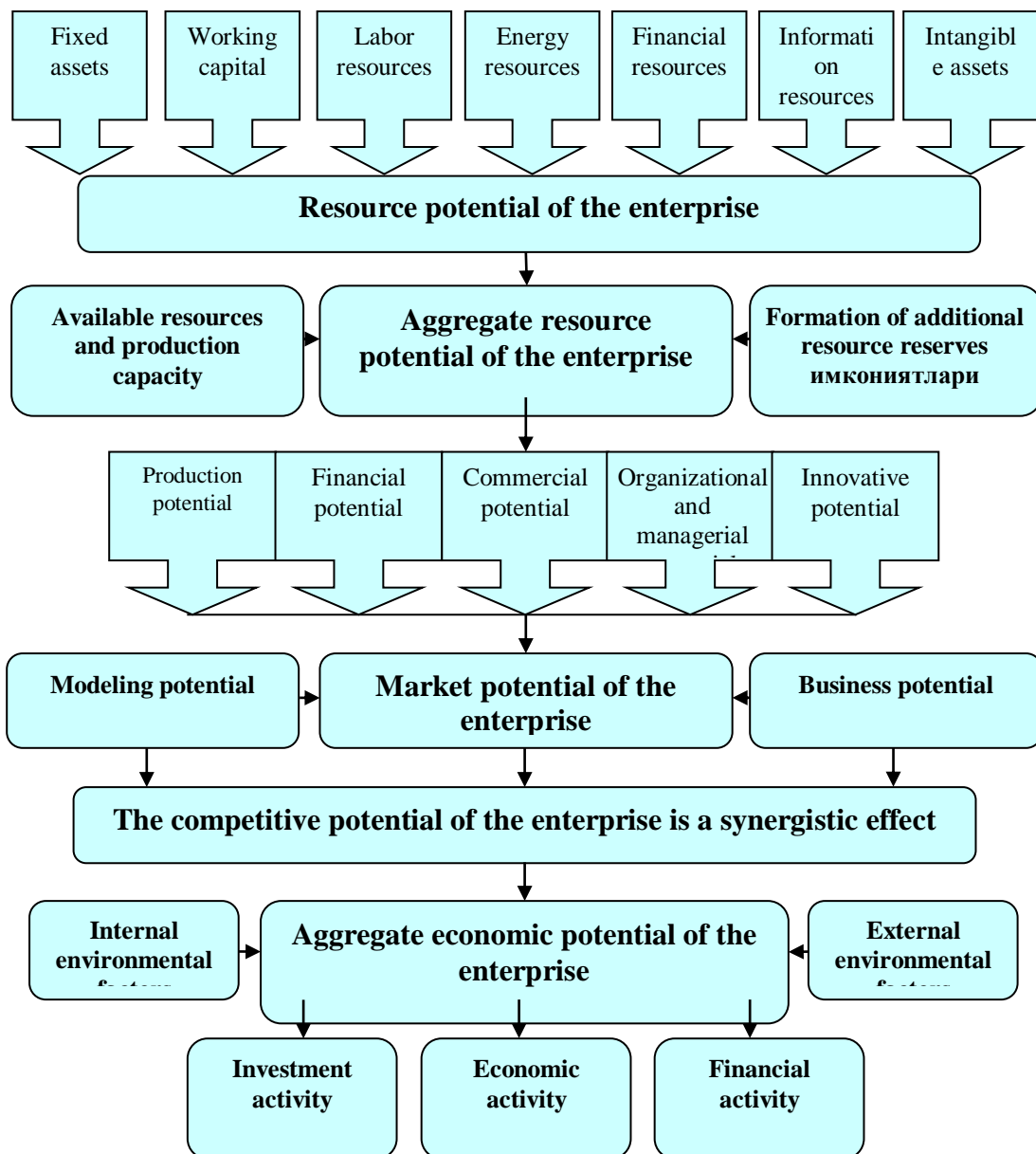
- Availability of founders and opportunities to form competitive potential;
- Availability of methods, techniques and tools that turn the competitive potential of the enterprise into its competitive advantages in practice;
- Opportunities to assess the competitive potential of the enterprise and compare it with the performance of competitors;
- The ability of the enterprise to adapt to changing market conditions, taking into account the impact of environmental factors.

The company can take a competitive position in the market in a favorable external environment, forming a competitive potential at the expense of internal capabilities. This requires the development of key areas of development strategy, based on limited access to internal resources. Based on the results of the study, the competitive potential was divided into 6 main components: marketing potential, innovation potential, resource potential, business potential, digitalization potential and market potential, and the main directions of their development were identified. (Table 1.1).

The study concludes that the competitive potential of the enterprise as an integral element of economic potential forms the economic potential at the strategic level in coordination with the following functional components: production, financial, marketing, organizational, management and innovation capabilities (Figure 1.1).

The formation of competitive potential is a dynamic process, the use of which:

- To expand production capacity in accordance with its growth rate:
- Ensuring that the formation of competitive capacity is consistent with the principles of continuity and comprehensiveness;
- Effective use of competitive potential to meet the demand for products and services as much as possible within the available resource opportunities and to focus on maximizing economic benefits;



**Figure 1.1. The mechanism of formation of the competitive potential of the enterprise and its impact on the overall economic potential<sup>[6]</sup>**

- Achieving full satisfaction of the material potential of the resource potential of the competitive potential;

-Requires adaptability of competitive potential to changes in the external environment.

It follows that the effectiveness of the system of formation and management of competitiveness of the enterprise is determined primarily by the level of capacity utilization, production and sales, product range, quality, market share, sales price and geography and sensitivity to changes in market demand.

In short, competitiveness is formed on the basis of competitive potential, and due to the achieved competitive advantages, its current level reaches the maximum level of potential. If the competitiveness of the enterprise or its services is not at the required level, using the full potential in a given competitive environment, first of all, measures will be developed and implemented to increase the competitiveness and its realization.<sup>[7]</sup>

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## FEATURES OF THE USE OF DIGITAL TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE

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### ABSTRACT

*The article examines the issues of teaching students using digital technologies, which allows you to create an online education system, expand the base of actively used professional vocabulary, analyzes the use of this technology in agricultural education, which allows you to remove the barrier between the student and the university in distance learning and improve the virtual learning process.*

**KEYWORDS:** *Mobile Device, Mobile Reading, Discrete System, Qualified, Agricultural Education, Digital Technologies.*

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### INTRODUCTION

As you know, the development of all spheres of society today is directly related to the development of digital technologies. Information technology is one of the areas of digital technology. Digital technology is a discrete system based on the methods of encoding and transmitting information, which allows solving various problems in a relatively short time.

In order for us to be able to implement the "Digital Uzbekistan-2030" program, in order to fulfill the huge tasks set by the program, first of all, it is necessary to pay special attention to the reorganization of the education system. The main characteristic feature of a modern person is the ability to master the skills of digital technologies, apply them in everyday home and work conditions. In order to provide the economy with workers with digital technologies, it is necessary to introduce these technologies into the education system.

A digital technology in education is a method of creating a modern educational environment based on digital technologies.

In accordance with the Decree No: PP-4421 of the President of the Republic of Uzbekistan "On measures to further improve the activities of the Tashkent State Agrarian University" dated August 19, 2019; the use of innovative resource-saving technologies was identified as priority areas for the further development of agricultural education and science in this higher educational institution and its branches online, training with up-to-date knowledge. This will become an important factor in the training of qualified personnel who, at the same time, are able to work in agriculture with digital technologies, who have mastered international experience, are taken into account at the level of state policy in the training of mature personnel in all aspects of the higher education system. [1]

The use of digital animation in teaching Russian is also an important factor. Digital animation programs allow the creation of visual processes that can be used effectively in the creation of educational films. Using the possibilities of digital technology (sound - image) is necessary not only to improve the level of education of students and young people, but also to involve the bulk in the educational process, which is the main condition for developing the potential of society. The importance and significance of this problem has increased many times and is constantly growing with the transition from individual (one teacher - one student) to mass (group) learning, when the audience is a whole group or audience.

In conclusion, we can say that the active use of digital resources in teaching the Russian language increases the speed of mastering the subject by several times. In this regard, it will be possible to increase the activity of students in the classroom through the use of modern technologies and the widespread use of multimedia tools.

Training of specialists capable of working in agriculture using digital technologies makes it possible to form an Internet education system that directly uses the capabilities of the Internet. In this case, it is advisable to cite the following as the main factors in the development of education:

**Mobile Learning Mobile Reading and Learning:** Hardware and software advances have fueled the creation of tools to create the mobile "smart phones" space. Mobile devices that are connected to the Internet and have the ability to work have become popular with today's computers.

**Cloud Computing:** Over the past few years, the concept of cloud computing and the principle of digitalization have evolved significantly and have become one of the most important technologies in the field of information and communication technologies. Cloud computing in itself is a favorable environment for the use of Internet applications by users: from this point of view, the relevance of their use plays an important role in the socio-political activities of the country, including in the framework of the introduction and formation of e-government.

**One-to-one Computing:** Information media organized at the place of learning are increasingly delivered in a close and listener-friendly manner. The principle of universality of technologies is put forward, which makes it easy to use various devices and objects in various situations (creation of a transparent class based on such as laptop, computer, smart phone, tablet).

**Ubiquitous Learning:** The principle here anytime, anywhere ("anytime, anywhere") suggests an improvement in the length and organization of the traditional lesson: "ubiquitous" - wide coverage of the listener's possibilities through the virtual space.

3D Internet technology is the integration of the Internet and 3D graphics technology, as a result of which interactive 3D content is transmitted over the Internet in real time as a web service. This technology, developed on the basis of the concept of Web 3.0, allows you to create a virtual world using the Internet. The use of this technology in education makes it possible to eliminate the barrier between the student and the university in distance learning and improve the educational process. This makes it possible to unite students from anywhere in the world into a single learning environment and increase the efficiency of the teacher.

Based on this technology, a virtual multimedia learning environment is created.

3D Internet has a number of advantages: Organization of a virtual educational system based on 3D Internet technology allows organizing the following types of education and scientific research:

Become a member of any virtual universities in the world, organize virtual distance learning, excursions, conduct virtual research, purchase virtual books and teaching aids, organize virtual seminars and conferences, organize virtual working groups and projects, etc.

The use of 3D Internet technology in the educational system gives the following achievements:

In conclusion, we can say that the use of these technologies in teaching the Russian language in many ways contributes to further improving the quality of education, the rapid development of modern types of education, increasing the level of literacy of the student and, importantly, the further development of the state.

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## MODERN METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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### ABSTRACT

*The paper considers modern methods of teaching Russian as a foreign language in the educational and professional sphere of communication. The main task of teaching a foreign language, in particular Russian as a foreign language, is teaching the language as a real and complete means of communication. Education should equip future specialists with competencies that will help them successfully realize themselves in a multicultural society, interact with people of other cultures and languages.*

**KEYWORDS:** *Modern Teaching Methods, Didactic Game, Project Practice.*

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### INTRODUCTION

Currently, all areas of educational activity are being updated, which is caused by the reforms taking place in the education system. One of the tasks of the changing education system in Russia is to strengthen the practical preparedness of the future specialist for professional activities. The changes lead higher education to the need to revise the goals, content, forms, and methods of professional training of future specialists. In this regard, in order to increase the efficiency of education, improve the quality of training of specialists, more and more people are talking about the importance of using innovative technologies, developing a variety of teaching materials.

Thus, the authors of the work "Philological Master's in Russia: Yesterday and Tomorrow" E.N. Kovtun and S.E. Rodionova say that the student's activity in the learning process comes to the fore. GEF-3 determines that in the master's program "lecture-type classes ... cannot make up more than 20 percent of classroom classes" At the same time, GEF-3 requires that "the share of classes conducted in active and interactive forms ... in general in the educational process" accounted for "at least 40 percent of the classroom." Thus, the share of types of classroom work that is directly aimed at activating students increases, which creates conditions for the formation of competencies laid down in the standard, both professional and general cultural.

It is no coincidence that the list of master's competencies strongly emphasizes independence, activity, initiative, creativity, responsibility of graduates who have completed master's training" [1: 16].

The main task of teaching a foreign language, in particular Russian as a foreign language, is teaching the language as a real and complete means of communication. Education should equip

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future specialists with competencies that will help them successfully realize themselves in a multicultural society, interact with people of other cultures and languages. The teacher should take into account that the defining approach in teaching Russian as a foreign language is a communicative-activity approach, which focuses language classes on teaching communication, using the language to exchange thoughts [2].

Textbooks, teaching aids, dictionaries, reference books are used as auxiliary materials for teaching Russian as a foreign language. In the modern lesson, a large place is occupied by audiovisual materials, various visual aids, and technical equipment. Tables, pictures, films, computer presentations should be organically included in the structure of the lesson, help to introduce new material, consolidate it and control mastering. Modern teaching methods also play an important role.

The use of the game method of teaching is an interesting and, according to many scientists, an effective method in organizing the educational activities of students; it is a promising innovation in recent years. The study of the use of the game method in the classroom in a foreign language has been and continues to be studied by linguists, methodologists, and teachers. A number of scientists involved in the methodology of teaching foreign languages rightly draw attention to the effectiveness of using the game method. A significant number of scientific pedagogical, psychological and methodological works are devoted to the problem of using games in teaching a foreign language. And this is no coincidence, since the game of adults is a special type of cognitive activity that can serve as a method of learning to communicate in a foreign language, as well as rest during class.

Many modern textbooks widely use the game method in teaching foreign languages. The game contributes to the fulfillment of such tasks as providing psychological preparation for communication in a foreign language, repeated repetition of language material. Being a difficult and at the same time exciting activity, it requires a huge concentration of attention, trains memory, and develops speech.

As you know, in the classroom, the teacher should strive to achieve three main learning objectives: teaching, developing and educational. It is the game that is one of the types of educational activities that allows you to realize all these goals. Despite the large number of works devoted to the problems of game learning, the detailed development of the introduction of game techniques into the educational process, the study of the effectiveness of their application in various training courses is still a serious task of modern methodology. Thus, the problem of using games to form the communicative skills of students of various educational profiles has not been practically studied; the technology of games that form the communicative skills of foreign students in the educational and professional field of communication has not been sufficiently developed [3].

Given the variety of different types of games, this paper focuses on the role of didactic games as an active method of learning.

The characteristic features of a didactic game are its intentionality, planning, the presence of a learning goal and the intended result.

In the lesson of Russian as a foreign language, games are used to solve a wide variety of tasks that can be grouped into four groups depending on the purpose of using the game:

1) To acquire new knowledge (mastery of language competence);

- 2) To consolidate skills (mastery of speech competence);
- 3) For the development of skills in the types of speech activity (mastery of communicative competence);
- 4) To familiarize students with the country of the language being studied, its culture, and the behavior of native speakers (mastering socio-cultural competence) [4].

Language and speech games are held at classes in Russian as a foreign language. An example of work on the introduction of role-playing games aimed not only at the formation of knowledge of Russian as a foreign language, but also professionally oriented, can be the course "Dialogue of cultures in teaching Russian as a foreign language", where the focus is chosen - philological support for the sphere of tourism and socio-cultural service (master's program "Russian as a foreign language").

In the lessons of this course, students work out special thematic vocabulary, speech models offered depending on the communicative tasks that are solved in specific situations. A significant part of the time in the classroom is devoted to role-playing games, when students use real social relationships that operate in the field of work (client and travel agency manager, tourist and hotel manager, tourist and guide, business partners, etc.).

So, after studying the topic "Excursion activity", students are invited to prepare and conduct a tour of the city or the museum. One of the students acts as a guide; the others are tourists who can ask questions during the tour. It should be noted that the student's story is not just a story about the objects of the excursion, but rather the story of a professional guide using the methodology of the excursion: this is a dialogue with tourists, the use of speech turns characteristic of the excursion story: Look to the right, Pay attention to this building, Now we let's go a little further and see...

In the classroom, students act out the dialogue "At the hotel", the participants of which are a tourist and a hotel guide. The tourist has health problems; he needs help with insurance issues. Another type of communicative game is a business game, which is a form of recreating the subject and social content of the future professional activity of a specialist, modeling such systems of relations that are characteristic of this activity as a whole.

In a business game, a holistic form of collective learning activity is implemented on the model of professional activity, since a business game recreates the subject context-environment of future professional activity and the social context in which the student interacts with representatives of other role positions [5].

In a business game, students imitate professional activities that combine educational and professional elements. Knowledge and skills are acquired by them not in the abstract, but in the context of the profession. In the course of the game, the norms of professional and social actions are mastered.

During the study of the topic "Choosing and designing a tour", students are offered a game. Students receive handouts describing the tours. One participant in the game is the manager of a travel agency that organizes holidays in warm countries; the other is a client who wants to combine a beach holiday and excursions. A dialogue between the manager and the tourist is played out, in which information about the tours is used.

At the end of the course "Dialogue of cultures in teaching Russian as a foreign language" a business game is held with undergraduates, during which all the studied material is repeated. All students take part in the games, who act as a tourist, a manager of a travel company, meeting a tourist at the airport, a hotel guide, a tour guide. Description of the actions of the participants in the game: A tourist comes to a travel company to purchase a sightseeing tour. The manager of the company helps the tourist with the choice of the tour, draws up a contract, medical insurance. At the airport, the tourist is met by an attendant who accompanies him to the hotel. The administrator deals with the accommodation of the tourist in the room. The hotel guide conducts an organizational meeting. A tourist goes on a city tour with a guide. The tourist returns and calls the travel company and thanks the manager for the good service.

Professionally oriented learning of a foreign language using active teaching methods contributes to the integration of the Russian language with the chosen specialization, which can significantly improve the quality and volume of students' professional knowledge.

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## STATUS OF DEVELOPMENT OF INNOVATIVE ACTIVITIES OF INDUSTRIAL ENTERPRISES

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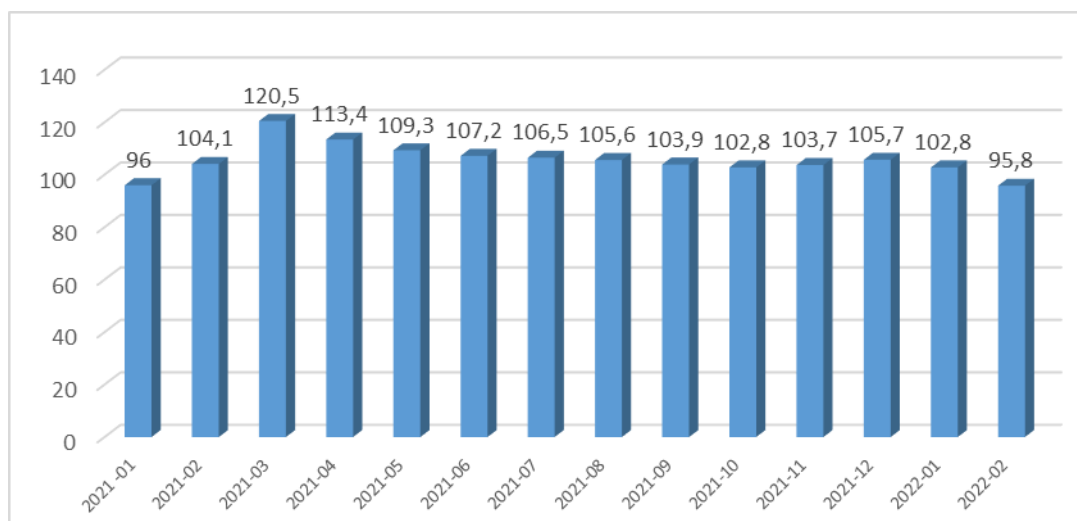
### ABSTRACT

*This article provides an analysis of the state of development of innovative activities of industrial enterprises within the joint-stock company "Uzkimyosanoat".*

**KEYWORDS:** *Market Economy, Innovation, Industrial Enterprises, Innovative Activity, Industrial Products, Competition, Innovative Technologies.*

### INTRODUCTION

The chemical industry is one of the basic sectors of the Uzbek economy and was formed through the construction of enterprises producing mineral fertilizers based on the need to accelerate agricultural production. Industrial products, by their nature, participate in the activities of almost all enterprises of the economy. The consistent development of this industry, in turn, is fully reflected in the dynamics of industrial production.



**Figure 1.1. Production volume of chemical products, (in percent)**

Source: Based on the official website of the State Statistics Committee of the Republic of Uzbekistan. Application date 13.04.2022

The products of the chemical industry are in great demand in all sectors of the economy. In particular, the products of the chemical industry play a key role in machinery, textiles, agriculture, transport, construction and various other areas. (Fig. 2.1)

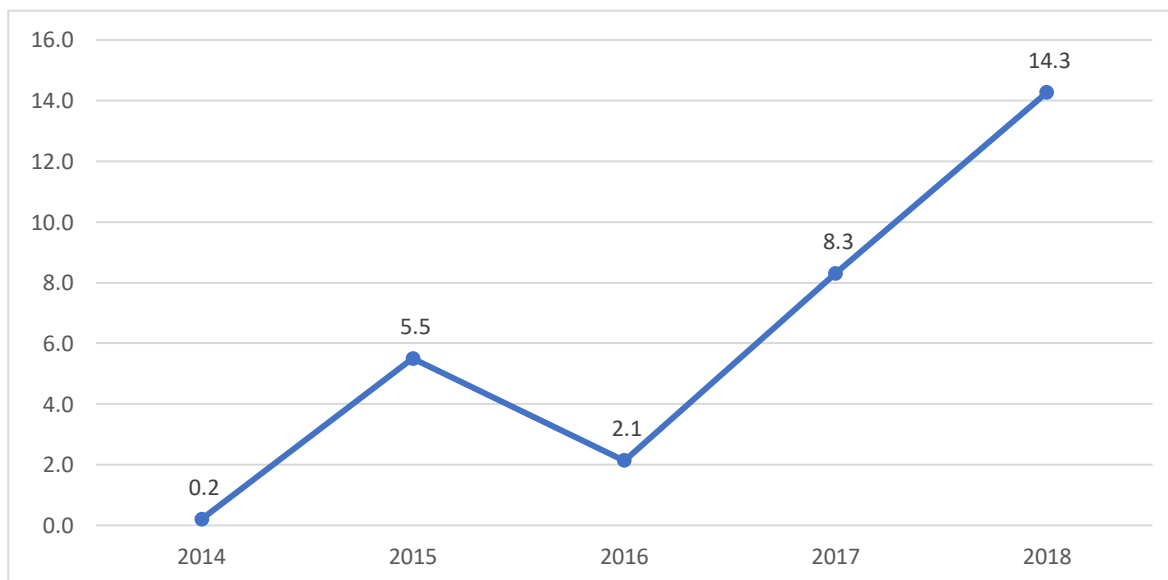
Uzkimyosanoat JSC is the only corporate system uniting chemical enterprises of the Republic of Uzbekistan, which develops and implements production, innovation and marketing programs of chemical enterprises, as well as creates conditions for sustainable development of the chemical industry.<sup>1</sup>

At present, Maksam-Chirchik, Navoiazot and Ferganaazot joint-stock companies produce nitrogen fertilizers - ammonium nitrate, urea, ammonium sulfate. Ammophos, Samarkandkimyo and Kokand Superphosphate Plant produce phosphorus fertilizers - ammophos, superphos, simple ammonium superphosphate, ammonium sulfophosphate and nitrocalcium phosphate. They are supplied with raw materials by the Kyzylkum phosphorite plant. JV "Elektrokhimzavod" manufactures plant protection chemicals.

Depending on the types of products produced by enterprises can be divided into the following production complexes:

- Complex for the production of mineral fertilizers, inorganic substances and chemical reagents for the energy, gold and chemical industries;
- Complex of production of organic chemistry, synthetic fibers and polymeric materials;
- Plant protection chemical production complex;
- Calcined soda production complex.

Today, JSC "Maxam-Chirchik" is implementing an investment project to organize the utilization and processing of waste from the production of caprolactam chemicals. The total cost of the project is \$ 3 million and the implementation period is expected to cover 2019-2022. The positive impact of this project includes measures to eliminate and recycle waste generated during the chemical production of caprolactam products.



**Figure 1.2. Profitability dynamics of JSC "MAXAM-CHIRCHIK"**

*Source: Based on information from JSC "Maham-Chirchik".*

Profitability of JSC "Maxam-Chirchik" in the dynamics also showed a positive growth trend (Figure 1.2). In turn, the company demonstrates the importance of developing comprehensive measures to expand exports of its products, as well as an active policy to reduce imports of raw materials and supplies.

Significant work is also being done at JSC "Maxam-Chirchik" on the development of innovative activities and the development and implementation of innovations. It should be noted that at present, in order to further increase the competitiveness of the company and strengthen its economic efficiency, JSC "Maxam-Chirchik" has launched the development of 23 innovative products.

<b>№</b>	<b>Product name</b>
1.	Catalyst OXK-02
2.	Catalyst ChPS-03
3.	Catalyst SA-SV
4.	Catalyst ChKR-3-06
5.	Catalyst ChKG-06 (ANM)
6.	Urea-ammia kli selitra
7.	Magni y s ulfat i
8.	Magnesium nitrate mixture
9.	Cond instead of magnesite . additional
10.	Antifreeze reagent
11.	Fosfomochevina
12.	Ugleammonium salt
13.	Potassium s ulfat
14.	Sulfomochevin alar
15.	Universal nutrient mixture
16.	Sodium nitric acid
17.	Nitrogen is a sulfur fertilizer
18.	Liquid complex fertilizers NPK
19.	Anti-freeze agent
20.	Fe - Cr - Cu - Mg catalyst
21.	Antinakipin
22.	Anionite
23.	Dirt and corrosion coating

The above innovative products are produced by JSC "Maxam-Chirchiq" and the company's future plans for innovative activities set goals to further enrich the product range.

It should be noted that the creation of innovative technologies for the production of products at chemical enterprises, including JSC "Maxam-Chirchik", the development of high-tech methods of research, extraction and processing of mineral raw materials and resources; rational use and restoration of land and water resources, improvement of the environmental protection system; development of methods and tools to help increase the efficiency of the agricultural system, the creation of chemical fertilizers and additives that help to increase the durability of high-yielding types and varieties of agricultural products; Issues such as the development of energy, water, land and other resource-saving technologies and technical ways to ensure the rational use and recovery of raw materials and resources from the progressive development trends in various sectors of the economy are the main links of the company's priority mission.

In conclusion, we consider it expedient to take measures to further improve the economic activity of JSC "Maham-Chirchik", a leading chemical enterprise in the country:

- Further increase the efficiency of the management system of chemical enterprises, in particular, JSC "Maxam-Chirchik" and the harmonization of goals with the main strategy of the enterprise;
- Establishment of cooperation between organizations and enterprises of the industrial complex on the work performed on the basis of the state order;
- Financing of innovation activities carried out by enterprises and organizations of the chemical industry complex on the state order. In our opinion, this activity will help to more efficiently use the allocated funds, to direct them to the implementation of future technological projects, as well as to prevent the misuse of financial resources for corrupt purposes.
- Increasing the share of expenditures allocated by the budget to finance research;
- Tax exemption of the part of profits and other revenues in the chemical industry, which is directed to innovative developments.

The above proposals will contribute to improving the efficiency of not only the chemical industry, but also all sectors of the economy.

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## EARLY DIAGNOSIS AND TREATMENT OF FUNICULAR MYELOSIS IN V12 DEFICIENCY ANEMIA

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### ABSTRACT

*A clinical observation of a 73-year-old patient with severe signs of funicular myelosis against the background of severe vitamin B12 deficiency is presented. A feature of this case was the long-term preservation of good health and general well-being of the patient, despite the development of a severe degree of hyperchromic anemia in him, the detection in the patient of signs of both normo- and megaloblastic types of hematopoiesis. Administration of vitamin B12 to the patient gave a quick and stable clinical effect.*

**KEYWORDS:** *Funicular Myelosis, Vitamin B12, Deficit, Syndrome, Anemia, Acid Metabolism.*

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### INTRODUCTION

Funicular myelosis (Lichtheim's syndrome) is a pathology of the posterior cords of the spinal cord, which is combined with pernicious anemia and is caused by vitamin B12 deficiency. The basis of vitamin deficiency is the difficulty in adsorption of vitamin B12 in the digestive tract ("starvation among abundance"). The syndrome is combined with pernicious anemia, the frequency of which increases with age and is 0.1% in young people, 1% in the elderly, after 75 years it is registered in 4% of people, in general, it occurs from 1 to 50 cases per 100,000



population [1–3]. In many elderly patients, cyanocobalamin deficiency develops due to the inability to excrete it from food, for example, in atrophic gastritis, when there is a decrease in the secretion of hydrochloric acid and proteases [1, 2].

For the normal metabolism of vitamin B12, such important factors as the presence of the vitamin in food, adequate gastric and pancreatic secretion, intact intestinal microflora, sufficient synthesis of the Castle factor and transcobalamin are necessary [1, 2, 5]. A defect in one of these factors leads to the development of vitamin B12 deficiency, as a result of which DNA synthesis and nucleic acid metabolism are impaired, cell division is inhibited, and nerve tissues are damaged [2–4]. Vitamin B12, closely related to folic acid in its mechanisms of action, plays an important role in metabolic processes, participates in protein, fat and carbohydrate metabolism. With its deficiency, the most pronounced changes are observed in rapidly proliferating cells, such as cells of the bone marrow, oral cavity, tongue and gastrointestinal tract, which leads to impaired hematopoiesis, the appearance of glossitis, stomatitis and intestinal malabsorption. With a deficiency of vitamin B12, megaloblastic anemia develops, a defect in DNA synthesis is observed, affecting all cell lines of hematopoiesis: division and maturation of erythrocytes are disturbed, the number of erythrocytes in the blood decreases, the average volume of erythrocytes increases, neutrophils are also changed - hypersegmented, pancytopenia is often observed. Vitamin B12 is a cofactor for the enzyme homocysteine methyltransferase involved in the conversion of homocysteine to methionine. Methionine is important for the synthesis of phospholipids and the myelin sheath of neurons, so B12 deficiency is accompanied by neurological symptoms (mental disorders, polyneuritis, funicular myelosis - damage to the spinal cord). Zinc balaamin deficiency often develops in the elderly, manifesting as neurological disorders. The accumulation of homocysteine is a risk factor for the development of atherosclerotic changes. Cyanocobalamin, participating in the synthesis of choline and methionine, has a beneficial effect on the liver, prevents the development of fatty hepatosis [4–7].

Patient B., aged 73, was admitted to the department on January 16, 2019 with complaints of severe weakness, rapid fatigue of the leg muscles, which limited mobility to 50–60 meters when walking and one flight of stairs when climbing stairs, severe unsteadiness when walking, loss of appetite, constant feeling of dry mouth. Until January 2019, he felt satisfactory, went in for physical education, regularly participated in city sports competitions in his age group, freely walked up to the fourth floor. On January 6, against the background of severe short-term stress, he noticed rapid fatigue when walking or doing ordinary housework, he had difficulty climbing to the fourth floor. Three days later, he sharply weakened: he could hardly walk 50-60 meters, climbed the stairs with support. Previously observed for chronic gastritis, did not follow the diet. In 2007, fibrogastroduodenoscopy revealed hyperplasia of the subcardial part of the stomach. In addition, fatty hepatosis, microliths and kidney cysts were previously diagnosed. On admission he was in a state of moderate severity. The skin is icteric, the sclera of the eyes are icteric. The patient has a normosthenic physique, satisfactory nutrition. In the lungs, breathing is vesicular with a frequency of 18 per minute, there are no wheezing. Heart rate 76 per minute. Heart sounds are clear, rhythmic. BP 125/80 mmHg Art. The tongue is pink, shiny. The abdomen is painless. Liver along the edge of the costal arch, dimensions according to Kurlov  $9 \times 8 \times 7$  cm. The spleen was not palpable. Defecation and urination are not disturbed.

Neurological status: the patient is conscious, oriented, communicative. The pupils are round, narrow, D=S. Photoreactions (direct and friendly) are sluggish, symmetrical. The pupillary

response to convergence and accommodation is reduced. There is no movement of the eyeballs, diplopia and nystagmus. The face is symmetrical. Tongue in the midline. Swallowing and phonation are not disturbed. Symptoms of oral automatism are positive on both sides. The gait is ataxic. Muscle strength 5 points. Deep reflexes are low, equal. Muscle tone is diffusely reduced. On the left side, Babinski's sign is positive. Performs coordinating tests with a slight intention on both sides. Unsteady in the Romberg position. There are no meningeal signs. On the left, hypoaesthesia from the level of the upper third of the lower leg with a hyperpathic component. Decreased articular-muscular feeling in III-V toes of both feet. Clinical blood test at admission: hemoglobin 72 g/l, erythrocytes  $1.73 \times 10^{12}/l$ , leukocytes  $4.45 \times 10^9/l$ , po box 2%, po box 61.2%, eosinophils 2.16 %, monocytes 8.82%. basophils 0.6%, lymphocytes 25.2%, platelets  $159 \times 10^9/l$ , col. n. 1.25, cf. about. er.  $113 \mu m^3$ , avg. sod. gem. in er. 41.7 pg, hematocrit 19.5%, ESR 24 mm/h, erythrocyte anisocytosis +++ (microcytes, macrocytes, megalocytes), erythrocyte poikilocytosis ++ (schizocytes, teardrop-shaped erythrocytes), segmented neutrophils with hyperpigmented nuclei.

Urinalysis: specific gravity 1025; acid reaction, urobilinogen 66.0 mmol/l, bilirubin 8.6 mmol/l, cylinders were not detected; protein, sugar, ketone bodies, leukocytes, erythrocytes, bacteria were not detected. Biochemical blood test: total bilirubin - 40.8  $\mu mol/l$ , blood urea - 5.6 mmol/l, blood creatinine - 101  $\mu mol/l$ , blood glucose - 4.9 mmol/l, cholesterol - 2.23 mmol /l, triglycerides — 0.54 mmol/l, HDL cholesterol — 0.70 mmol/l, LDL cholesterol — 1.28 mmol/l, uric acid — 234  $\mu mol/l$ , aspartate aminotransferase — 31U/l, alanine aminotransferase — 29 U / l, total protein - 63 g / l, albumin - 42 g / l, calcium - 1.22 mmol / l, potassium - 4.35 mmol / l, sodium - 143 mmol / l, folic acid - 4, 4 ng/ml, vitamin B12 — 54 pg/ml, iron — 18.9  $\mu mol/l$ , homocysteine — 17.0  $\mu mol/l$ , thyroid hormones: T4 St. - 15.2 pmol / l, TSH - 0.72 mU / l, At-TPO < 3 U / l. Coagulogram: APTT — 27 s, fibrinogen — 2.33 g/l, INR — 1.31. No pathology was detected in blood tests for tumor markers. ECG: sinus rhythm, horizontal position of the electrical axis of the heart, intraventricular slowing of conduction, signs of left ventricular hypertrophy. Chest X-ray - no pathology. FGDS: distal non-erosive esophagitis grade 0, cardia insufficiency, atrophic focal gastritis of the antrum, subatrophic diffuse bulbitis.

Colonoscopy: acute splenic angle, chronic internal hemorrhoids, no pathological changes up to the distal part of the transverse colon were revealed. Sternal puncture was not performed in the conditions of the rehabilitation department. Clinical diagnosis: "acquired B12 deficiency anemia of severe degree; hemolytic jaundice; funicular myelosis; glossitis". Treatment was prescribed: cyanocobalamin 500 mcg intramuscularly 2 times a day daily. The patient's well-being began to improve almost "on the needle". On the second day after the injection of cyanocobalamin, the severity of weakness decreased, the patient could walk more than 400 meters without stopping, on the third day he began to exercise. On the third day clinical blood test: hemoglobin 106 g/l, er.  $2.68 \times 10^{12}/l$ , l.  $6.8 \times 10^9/l$ , s/b 1%, s / i 66.2%, eos. 1.6%, mon. 7.6% base 0.5%, lymph. 23.6%, tr.  $300 \times 10^9/l$ , col. 1.18. Wed about. er.  $121 \mu m^3$ , avg. sod. gem. in er. 39.7 pg, hematocrit 32.4%, ESR 8 mm/h, anisocytosis of erythrocytes ++ (microcytes, macrocytes), poikilocytosis of erythrocytes ++ (schistocytes, teardrop-shaped erythrocytes), segmented neutrophils with hyperpigmented nuclei, reticulocytes 12%. One week after the start of treatment: hemoglobin: 115 g/l, er.  $2.9 \times 10^{12}/l$ , l.  $6.3 \times 10^9/l$ , s/b 1%, s/b 59.2%, eos. 2.1% mon. 6.5% base 0.8%, lymph. 31.6%, tr.  $292 \times 10^9/l$ , col. n. 1.15, cf. about. er.  $120 \mu m^3$ , avg. sod. gem. in er. 38.6 pg, hematocrit 36.2%, ESR 4 mm/h, erythrocyte anisocytosis +, erythrocyte poikilocytosis +, segmented neutrophils with hyperpigmented nuclei, reticulocytes 14%. By this time, the patient had increased muscle strength in the legs, motor activity was restored, and

sensory disorders regressed. After 1.5 months. after the start of treatment, a clinical blood test: hemoglobin: 159 g/l, er.  $4.78 \times 10^{12}/l$ , l.  $7.02 \times 10^9/l$ , tr.  $176 \times 10^9/l$ , col. p. 0.99, hematocrit 45.9%, ESR 2 mm per hour, s/i 1%, s/i 57.8%, eos. 2.91% mon. 5.54% base 0.7%, reticulocytes 0.2%. Biochemical blood test: homocysteine — 13.6  $\mu\text{mol}/l$ , vitamin B12 — 920 pg/ml.

Thus, the diagnosis of B12-deficiency anemia in the described patient was based on the features of the clinical manifestation of the disease, the detection of hyperchromic anemia in his blood, vitamin B12 deficiency, and signs of erythrocyte hemolysis. In the given example, the disease debuted with funicular myelosis, manifested by pronounced motor and sensory disorders: muscle weakness in the legs, impaired joint-muscular feeling, and sensitive ataxia. The good clinical response of the body in general and the red hematopoietic germ in particular to the administration of cyanocobalamin confirmed the correctness of the diagnosis.

A feature of this case was an acute, sudden onset in an elderly patient against the background of good health, general well-being, the detection of a fairly pronounced decrease in hemoglobin in the blood, which, apparently, developed gradually, without leading to decompensation, and only as a result of severe stress manifested clinically, the presence of both macro and microcytes in the blood, which indicates the development of hematopoiesis in two directions. The revealed high level of reticulocytes before the introduction of B12 is explained by the activation, possibly final, of compensatory mechanisms.

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## INFORMATION LITERACY AND MAJOR ISSUES IN RESOURCE DISTRIBUTION

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### ABSTRACT

*The ability to use information effectively is essential to a lifetime of learning. It can be found in all fields of study, in all types of classrooms, and at all educational levels. It allows students to become more self-directed and in charge of their own education by helping them grasp information and broaden their studies. Having the capacity to "recognise when information is required and having the ability to seek the relevant information as well as assess and apply it effectively" is what we mean when we talk about information literacy. In today's world of fast technological development and an overabundance of information resources, it's critical to be well-versed in information literacy as well. An ever-increasing complexity in this environment has resulted in an ever-expanding option for people to make when it comes to acquiring and using knowledge. Libraries, community resources, special interest groups, the media, and the Internet all provide access to information, and more and more of that information is being made available to the public in unfiltered formats, raising concerns about the validity, authenticity, and reliability of that information. A new set of difficulties arises when analysing and comprehending information that is accessible in several forms such as visual and auditory as well as written. Society faces a wide range of issues due to the ever-increasing volume and quality of information. To become a better educated populace, one must have the ability to utilise knowledge effectively, not just access to information.*

**KEYWORDS:** *Information Literacy, Digital Resource Management, Information Dissemination.*

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### INTRODUCTION

A person's information literacy has a wide range of ramifications for themselves, their schooling, and their community as a whole. People who have a strong grasp of information technology are able to employ a broad range of tools to attain academic, work-related, and personal objectives. Those that are knowledgeable about information must also have a working knowledge of technology [1].



**Figure 1: Key Aspects of Information**

Despite the fact that information literacy and IT abilities have a lot in common, it is a separate and more expansive field of expertise. Information literacy and information technology are increasingly intertwined and complement one another. Fluency with information technology is the focus of a 1999 study from the National Research Council, which provides a framework for understanding the links between information literacy, computer literacy, and overall technical competence. When it comes to computer literacy, the emphasis is on memorising particular hardware and software programmes, but "fluency with technology" emphasises knowing the underlying principles of technology as well as problem-solving and critical thinking in the context of utilising it. Information technology fluency and information literacy are also discussed in the paper. For example, whereas "information literacy" focuses on a thorough grasp of material and communication, "information technology fluency" is more concerned with a graded, progressively adept use of technology [2].

Computer fluency may need more than rote memorization of hardware and software, but it's all about the technology, not the person who has it. When it comes to knowing how to find, evaluate, and use information, an intellectual framework known as "information literacy" refers to the ability to do these things with a combination of technical expertise, sound investigative methods, and, perhaps most importantly, critical judgement and reasoning. Information literacy is a set of skills that can be acquired via the use of technology but are not reliant on it in any way.

Those who are information literate may do the following:

- Determine how much data is required
- Obtain the information you want in a timely and efficient manner.
- Review and critically evaluate the sources of information
- Add relevant facts to one's own library of knowledge.
- Achieve a certain goal by properly using knowledge.

Become familiar with the economics, legal, and social concerns related to information use, and utilise and access information ethically and lawfully

### **Interdisciplinary studies in the field of Information Literacy**

Higher education's primary goal is to cultivate lifelong learners. Colleges and universities provide the groundwork for students to succeed in their professional lives, as well as in their civic duties as informed citizens and members of their communities, by helping them develop the reasoning and critical thinking skills necessary for lifelong learning. Lifelong learning is made possible in large part by a person's ability to use and understand information. Learners may practise self-directed research as they enter internships, first jobs, and more responsibility in many areas of life via the development of information literacy competence [3]. Several regional



and discipline-based accrediting groups now consider information literacy to be a major outcome for college students since it improves students' ability to evaluate, manage, and utilise information.

There are a variety of ways for students who are not on conventional campuses to have access to material, and dispersed learning technologies allow for teaching and learning to occur even if there is no one else there. For those promoting information literacy in distance education courses, the issue is to provide an educational experience for students that is equivalent to that given on conventional campuses in terms of learning about information resources. Distance learning students should have the same information literacy skills as "on campus" students.

Faculty, librarians, and administrators must work together to integrate information literacy into the university's curriculum, activities, and services, as well as its daily operations. Faculty set the stage for learning by delivering lectures and encouraging students to participate in discussions. In addition, professors encourage their students to go into the unknown, provide advice on how to get the most out of available resources, and keep tabs on their progress [4]. Among their various responsibilities, academic librarians oversee the selection of appropriate intellectual resources for use in classes, research, and other campus initiatives. They also manage and preserve libraries' extensive holdings, as well as their many points of access to information. Administrators help academics, librarians, and other information literacy professionals collaborate and grow their skills by establishing programmes, managing budgets, and providing continuous funding.

### **Pedagogy and Information Literacy**

Student involvement in "framing of an important topic or group of questions", "research or creative investigation" to discover answers and "communication skills to explain the findings" are all recommended in the Boyer Commission Report on Reinventing Undergraduate Education [5]. When courses are designed in this manner, they foster learning settings where students are encouraged to ask questions, solve problems, and use critical thinking skills. Such contexts need the ability to use information effectively.

Gaining proficiency in information literacy opens up a world of self-directed learning for students, allowing them to explore a wider range of topics, ask more insightful questions, and improve their critical thinking abilities. In order to become proficient in information literacy, students must grasp the concept that this set of skills is integral to the course material and is intertwined with its content, structure, and sequencing. It is also possible to increase the influence and effect of student-centered teaching approaches such as problem-based learning, evidence-based learning [6], and inquiry-based learning via the integration of these subjects. Student reasoning is aided by instructors and others in problem-based techniques, allowing them to better comprehend course material. As a result of problem-based learning, it is essential that students develop critical thinking abilities, which require them to utilise information from a variety of sources and forms in order to learn.

Individuals have a wide range of alternatives for obtaining the information they need for their investigations. For example, you may use a library's information retrieval system or databases that can be accessed from any place using a computer. Another alternative is to choose a technique of observation that will allow you to directly observe the phenomenon. Physical examination is commonly used by doctors, archaeologists, and astronomers to discover certain occurrences. Researchers in these fields often use statistical software and computer simulation tools to construct artificial environments in order to study the interactions between various



phenomena.. It is important that students have the opportunity to explore, evaluate, and manage information from a variety of sources and research methodologies as they go through their undergraduate and graduate degrees.

Literature evaluations on information literacy in the educational library sector have become a common occurrence. These evaluations include Bruce (2000), Bawden (2001), and Corral (2007), all of whom looked at information literacy in the context of higher education. Both Johnson and Jent (2005 and 2007), as well as Johnson et al. (2007), have looked at the literature in connection to information literacy teaching from 1973 to 2002. Hughes et al. (2005) have brought Bruce (2000)'s work up to date by looking at the changes in Australian research and practise in information literacy. Virkus (2003) has studied information literacy from a European viewpoint across the world. In light of the breadth of these assessments, this chapter does not try to be comprehensive in any manner. Instead, a wide variety of works have been chosen for this chapter in order to highlight the contemporary thinking and practise of information literacy in the higher education and academic library scene [7].

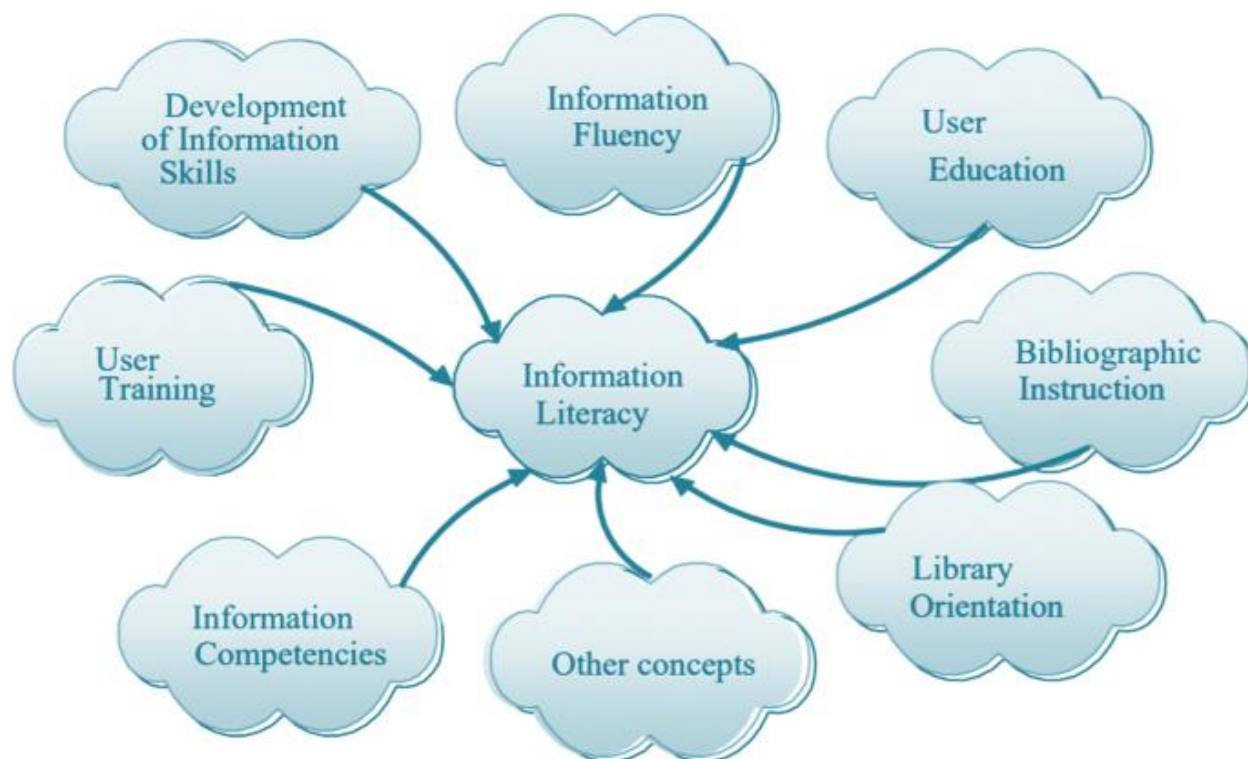
Research in higher education and academic libraries shows that the practise of information literacy is constrained by a landscape with clearly defined users and affected by attitudes and conflicts connected to learning and teaching in educational contexts, as indicated above in the reviews. Each landscape (primary, secondary, and higher education) is driven by its own discourses and practises when it comes to information literacy. As a 'social arena in which shared understandings are expressed in language, social activities and structure' discourses are defined (Fletcher, 1999,p. 143). Regulation of practise, norms, customs, and organisational structures is accomplished mostly via speech (Mills, 2003).

In academic librarianship, the focus on effective information access and operationalization by the person has led to discussions about what information literacy is and how it should be expressed and practised in this environment. Advocates who see information literacy as a skill-based literacy view it as a set of knowledge and abilities needed to conduct an effective search for relevant information. A different school of thought views information literacy as multifaceted phenomena that serves as a stimulus for learning. As academic librarians and educators, we are well-versed in the research and critical thinking processes. Additionally, there are disagreements in the literature on whether or not information literacy should be taught as a stand-alone specialisation or integrated into other disciplines.

An early emphasis on orientation and bibliographic instruction (how to utilise the library and its resources) was followed by a shift toward user training as the field of information literacy education progressed. In the literature, you may still find examples of this strategy. Interest in incorporating information literacy techniques into education has grown in recent years. This helps to explain the phenomenon's many facets while also emphasising important aspects like self-reflection and critical thinking [8].

Differences in epistemology and methodology impact how information literacy is investigated and hence understood, leading to this conceptual divergence in information literacy (e.g. behaviourist versus constructivist or quantitative versus qualitative research approaches). Librarian practitioners who prefer to concentrate on the development of good searching abilities, and academics who focus on information literacy as part of the learning process, have found themselves at odds with one other.

The notion and study of information literacy were seen by academic librarians in the 1980s and 1990s as inextricably related to print. Digital literacy and other ICTs are increasingly being connected to the phenomena, however, as the Internet and digitised and 'born digital' content have grown in popularity [9]. Librarians have a unique opportunity to move the conversation about information literacy beyond the classroom to the whole university, making it a mandatory requirement for graduation and a core skill of every student (Corrall, 2007, 2008).



**Figure 2: Information Literacy**

Information literacy has been seen in a variety of ways by academic and professional groups (Bruce 2000). Standards and frameworks for information literacy have been produced by a number of library groups and universities. ACRL 2000, the Australian New Zealand and the Institute for Information Literacy are a few examples of these standards (ANZIIL)

Framework for Information Literacy and the Seven Pillars of Information Skills Model created by the Society of College, National and University Libraries in the United Kingdom (Bundy 2004). (SCONUL 1999). Guidelines and frameworks have been developed in light of the idea that information literacy is a composite of several abilities and attitudes. Relational views of information literacy, however, will guide this project. Ten years ago, Christine Bruce began promoting a new way of thinking about information literacy. Using the user's viewpoint and depicting interactions between the user and their environment, relational approaches to information literacy are anchored on the user experience. An information-literate person, according to this definition, is one who values information and its usage, examines information critically and develops a personal information style [10]. (Bruce 1997, p. x). An information

literate person is one who is able to rely on several ways of experiencing information usage in order to learn (*italics added*) as described by Bruce (2008, p. 6).

She argued that the emphasis on 'learning,' as opposed to other similar disciplines of study like information seeking and use research or information behaviour research, is what sets information literacy apart (Partridge, Bruce & Tilley 2008). Bruce (2008) developed the notion of 'informed learning', which expands on her previous work in the field of information and learning further. 'Informed learning,' as defined by Bruce (2008, p. 6), is founded on the premise that information is everything that a person perceives as informative in their life. Learning is discovering new ways of looking at the world. In order to make use of information, people adopt information practices (i.e., the actual procedures and circumstances in which it is applied). In other words, being literate in information is being able to rely on a variety of various methods to experience and learn from the use of knowledge [11].

It is possible to argue that evidence-based practice serves as a 'vehicle for informing learning' in this context (Bruce 2008, p. 98). It sheds light on how professionals utilise information in their working lives to improve their skills and knowledge. This chapter investigates the link between evidence-based practice and information literacy by examining how library and information professionals perceive evidence-based practice in their everyday work practices.

ICT (information technology) literacy refers to a person's capacity to acquire and apply information in multiple forms, particularly in circumstances requiring decision making or problem solving. Students will need to be proficient in all four of these areas, as well as have good oral and written communication abilities. Academic achievement, career success, and civic engagement as informed members of society are all dependent on one's ability to effectively navigate the informational environment in which they live and work.

## **Results of Information Literacy**

Using a broad variety of search tools, properly interpreting results, and finding authoritative material relevant to the issue, develop and implement an effective research approach. Analyze the collected data to determine its usefulness, quality, authority, and trustworthiness. Utilize knowledge in a moral and legal manner. The capacity to understand when information is required and then to find, assess, and make efficient use of that knowledge is what is meant by "information literacy" (Association of College and Research Libraries [ACRL], 2000). More and more people are accessing knowledge in an unfiltered manner through libraries and community resources as well as via the internet. This raises problems regarding the material's validity and dependability. Lifelong learning is predicated on becoming literate in the digital world. It can be found across all fields of study, as well as in all educational settings and at all levels.

## **CONCLUSION**

There are plethora of ways to get information, including written text, television, video, the internet, library databases, and more. As a means of being information literate and critically thinking about the information that these technologies give, one must know why, when, and how they should be used. Teaching and learning about a wide variety of information sources and forms is at the heart of IL. The terms "Information- and -Literacy" refer to the same concept. Literacy refers to one's capacity to read, write, and comprehend info that has been arranged. The ability to read and write is a fundamental aspect of information literacy. That's what it means to be "literate" in the sense that you can read, write, and comprehend. However, in a computer and network setting, the capacity to acquire, analyse, and utilise information effectively is what we

mean by "information literacy." Knowledge society progresses as a result of people's capacity to recognise the need for and seek, access, utilise, analyse and evaluate information in order to make rapid and correct decisions.

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Each research paper/article submitted to the journal is subject to the following reviewing process:

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2. The articles passed through screening at this level will be forwarded to two referees for blind peer review.
3. At this stage, two referees will carefully review the research article, each of whom will make a recommendation to publish the article in its present form/modify/reject.
4. The review process may take one/two months.
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