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### **VISION**

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

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## IMAGERY AND INTERPRETATION IN THE STORIES OF ZULFIYA QUROLBOY'S QIZI

Egamberdiyeva Kamola Ibroximovna\*

\*PhD Student,

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

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### ABSTRACT

*Zulfiya Qurolboy qizi's stories and novels are among the works of Uzbek literature that are interesting, touching, convincingly embody the realities of life and human nature, and boldly raise complex issues of life. The fact that the works of Z.Qurolboy qizi have risen to the level of a serious event in the literature determines the relevance of the topic of this article. By gradually studying the creative maturity of Z.Qurolboy's qizi from the moment she entered the world of creativity to the present day, an attempt was made to show the peculiarities, successes and shortcomings of her prose works. Another important feature of Z.Qurolboy's qizi's prose is that she is doing creative research to create truly perfect novels. Many of his stories deserve to be considered one of the best reasons to strive for beautiful and moving prose.*

**KEYWORDS:** *Story, Image, Plot, Tahir, Hulkar, Space, Period, Method, Approach.*

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### INTRODUCTION

In literary creation, motivation comes after images. Motivation means justifying and justifying the activity of images. The writer should describe the characters in such a way that the reader should be convinced that their actions are understandable and logically correct.

Images move in a certain space on a certain basis. Space is a very relative concept. It can exist completely disconnected from real life, only in the dimension required by the logic of the image. Fictional characters live in this world, not in the universe like the people who read them. They are always on the move and feel their responsibility towards the world they live in. Space is the point of emergence of events, a different way of showing human life. If Hulkar lived not in Tashkent, but in Navoi, and Davron lived in Margilon, they would be completely different people from the point of view of their relationships.

Another component of a work of art is the plot, which provides information about the events that happened with the characters in the work. The plot consists of events that happened during a certain period of time. There is no established procedure for telling and revealing events.

The system of interactions and relationships between the characters that make up the essence of the work is called a plot. The plot consists of several components. These are exposition, knot, development, climax and resolution. The place where the events took place, the social landscape of the time, the environment in which the character grew up, the description of the conditions is exposition. The process of development of events in the plot after a node is called the development of events. Climax is the peak of the process of these events. the solution is the resolution of the knot placed at the beginning of the story, the end of the story. The real events



chosen by the creator, the generalization of the problems he covered are the subject of the literary work.

The idea and purpose of a work of art will be its subject. Theme develops the connection between image and plot. The subject can warn the reader and guide him to live better. Serious writers are in favor of using expressions that reflect life excitement in their works. A good story makes the reader agree with the author and brings the reader to his conclusion.

Style is the way a writer uses words and sentences creatively. In a broader sense, it is the writer's intuitive determination of which word corresponds to which word, which chapter should be followed by which one. And it is this aspect that distinguishes the work of one writer from another. And the ending of the work in such a way that the reader can say "This is the work of so-and-so" from the very first words shows how much the author has written, his style is unique and sincere. The author's signature is immediately noticeable in the works of Zulfia Qurolboy . Whether it is a story or a novel, the words used, the lines given to the characters, the ending of the events immediately reveal the author.

It is typical for a writer to depict the world as he sees it, without any bright colors or smoothing. His works do not end well, as the reader is used to and expected. In almost 80 percent of the works, the main character gets into an unpleasant situation and becomes a victim of that situation. For example, in the novel "Whirlpool of Troubles" the main elements that appear today are prominently displayed. That is, everyone is busy with their livelihood, everyone is trying to earn money, and everyone has nothing to do. The work is written in a light and adventurous spirit, and the narrator treats himself and other characters with pity. The work fully illuminates human tragedy.

Zulfia Qurolboy's qizi leaves it up to the storyteller to create the character of the characters and reveal their psychological state. He himself does not interfere in the development of events, does not interfere with literary logic, and describes everything as much as possible. In this, he focuses on the extent to which the narrator's speech can express the mental state of the characters. In creating portraits and showing mental states in them, the writer used realistic images and realistic colors:

***“Ikki kundan keyin barakda yana bir kishi paydo bo‘ldi. Bu Kamoliddin edi. Ikki qo‘li, ikki oyog‘i yo‘q, maxsus aravachada o‘tirgan yoshgina yigit... g‘uladan farqi yo‘q edi. Tilli-jag‘li g‘o‘la...***

***.... Gapirayotgan “g‘o‘la”ga qarash og‘ir edi”.***

This method of expression allows the creator to convey his thoughts and feelings to others in the way he feels, and to create the same feelings in them. This is the task of original literature. The writer very effectively uses language, which is a tool for communicating ideas, as well as a tool for creating and organizing ideas. It is because of the language, the words used, and the manner in which they are used that Zulfia Qurolboy was able to make the characters of the works of her qizi treat the readers as if they were writers. The reader, like the author, sometimes looks at Nasiba with pity, sometimes he stiffens his neck, although he hates Donish, he also feels sorry for him, and he deeply grieves for the girl whose life was ruined, and for Husan, who died prematurely.

It is known that the way a writer chooses to express his thoughts is his style. For example, someone eats soup with their hands, someone with a spoon, someone hot, someone cold, etc.

From this point of view, Zulfia Qurolboy's style of the girl is dominated by a very realistic image mixed with cruelty. Of course, not all works of the writer are as full as "Ayol" and "Tafakkur" and are finished in this way. But in all of them, at least one character or a scene has a brutal tone, like real life itself.

Let's prove our point with the following passage taken from the novel "Whirlpool of Troubles":

*“Men uni payqamagandek indamadim, shunda u shu qadar qizarib–bo‘zarib, g‘azabdan qaltirab ketdiki, iloji bo‘lsa, dast ko‘tarib uloqtirib yuborsa yoki yerga yumalatib koptokdek obdon tepkilasa, toptasa, keyin tovonlari bilan xumordan chiqquncha ezg‘ilab, abjag‘imni chiqarib yo‘q qilib tashlasa!”*

Although the quoted passage consists of 37 words, the reader can read it easily and quickly without excessive strain and pauses. In general, even though such long sentences retain their intensity and tempo, they are characteristic of the work of Z. Qurolboy's qizi. Such sentences can be found in all of his stories such as "O, Hayot", "Momo Havo", "Tafkkur", "Death is nothing", "Life in the guise of a woman", "Hilola":

"I have learned very easily during my life in the barracks what I did not do in my life, that is, a person who used to be disgusted by tobacco smoke will go to the other side of the street when he sees vodka." Although I have become a pianist who drinks alcohol without adding water, a very poor person who is afraid of hurting someone, a puncher who burns at the slightest word, I still do not speak politely to a stranger. I was a fool who could not learn to sit and hunt."

Although the above passage also consists of 68 words, it can be read without interruption with one beat and does not cause any problems to the reader. The writer has achieved this through effective use of identifiers, avoiding taffetologies, skillfully typing coherent sentences. The artist knows how to embody the portrait of the hero. In this, he uses words that reveal the nature of the hero very carefully and appropriately: *“Kamoliddin hayrat bilan yuzimga tikildi:*

*Nahotki? Nahotki men yanglishgan bo‘lsam? Men-a?!”*

The main characters of Zulfia Qurolboy's works are closer to the spiritual sphere, sometimes creative. Hulkar Armon in the novel "Prisoner of Armon" is a colleague of the creator. As is typical of talented people, he is sensitive to emotions, it can be said that he should be a person who lives on the edge of emotions, he should not care about the opinions of others, livelihood, earning a living, in general, the whole world, he should only think about his own heart. But the main character is a woman and a MOTHER in addition to being a creator. He has the responsibility to make a living, to raise children as well as others, to make them healthy and full-fledged members of society. That's why he goes against himself and breaks me. He trades in the market, and for money he writes light stories for the newspaper. Although he realizes that he is losing himself more and more, his duty to his children drives him.

Z.Qurolboy's qizi puts a word under the word and writes a meaning, which forces the reader to search, not to miss any expression, to read the work carefully and not to miss anything, increases his literary level. Thanks to this way of expression, the reader immediately understands that the narrator and his roommate in the novel "Whirlpool of Difficulties" are guests of the capital, people from distant regions who once came to Tashkent with a dream. This can be understood from the dialectal words used by the narrator in his speech, such as "qovzonganday", "oshna", "sahroyi", "jigit", "istansa". The writer effectively used this method in almost all of his works that are the object of our research. He was able to embody all the heroes in front of the reader's

eyes with the help of a hidden meaning at the core of the expression, without giving any description to anyone. It is true that the appearance of Hakim Nazarich, Damir Polatovich, Ksenia, Gulrukh, especially Russian women, is described in the novel "Whirlpool of Troubles". However, the writer presented these portraits as an opening that helps to reveal the logic of the inner world and attitudes of the heroes. Z.Qurolboy does not write about the complications of the heroine's life, her worries, and her life in situations from which it is impossible to get out, in order to make the reader feel sorry for her and make her cry. Writer shows a living person with good and bad, strong and weak, good and ugly sides. In his works, the hero is always moving and changing. In general, showing the dynamics of human personality in the vortex of suffering is one of the main features of Z. Qurolboy's work.

In this regard, the novels "Whirlpool of Troubles" and "Prisoner of Armon" are particularly noteworthy. Davron, Safar, Hulkar Armonu Donish, and Nasibas are in many ways similar to all young people who come to the capital in search of happiness. Romance, desire, longing, delusion, fatigue, regret, dream are all familiar feelings that occupy the hearts of thousands of people around us every day. That's why the reader sees the characters as close to him, truly understands his problems, looks for a solution together with him, and suffers if he doesn't find it. The crazy passion for knowledge, the great endurance of Fate, Hulkar Armon's futile attempts to distance himself from his identity, Davron's unreasonable belief that everything in life will fall into his tracks without any effort - all this leads to a change in the attitude towards such people around him, to some extent it leads to pity and realization. The hero of "Whirlpool of Troubles" is an unhappy lover who has achieved great love, and because of this, he is suffering from the danger of losing it, and is even sad to the point that his whole life is derailed. It is natural. Because only true feelings truly disturb and torment their owner: *"Oxirgi o'ydan esxonam chiqay dedi. Axir....men endi hayotimni Gulruhsiz tasavvur tasavvur qilmay qo'ygandim..."*

*Birdan behad taranglashgan asab tolalarim tars yorilib, tubsiz jahannam qa'riga qulaganday his etdim o'zimni. Qo'rquv va xavotir — mana shular meni qulatdi. Dunyoda millionlab ko'z ko'rib ishonmaydigan mo'jizalar yaratilgan-u, nima uchun o'limning chorasi topilmagan?"*

The originality of the author can be seen in the choice of the names of the characters in the story. For example, characters such as Nafisa in the story "Ayol" and Hilola in "Hilola" are remembered for their resemblance to their bodies. In addition, it is clearly felt that in the stories there are symbols corresponding to the mental state of the hero. For example, the description of "white light" in the story "Death in the guise of a woman" seems to be a hint of the inevitability of the hero's death. Because the author wrapped it in white, that is, a shroud, in the prologue. Most importantly, the author embodied a new theme and unique character in this story. The main character of the story is Mulla Ashur, who suffers from childlessness. With this, he falls for a woman's trick and makes himself infamous. From the actions of Mulla Ashur, it can be concluded that the mullah is not a mullah, but a real mullah who has been able to heal his pain. This story helps to understand that no matter who a person is, he should have both good and bad qualities.

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## UZBEK PROSE PORTRAITS OF THE INDEPENDENCE PERIOD

Ulug'bek Hamdamov\*

\*Professor,  
Doctor of philological sciences,  
Head of the Department "20th Century,  
Process", Institute of Uzbek Language, Literature and Folklore,  
Uzbek Literature and Current Literary,  
Academy of Sciences of the Republic of UZBEKISTAN  
Email id: ulugbek1968.68@mail.ru

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### ABSTRACT

*The article analyses the great changes that took place in national literature, especially in prose, and their nature after Uzbekistan gained independence (1991). It also talks about the tasks of literary generations who are actively creating during this period.*

**KEYWORDS:** *Independence Period, Modern Prose, Literary Generation, Literary Memory, Artistic Thinking, Synthesis, Universal And Universal Criteria, Changes In Content And Form.*

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### INTRODUCTION

More than 30 years have passed since Uzbekistan became independent (1991). This is an opportunity for a generation to be born, come of age, and stand in line. So, the processes of change in worldview are taking place. The foundation stone for changes was laid in 1989, when our mother tongue was given the status of the State language. These processes are events related to the realization of national identity, which has not stopped from the first days of independence until now. The changes made serious changes in the artist's artistic thinking. Their essence is that the artist's thinking was freed from the entanglement of ideology alien to the nation's mentality. At the moment, on the one hand, he has read and mastered, on the one hand, holy books such as the Qur'on, Injil, Torah, and Psalms, great masterpieces of the East, and on the other hand, unique works of philosophy and literature of the West and, in general, the whole world. In addition, he felt the freedom of choice and expression of the subject. As a result, the artists of the Independence period began to write works that are considered the great blessing of independence - the fruit of free thinking. The main ones of these works are certainly not fragments of tradition, but rather, they were born and continue to be the continuation of that series. At the same time, the fact that it manifests itself as a product of free artistic thinking (as a whole system, that is, as a whole system) makes one very happy. Today, the creator of our country focuses his point of view, as in ancient Eastern literature, on the world sugro - Man, his heart. And complex internal processes are not only written down by means of narration (because there is such a way, it exists and it is very natural), but at the same time, relying on universal and universal criteria, they put it on paper and turn it into art with the help of **Majoz**. Because literature, by its nature, is different from, for example, the subject of history. If history is a chronicle of the activities of states and societies, mainly from the outside, literature is more a picture of the activities of a citizen of these states and societies, taken from the inside. In this sense, they complement each other as they draw strength from each other. Today, general scenes of Uzbek prose of the Independence

period can clearly attract the language of not only the ordinary reader, but also the most demanding specialist in the field. Because it is very diverse and promising. Diversity is the coexistence of various trends in literature based on mutual tolerance, while optimism is determined by the free thinking of the creator who created this diversity.

Today, the world lives in a mood of renewal and change. Therefore, the person of today is not the person of yesterday. Of course, he did not take off his human clothes and completely change his appearance. Man still sees, understands, and feels the world through his five senses. He still rejoiced at the good as he did yesterday, and was not saddened by the bad as he did yesterday. Regardless, many aspects of his worldview and attitude towards the world have changed. These evolutions were and are being reflected in world literature in one form or another. In other words, he seriously affected the level of artistic perception of the world. In particular, great changes took place in the thinking of each member of independent Uzbekistan. Great Uzbek poet Abdulhamid Choʻlpon wrote in the preface of the 20th century, "The same, the same, the same... the heart seeks something new", and he laid the foundation stone of a large and rich literature worthy of being called new together with his fellow professionals and patriots such as Behbudiy, Hamza, Fitrat, Qadiriy was.

In the world of literature, such updates are needed again today, because the world and people have not stopped changing even for a moment. After all, only literature and art, which have stepped side by side with their time and put a diagnostic finger on its throbbing arrow, have the right to live.

Today, in the world of literature, the process of synthesizing, crossing the boundaries of genres, and making various experiments is going on rapidly. Consequently, the need and desire for renewal has covered all aspects of our artistic, aesthetic, philosophical, and scientific outlook. The first sign of the time we live in, which is directly related to fiction, is that it is far from ideological oppression. Consequently, Uzbek literature of the period of independence was a product of freedom of artistic and aesthetic thinking, which gave its first fruits in the fields of prose, poetry, dramaturgy, literary studies. Below we will try to imagine prose scenes. Uzbek literature has been developing on the ground of the rich artistic heritage of the East for many years. From the beginning of the 20th century, along with this national literary heritage, he rapidly assimilated the best examples of world artistic thought and entered a new era based on this synthesis. As a result, new shoots sprouted from the thousand-year-old azim tree of our literature: the foundation of the direction of novel writing, the creation of a completely new Uzbek poetry in terms of content and form, and the creation of dramaturgy are proof of our word. But unfortunately, such good works, which started with great global hope and potential, were curbed by the ideology of the Shura period and were put into certain patterns and styles for seventy years, literature and art were not left in their own state: looking at the world through a small hole and expressing only what was seen from here permission was granted. Finally, in 1991, our country became independent: our minds and hearts could breathe without the influence of the ruling ideology. In this sense, if we say that the real freedom in the world of artistic thinking is related to the period of Independence, we are not saying an empty statement, but an existing reality.

Thus, as fruits of free thinking, artistic works of various genres began to be written one after another. To sum up, Uzbek prose of the period of independence is the product of that free thinking according to its content and form.



During the period of independence, along with senior generation representatives such as S. Ahmad, P. Qadirov, A. Muxtor, O. Yoqubov, Sh. Xolmirzaev, A. Azam, E. Azam, X. Dostmuhammad, N. M. Raufxan, N. Norqabilov, Sh. Botayev, N. Eshonkul, S. Vafo, N. Jaloliddin, S. Onar, A. Yo'ldoshev, I. Sulton, L. Borixon, Z. Qurolboy, Q. Norqobil, I. Shomurod, U. Hamdam, who have passed their fifties and sixties, and are considered to be almost equal to independence, and dozens such as N. Chori, J. Kengboyev, N. Ibrahimova, X. Safarov, J. Jovliyev, F. Alimardon, S. Quronov, A. Malik, M. Tilavova, B. Robiya as we bring young poets to our eyes. We are pleased to note that today we have the opportunity to get acquainted with the prose, which is the product of the outlook, mood and artistic thinking of four literary generations.

Uzbek prose of the period of independence is being updated both in terms of content and form. I would like to draw your attention to a very interesting aspect: while in the last century, the latest updates in artistic and aesthetic thinking took place in the 60s and 70s of the 20th century, in the bosom of verse, by the 21st century, this work is being carried out precisely in the breadth of prose. That is, Uzbek prose has finally overtaken Uzbek verse in terms of accepting the world artistically and aesthetically and turning it into works of art. It is pleasing to see that the ranks of our writers in modern Uzbek prose, whose styles differ sharply from each other, are expanding. The reason for this is that, unlike yesterday, our writers see the world and reality not in the same color, but in different ways and reflect it based on their creative credo. Among modern prose works, there are those written entirely in traditional ways (realism), presented as the product of deep symbolic thought (symbolism), and presented as the fruit of renewed artistic thought (modernism, postmodernism, metamodernism, metarealism). This feature is not only the main characteristic feature of today's Uzbek prose, but also of the Uzbek literature of the Independence period in general, and deserves to be evaluated as its great achievement and opportunity.

Another important aspect of Uzbek prose of the independence period is the development of themes and content. Day and night, the theme of Uzbek literature was mainly related to the Uzbek's own pain (in other words, the problems of the Empire). This was especially evident in our prose. (It should be noted that in the poetry of the generation of the 20s, 60s and 70s, there was a tendency to think on a global scale). If you carefully read modern Uzbek prose, you can be sure that today's Uzbek writer is interested not only in the pain of his own nation, but also in the atmosphere, mood, problems and concerns of the wide world, consisting of East, West, North and South. Because the world itself has already turned into a complete eco-psychological field, the sensitive soul of the artist is seeing, feeling and listening to the surroundings, recording its main features in his heart. In addition, there is a forward-looking creative person of our time, who is inclined to think in global dimensions. Not only inclined, but when the time comes, it is forced and even doomed. The fact that the pain of the Uzbek is not only his own pain, that he, as an individual and society, is a part of the infinite world, that his pain is related to the world, and that the pain of the world is also the pain of the Uzbek is clearly reflected in the stories of recent years. Mavridi has come - let's say, when we raise our literary threshing floor for the next twenty years, the summaries show that Uzbek prose, especially in the case of a small genre - short stories, has already entered its period of great renewal. Yes, today we repeat without hesitation: our modern prose has been able to embody the main trends and changes in Uzbek and world literature. A.Azam's "Man carrying a flower", E.Azam's "Stupka", X.Dostmuhammad's "Qichqiriq", N.Eshonkul's "Qultoy", R.Rahmat's "Adashvoy", A.Yoldosh's "Puankare", I.Sulton's

"Bowl of in the water", U. Hamdam's dissimilar stories such as "A cup of water" define the character of the prose of the Independence period.

But, if you look deeper, there are topics that are not covered by our prose. Even so, today, both in the country and in the world, very big, one can say, global changes have taken place and are taking place. These changes are not happening by themselves. Behind them lie modern man and his destiny. But these fates have not yet been fully reflected in Uzbek prose with their full stature and strong contradictions. True, two or three works were written on this topic, but they are not enough to comprehensively reveal the essence of the period that made a huge turn in the history of the nation. Here we are not talking about "hypocritical", "flattering", "ideological" literature. The reader wants to understand and feel the images of his contemporaries in the heart of socio-political-psychological developments in real episodes. Large-scale artistic canvases of the period should be created. If the thoughts, achievements and losses of a modern person waiting for a new society take place on the pages of novels, it will undoubtedly be an immortal artistic memory for the future generation, because the changes that the Uzbek people and Uzbeks are experiencing today are changes of historical significance. They should be recorded in history through artistic scenes. After all, what goes through the head also goes through the heart. Writing from the heart and the heart is the sacred duty of the contemporary writer, as it was yesterday. Only fiction is able to honestly preserve the mood of the times that are passing like a candle. History, which records the sequence of events, works with facts, evidence, and documents as a science. Human destiny and heart is the work of literature. So, the Uzbek prose of the Independence period will have to fulfill the historical mission that it has assumed and is coming down.

**Conclusion**, these are just a general overview of the Uzbek prose of the Independence period. There is no doubt that it has many more aspects, which deserve to be studied and analyzed separately. Importantly, the prose of this period is looking for modern ways. Somewhere he finds it, somewhere he hesitates and shows his identity.

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## IMPROVING THE METHODOLOGY OF TEACHING BIOLOGY IN GENERAL EDUCATIONAL INSTITUTIONS BY MEANS OF ELECTRONIC INFORMATION EDUCATIONAL RESOURCES

**Imomova Madina Botirovna\***

\*Researcher,

School No. 9 Zafarabad District of Jizzakh Region,  
UZBEKISTAN

Email id: madinaimomova1985@gmail.com

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### ABSTRACT

*In our country, special attention is paid to the education and upbringing of the younger generation. The work on creating the necessary conditions for the modern education of boys and girls and their growing up with high spirituality is being continued consistently. These tasks are of great responsibility to the school, family, neighborhood, the entire community. The work carried out in our country on improving the system of preschool education, school, secondary special and higher education, the construction of new institutions and the reconstruction of existing ones will pay off in youth maturity. Students need to pass classes in modern forms to improve their cognitive skills in biology. This article will provide feedback and feedback on improving the methodology of teaching biology in general education institutions through electronic information educational resources.*

**KEYWORDS:** *Biology, Teaching Methodology, Electronic Information Education, Resources, Information Technology, Special Methods, Interactive Methods.*

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### INTRODUCTION

Information technology training is a pedagogical technology that uses special methods, software and technical means (Film, audio and video, computers, telecommunication networks) when working with information. Like all methods, teaching methods, teaching aids, perform the triad of didactic functions, which basically remain unchanged in any science-based study and perform three functions: teaching, development, education within the framework of science-related activities, taking into account the use of digital educational resources (RTR). And information and communication technologies (ICT). The use of ICT in biology lessons can improve the quality of teaching science; reflect the important aspects of various objects that visually reflect the principle of visualization; highlight the most important features of the studied objects and natural phenomena.

Teaching biology at school should be constantly accompanied by a visual experiment. However, in a modern school, experimental classes in science are often difficult due to the lack of training time and the lack of modern material and technical equipment. Even if the laboratory is fully equipped with the necessary tools and materials, it will take more time both for the preparation and conduct of a real experiment and for the analysis of the results of work. In addition, due to

its originality, real experience often does not fulfill its main purpose - to serve as a source of knowledge. Many biological processes are complex.

Children with imaginative thinking have difficulty mastering abstract generalizations, without painting they are not able to understand the process, to study the phenomenon. The development of their abstract thinking occurs through images. Multimedia animation models allow you to form an integral picture of the biological process in the student's mind, while interactive models allow you to independently "build" the process, correct its mistakes and work independently. One of the advantages of using multimedia technologies in the educational process is the novelty of the activity, an increase in the quality of training due to interest in working with a computer. The use of a computer in classes becomes a new way of organizing active and meaningful work of students, making classes more useful and interesting. Application of ICT technologies at different stages of the biology lesson:

I. In the explanation of the new material (color pictures and photos, slideshows, video clips, 3D pictures and models, short animations, plot animations, interactive models, interactive drawings, auxiliary materials) as an interactive picture shown using a multimedia projector.

II. During the independent study of educational materials, students, during the course of the lesson, carry out a computer experiment according to the conditions established by the teacher (in the form of a worksheet or a computer test), as a result of which the conclusion on the topic being studied;

III. In the organization of research work in the form of laboratory work together with a computer and a real experiment. It should be noted that when using a computer, the student will have more opportunities for self-planning experiments, their implementation and comparison of results with real laboratory work.

In the process of teaching biology, the following ICT programs can be used. Digital educational resources: the use of digital educational resources (RTR) as ready-made electronic products allows us to activate the activities of teachers and students, increasing the quality of teaching the subject, reflecting important aspects of biological objects that visually involve the principle of visualization.

Multimedia presentations: the use of multimedia presentations makes it possible to present educational material in algorithmic order as a system of bright exemplary images filled with complete structure data. In this case, various channels of perception are involved, which allow you to place information not only in factual, but also in associative form in the long-term memory of students.

Didactic materials: didactic materials - assignments, dictations, sets of exercises, as well as examples of essays and essays presented in electronic format, usually in the form of a simple set of text files in the format. doc all, rtf and. txt. The disadvantage of controlling knowledge, which is almost traditional, is that you still need to independently check the student's handwriting, the grade for them. This work can be automated. The teacher, without resorting to a text editor, can compose didactic material for himself, using a specialized program for this.

Curricula: curricula serve as didactic materials and can monitor the process of solving problems and reporting errors. An important aspect of using computer technology is preparing for the

exam. There are many electronic teachers for teaching. With students who decide to take an exam in biology, I can benefit from the simulator program "preparing for the new school: Express exam". The convenience of these simulators is that they simulate the exam as much as possible: all parts have tasks and are being calculated. Students can find out how many correct and incorrect answers they have received, as well as how many points they have received. Incorrect answers can be corrected immediately using theoretical materials and short abstracts. In such simulators, as a rule, there is a diary in which the student's knowledge is controlled.

**Virtual experiment Systems:** Virtual experiment systems are software systems that allow students to experiment in a "virtual laboratory". Their main advantage is that they allow the reader to carry out really impossible experiments for security reasons, due to time characteristics, etc. The main disadvantage of such programs is the natural limitation of the model installed in them, beyond which the listener cannot enter the framework of a virtual experiment.

If we use "electronic lessons and tests" - this is a number of educational programs, these are electronic textbooks on topics related to the main school subjects. They can be used in any of the current school books. Programs in this series are harmoniously combined with promising areas of school education of modern computer technology, become an indispensable assistant for students and make the learning process more efficient and interesting. Textbooks fully cover the topics of the school course and often contain a large amount of additional information in addition to the school curriculum.

**Software management systems:** the knowledge control software system includes questionnaires and tests. Their main advantage is fast, convenient, impartial and automated processing of results. The main disadvantage is a flexible response system that does not allow the test subject to demonstrate their creative abilities. When studying the course "Man" in the 8th grade, I use the multimedia textbook "biology". Human anatomy and physiology, tests No. 9, for example, "sentence ending", "correct fit" and others.

**Video and audio materials:** conducting classes using a Video player increases students' interest in the subject. Foreign producers of popular science documentaries such as National Geographic, Discovery and others have a lot of topics to show in biology classes. In classes on the variety of animals and plants in grades 6-7, video materials can be used that tell about the life of reptiles, amphibians, mammals, fish, birds, insects and plants.

Thus, the application of ICT in the process of teaching biology increases its effectiveness, makes it more visual, rich (the intensity of the educational process increases), helps schoolchildren develop various general educational skills, improves the quality of the lesson and facilitates work in the lesson. The use of ICT in biology lessons allows me to make teachers aware of the trends in the development of pedagogical science. Raising the professional level, expanding knowledge, most importantly, by directing the student to success, allows you to strengthen the motivation for learning through active communication between the reader and the computer; learning basic knowledge in biology, systematizing them; the formation of skills for independent work with textbooks and additional literature. The source of information using ICT is not only the teacher, but also the students themselves.

## CONCLUSION

At the present stage of the development of school education, the problem of using computer technology in the classroom is becoming very important. Information technology provides a

unique opportunity not only for the student, but also for the teacher. A computer is not a substitute for a teacher's Living Word, but new resources facilitate the work of a modern teacher, make it more interesting, effective, and increase students' interest in studying biology. The use of advanced video technologies and specially developed computer graphics makes it possible to track the work of organisms as if from the inside, to find their features and puzzles. It provokes a huge feeling and increases the level of assimilation of material, stimulates initiative and creative thinking.

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**MEDICAL AND GEOGRAPHICAL ASPECTS OF THE STUDY OF  
MEDICINAL PLANTS  
(ON THE EXAMPLE OF THE ZOMIN STATE RESERVE)**

**Komilova Nilufar Karshibayevna\* ; Manas Fayzullaev\*\***

\*Professor,  
Department of Economic and Social Geography,  
Doctor of Geographical Sciences (Dsc),  
National University of Uzbekistan named after Mirzo Ulugbek,  
Email id: nkomilova75@mail.ru

\*\*2nd year Master's Student,  
Department of Ecology and Geography of Gulistan State University,  
UZBEKISTAN  
Email id: fayzullayevmanas@gmail.com

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**ABSTRACT**

*This article presents the history of the study of medicinal plants, factual material related to the provision of information concerning such plants in the works of Central Asian scientists. The data on medicinal plants growing in the Zomin State Reserve located in the Zamin district of the Jizzakh region are analyzed. The article presents an analysis of research, scientific literature, articles and statistical data conducted in this area.*

**KEYWORDS:** *Medicinal Plants, Flora, Zoning, National Natural Park, Climate, Wild Plants, Genus, Nature Reserve, Spicy Plants, Plant Distribution, Medical Geography.*

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**INTRODUCTION**

**Actuality of the Research Topic**

In the conditions of stagnation caused by the coronavirus pandemic in the world, the need for such areas as medicine and pharmaceuticals has increased even more. At the same time, there was a need for a deeper study of medicinal plants in medicine.

According to the research of scientists, more than 4.3 thousand species of plants belonging to the local flora are considered medicinal, of which 112 species are registered for use in scientific medicine, of which 70 species are actively used in the pharmaceutical industry. In 2019 , products from processed medicinal plants were exported in the amount of 48 million US dollars<sup>1</sup>. In this regard, the decree of the President of the Republic of Uzbekistan “On measures for the protection, cultivation, processing of wild medicinal plants and rational use of available resources” dated April 10, 2020 is also important. This resolution notes the need to further improve the cultivation and processing of medicinal plants, increase the export potential of the industry, as well as the integration of educational, scientific and production processes in this area. At the same time, in the new development strategy of Uzbekistan, Goals No. 62 define such important tasks as “The organization of modern pharmaceutical clusters and zones and the development of additional measures for the further development of existing ones.”<sup>2</sup> In this

regard, in particular, in the Jizzakh region, it will be relevant to further strengthen research related to existing medicinal plants.

Nowadays, one of the urgent tasks of the pharmaceutical industry has become the naturalization of medicines and meeting the need for raw materials of medicinal plants. According to the World Health Organization, about 60% of all available medicines are products derived from the raw materials of medicinal plants.

These include the preservation and reproduction of the gene pool of medicinal plants, especially during their cultivation, their origin, connection with the climate and geographical factors of the areas of their natural distribution.

**Goals and Objectives:** the analysis of data on medicinal plants growing in the Zomin State Reserve, located on the territory of the Zamin district of the Jizzakh region, is the main purpose of this work. To achieve this goal, the following tasks were set:

- Analysis of the research of botanists and geographers who studied the flora that existed in Central Asia;
- Study and analysis of medicinal plants, rare and endangered wild plants, medicinal and nutritious species of wild plants growing in the Zomin State Reserve.

## Results and their Discussion

Throughout the entire historical development, people have known about the healing properties of various herbs and used them to treat various diseases. They left information about the features of these plants, the places (including mountains, hills, deserts, etc.) where they occur. Information about the properties of herbs was left by representatives of the science of medicine in Ancient Egypt, Mesopotamia, China, India, Central Asia and most other regions. There is evidence that medicinal plants were used for medicinal purposes in the Sumerian civilization 5000 years ago. Medicinal plants have served as the only source of medicines for a long historical period [3,7].

Among the mature representatives of Oriental medicine, special attention in their writings was paid to medicinal plants and their properties by Abu Ali Ibn Sina (Avicenna), Bakr Muhammad ibn Zakaria ar-Razi, Abu Abdallah Muhammad ibn Musa al-Khorezmi, Abu Rayhan Muhammad ibn Ahmad al-Beruni, Ismail al-Jurjani Allama. In particular, our compatriot Abu Ali ibn Sina in his five-volume work "Al-Qonun" ("Laws of the Tib" (Canon of medical science)) left information about more than 500 medicinal plants and more than 40 medicines from them.

The outstanding encyclopedic scientist of his time Abu Rayhan Beruni (973-1048) made a significant contribution to the development of astronomy, mathematics, physics, mineralogy, geodesy, geography and natural sciences. Among the scientific works created by Beruni, the book "Kitab as-saidana fit-Tib" contains information about 674 medicinal plants and 90 medicinal plant products that were used in Oriental medicine at that time [3].

Medicinal plants of our republic, especially their woody and shrubby species, have a diverse and rich gene pool. Representatives of the famous A.P. Orekhov Scientific School, Academician O.S. Sadykov and S.Y. Yunusov, have achieved great success in their scientific study. The merits of K.Z. Zokirov, H.A. Abduazimov, P.H. Yuldashev, N.K. Abubakirov, A. Y. Butkov, I.K. Komilov, K.H. Khodzhimatov, I.I. Maltsev, I.I. Granitov, A.G. Kurmukov, I.V. Belolipov, R.L. Khazanovich, M.B. Sultonov, F.S. Sadridinov, P.K. Zokirov, S.S. Sakhobiddinov, H.H. Kholmatov, Y.M. Murdakhaev, B.Y. Tukhtaev and others are of very high significance. In the

study of medicinal plants of the Republic of Uzbekistan, the identification of stocks, cultivation, introduction, preparation of raw materials, the study of biochemical composition is significant.

The contribution of geographer scientists to the research of the flora existing in Central Asia is also important. Among them, the merits of such scientists as Babushkin L.N., Kogai N.A. [4], Zakirov K. [5,6], Korovin Y. [8], Mushketov D.I. [9,10] are of great importance. In particular, the issues of zoning of the plant world are covered in detail in the works of Babushkin L.N., Kogai N.A.

Protection and rational use of natural resources of medicinal plants is one of the most important tasks of today. In this research work, attention was paid to medicinal plants widely distributed in the Zamin district of the Jizzakh region, and their geographical distribution.

Zomin State Reserve is located on the territory of the Bakhmal, Zamin districts of the Jizzakh region and borders with the velvet forestry, the Barkhal Farmers' Association, the Zomin Forestry, the Zomin National Nature Park and the state border with the neighboring Republic of Tajikistan. The area is 26921 hectares [11].

The Republic of Tajikistan has a protected area with a total area of 8770 hectares at a distance of up to 1.5-2.0 km within the reserve on the border territories, except for the border territory.

The climate on the territory of the reserve is sharply continental, the average annual precipitation according to long-term data is 405 mm. compose. Summer precipitation falls in the form of rain, on mountain peaks - in the form of snow. In the highlands, snow is observed most often in May and June. In January - February, the snow thickness reaches half a meter and even thicker. A high temperature of +35 +37 C is observed in July and August, in December-January it drops to -14-18, spring frosts continue until the end of May, early autumn frosts begin from the end of September. Winter in the reserve is stable and lasts for five months. The low height of the slopes, the peaty shape of the relief under the influence of the direction of the sun and wind, the presence of vertical territoriality, sunlight and humidity cause a variety of soil-forming and denudation processes, determine the local character of trees of various breeds, in particular black spruce[11].

In order to ensure the preservation of unique natural junipers and the natural conservation of the animal and plant world in junipers, the Zamin Mountain Junipers State Reserve was established in 1928 in the Turkestan Mountain Range.

The lands the reserve mainly include mountain ranges. The reserve is located mainly in the Zomin and Bakhmal districts and includes three zones - the lower, middle and upper parts of the mountains - with altitudes from 1700 to 4029 meters above sea level. The southern part of the territory consists of steep cliffs of the Turkestan ridge. The northern part consists of slightly flatter relief sandy loams covered with layers of marl and loam-like soils.

Three types of fir trees grow on the territory of the reserve - black fir, Apricot fir and cypress fir. Cypress firs grow on the high slopes of the mountains, naturally mixed with apricot firs. It grows in the lower part of the mountain, mixing with black fir. Shrubs and trees grow around junipers, such as Turkestan hawthorn, Fedchenko rosehip, Korolkov woodbine, black barberry, dogwood. 105 plant families, about 1216 species of higher plants of 531 genera grow on the territory of the Zomin reserve, including 21 species included in the "Red Book" of the Republic of Uzbekistan[12,13].

There are more than 200 species of medicinal plants in the reserve, such as *Aconitum soongaricum*, *colchicum*, *helichrysum arenarium*, *V. fi carifolia* Boiss, *Thalictrum minus*, *Lagochilus inebrians*, *Artemisia absinthium* L. and others. Both rare and endangered wild plants are found among them (Table 1).

**TABLE 1 RARE AND ENDANGERED WILD PLANTS**

No.	Scientific name	Their names in Uzbek
1	<i>Astragalus leptophysus</i>	Pufakastragal
2	<i>Astragalus belolipovii</i>	Belolipovastragali
3	<i>Astragalus knorringianus</i>	Knorringastragali
4	<i>Ferulla sumbul</i>	Sumbulkovrak
5	<i>Ferula fedtschenkoana</i>	Fedchenkokovraki
6	<i>Ferula vicaria</i>	O'rinbosarkovrak
7	<i>Tulipakorolkovii</i>	Korolkovlolasi
8	<i>Tulipa affinis</i>	Dilbandlola
9	<i>Tulipadasytemon</i>	Sarg'ishlola
10	<i>Colchicum kesselringii</i>	Kesselringsavrinjoni
11	<i>Serratula lancifolia</i>	Nashtarsimon serratula
12	<i>Pseudosedum campanuliflorum</i>	Qo'ng'iroqgullisoxtasemizak
13	<i>Allium isakulii</i>	Isoqulpiyozi
14	<i>Lonicera paradoxa</i>	G'latiuchqat
15	<i>Aconitum talassicum</i>	Tallasparpi
16	<i>Eremurus robustus</i>	Norshirach
17	<i>Eremurus chloranthus</i>	Yashilgullishirach
18	<i>Lagochilus inebrians</i>	Sarxushbozulbang
19	<i>Cousiniadshisakensis</i>	Jizzaxkarragi
20	<i>Cousinia haesitabunda</i>	Shubhalikarrak
21	<i>Helichrysum nuratavicum</i>	Nurotao'lmaso'ti

The table is compiled by the authors on the basis of data from the Zomin State Reserve of the State Committee of the Republic of Uzbekistan for Ecology and Environmental Protection.

There are also more than 15 species of ornamental plants in this area, including *Delphinium semibarbatum*, *Eremurus*, tulips, *Anemone protracta*, *Folia Ungerniae* (*Ungernia victoris*), crocuses. In addition, many species of forage, fodder, honey-bearing, resin-containing plants are found in this area [10]. Of these, 53 species of herbivores, 47 species of edible, 38 species of poisonous plants, 12 types of dyes, 16 types of essential oils, 4 types of resin-containing, 91 types of fodder, 6 types of spicy plants. In addition, the following can be attributed to medicinal and food types of wild plants (Table 2)

**TABLE 2 MEDICINAL AND NUTRITIOUS SPECIES OF WILD PLANTS**

No.	Scientific names of species	Their names in Uzbek
1	<i>Juniperus semiglobosa</i>	Yarimsharsimonarcha, saurarcha
2	<i>Juniperus turkestanica</i>	Turkistonarchasi, o'rikarcha
3	<i>Juniperus sarawshchanica</i>	Zarafshonarchasi, qizilcha, qoraarcha
4	<i>Lonicera altmannii</i>	Altmanuchqati

5	<i>Thalictrum minus</i>	Kichiksanchiqo't
6	<i>Thalictrumsultanabadense</i>	Sultonobodsanchiqo't
7	<i>Ranunculus olgae</i>	Ol'gaaiqtovoni
8	<i>Delphinium oreophilum</i>	Tog'sevarisfarak
9	<i>Arenariagriffithii</i>	Griffitqumo'ti
0	<i>Rumexcrispus</i>	Jingalakotquloq
1	<i>Rumexconfertus</i>	Oddiyotquloq
2	<i>Rheum maximowiczii</i>	Maksimovichravochi, chukra
3	<i>Acantholimonerythraeum</i>	Qizg'ishkirpiO't
4	<i>Hypericumperforatum</i>	Teshikbargliqizilpoycha, dalachoy
5	<i>Hypericumscabrum</i>	Dag'albargliqizilpoycha, dalachoy
6	<i>Berberisoblonga</i>	Zirk
7	<i>Alcea nudiflora</i>	Oqgulxayri
8	<i>Capsellabursa-pastoris.</i>	Jag'-jag'
9	<i>Amygdalusspinosissima</i>	Tikanlibodom, bodomcha
0	<i>Crataegusturkestanica</i>	Qizildo'lana
1	<i>Cerasuserythrocarpa</i>	Qizilmevachiya
2	<i>Potentillaasiatica</i>	Osiyog'ozpanjasi
3	<i>Potentillaorientalis</i>	Sharqq'ozpanjasi
4	<i>Potentillareptans</i>	O'rmalovchig'ozpanja
5	<i>Rosa canina</i>	Itburunna'matak
6	<i>Rosa fedtschenkoana</i>	Fedchenkona'matagi
7	<i>Rosa hissarica</i>	Xisorna'matagi
8	<i>Rosa kokanica</i>	Qo'qonna'matak
9	<i>Rosa maracandica</i>	Samarqandna'matagi
0	<i>Rosa nanothamnus</i>	Pastakna'matak
1	<i>Spireahypericifolia</i>	Dalachoybargtobulg'i
2	<i>Cotoneaster pojarkovae</i>	Poyarkovirg'ayi
3	<i>Epilobiumpalustre</i>	Toqaqizilbarg
4	<i>Astragaluslasyostylus</i>	Tukustunchaliastragal
5	<i>Astragalussesamoides</i>	Kunjutastragal
6	<i>Onobrychis echidna</i>	Exidnazirako'ti
7	<i>Onobrychisgrandis</i>	Kattazirako't
8	<i>Trifoliumpratense</i>	O'tloqsebargasi
9	<i>Trifoliumrepens</i>	O'rmalovchisebarga, o'qqiztepa
0	<i>Trigonellagrandiflora</i>	Kattagulshambala. Sariqyo'ng'ichqa
1	<i>Melilotusofficinales</i>	Dorivoryo'ng'ichqa, dorivorqashqarbeda
2	<i>Haplophyllumlatifolium</i>	Kengbarglitoshbaqao't
3	<i>Geranium collinum</i>	Qiryoronguli, anjabor
4	<i>Geranium regelii</i>	Regelyoronguli
5	<i>Hippophaerhamnoides</i>	Chakanda

6	<i>Buniumchaerophylloides</i>	Zira
7	<i>Carum carvi</i>	Oddiyqorazira
8	<i>Eryngiummacrocalyx</i>	Shaytonkelmas, kattakosabargko'kbosh
9	<i>Ferula kokanica</i>	Qo'qonkovraki
0	<i>Scabiosasongarica</i>	Jung'orskabiozasi
1	<i>Achilleamillefolium</i>	Oddiybo'ymadoron
2	<i>Artemisiadracunculus</i>	Sherolg'in
3	<i>Artemisia absinthium</i>	Achchikshuvoq (ermon)
4	<i>Artemisia tenuisecta</i>	Ingichkabarglishuvoq
5	<i>Artemisia vulgaris</i>	Oddiyshuvoq (oddiyermom)
6	<i>Cichoriumintybus</i>	Sachratqi
7	<i>Cousiniahorridula</i>	Karrak
8	<i>Cousiniaumbrosa</i>	Oqboshtikan
9	<i>Cousiniaverticillaris</i>	Kuziniya
0	<i>Ligulariathomsonii</i>	Tomsonmingtumori
1	<i>Matricariadisciformis</i>	Moychechak
2	<i>Scorzoneraacanthoclada</i>	Takasag'iz
3	<i>Taraxacumelongatum</i>	Cho'ziqqoqio't
4	<i>Tussilago farfara</i>	Oddiy oqqaldirmoq (ko'ka)
5	<i>Rubus caesius</i>	Ko'kimtir maymunjon
6	<i>Convolvulus arvensis.</i>	Dalapechagi
7	<i>Convolvulus lineatus</i>	Ingichkabargpechak, chumchuqoyoq
8	<i>Verbascumsongaricum</i>	Jung'orsigirquyruq
9	<i>Plantagolanceolata</i>	Bargizub, ilontili
0	<i>Plantagomajor</i>	Kattazubturum
1	<i>Menthaasiatica</i>	Osiyoyalpizi
2	<i>Nepetapungens</i>	Tikonlizufu
3	<i>Nepetaucranica</i>	Ukrainzufu
4	<i>Leonurusturkestanicus</i>	Turkistonarslonquyruqi
5	<i>Phlomisolgae</i>	Olgaqo'ziquulog'i
6	<i>Phlomissalicifolia</i>	tolbargqo'ziquulog'i
7	<i>Phlomisthapsoides</i>	Qo'ziquuloq
8	<i>Phlomoidesconiscenes</i>	Qo'ng'irrangqo'ziquuloq
9	<i>Ziziphorapedicilata</i>	Kiyiko'ti
0	<i>Perovskia scrophulariifolia</i>	Muhalisbargxapri, qisroq
1	<i>Lallemantiaroyleana</i>	Royllallemantiyasi
2	<i>Urticadioica</i>	Ikkiuyiligazanda
3	<i>Gageachomutovae</i>	G'ozpiyoz
4	<i>Ungerniaoligostroma</i>	Kamqobiqomonqora
5	<i>Ixioliriontataricum</i>	Tatarchuchmoma
6	<i>Allium barszczewskii</i>	Barshevskiypiyozi



7	<i>Allium kaufmannii</i>	Kaufmanpiyozi
8	<i>Allium Suvorovii</i>	Anzurpiyoz
9	<i>Eremurus fuscus</i>	Toblanganshirach
0	<i>Eremurusolgae</i>	Olgashirachi
1	<i>Eremurusregelii</i>	Regelshirachi
2	<i>Juncusinflexus</i>	Og'ishyakan
3	<i>Carex divisa</i>	Ajralganqorabosh
4	<i>Carex melanantha</i>	qoragulqorabosh
5	<i>Carex orbicularis</i>	Yumaloqqorabosh
6	<i>Carexturkestanica</i>	Turkistonqoraboshi
7	<i>Elytrigiarepens</i>	Sudraluvchibug'doyiq
8	<i>Poapratensis</i>	O'tloqqo'ng'irboshi
9	<i>Poanemoralis</i>	Qorag'ayzorqo'ng'rboshi
0	<i>Poalitinoviana</i>	Litvinov qo'ng'irboshi
1	<i>Poabulbosa</i>	Piyozboshliqo'ng'irbosh

The table is compiled by the authors on the basis of data from the Zomin State Reserve of the State Committee of the Republic of Uzbekistan for Ecology and Environmental Protection.

## CONCLUSION

The healing properties of medicinal woody-shrubby and herbaceous plants growing in mountainous, riparian forests and sandy-desert forests, desert areas of Uzbekistan, and their role in strengthening human health are extremely great, and the conservation of declining species is one of the urgent problems of today. This article analyzes information about medicinal plants growing in the Zomin State Reserve. Not only the Zamin district of the Jizzakh region, but also the Bakhmal, Gallaorol and other districts stand out in our Republic for their endemic species of medicinal plants. In the future, the creation of maps of the distribution and prediction of medicinal plants based on GAT technologies will require numerous studies in the field of medical geography.

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## METHODICAL WORKS AND GAME ACTIVITIES IN PRESCHOOL EDUCATION

Chuponkulova Sitora Bozorovna\*; Yuldosheva Durdona Bozorovna\*\*

\*Student,  
2nd stage of Preschool Education,  
Faculty of Pedagogy,  
Denov Institute of Entrepreneurship and Pedagogy,  
UZBEKISTAN

\*Student,  
2nd stage of Preschool Education,  
Faculty of Pedagogy,  
Denov Institute of Entrepreneurship and Pedagogy,  
UZBEKISTAN

Email id: bozorovnasitora@gmail.com

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### ABSTRACT

*Methodological work in preschool educational institutions is an important condition for improving the quality of the pedagogical process. Having gone through all forms of methodical work organized in a certain system, pedagogues not only improve their professional level, but it becomes necessary for them to learn new things, to learn to do something they don't know yet. The article deals with the given topic.*

**KEYWORDS:** *Methodical Works, Activities, Preschool, Education, School, Profession, Pedagogy, Thinking, Children.*

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### INTRODUCTION

It is obvious to everyone that the problem of training highly qualified, free-thinking, active pedagogic personnel at the current stage is related to the revival of the human being as a unique value. Specially organized methodical work helps the pedagogue to acquire a new pedagogical way of thinking, to be ready to solve complex problems in the educational system, and to improve his pedagogical skills. The successful development of the additional education system for children cannot be imagined without the development of its theory and methodology. Methodical activity plays an important role in this process. Methodical work is a comprehensive system of measures aimed at improving the qualifications of each teacher, generalizing and developing the creative potential of the team, and achieving optimal results in education, based on the analysis of scientific achievements, best practices and difficulties in teachers' activities for raising and developing children. The constant connection of the content of the methodological work with the progress and results of the teacher's activity ensures a continuous process of improving the professional skills of each pedagogue. At the same time, methodological work has an initiative nature and is responsible for developing the entire educational process in accordance with the new achievements of science. However, today there is a problem of low effectiveness of management efforts to improve the professional skills of preschool teachers.

This is explained by the lack of a system of methodological measures, the lack of reasonable planning, the limitation of the forms used, and the fact that the specific interests and needs of the pedagogue are not taken into account.

The task of the senior teacher of a preschool educational institution is to develop a system, to find effective ways to improve existing and at the same time pedagogical skills. The goal of methodological work in a preschool educational institution is to create optimal conditions for the continuous improvement of the level of general and pedagogical culture of the participants of the educational process. Participants of the educational process: children, pedagogical staff, parents. The main criteria of the effectiveness of methodological work, in addition to efficiency indicators (pedagogical skill level, teachers' activity), are the specific characteristics of the methodological process:

1. Consistency - compliance with goals and tasks in the content and forms of methodological work;
2. differentiation - the second criterion of methodical work effectiveness - implies a large share in the system of methodical work of individual and group training conducted with pedagogues based on the level of their professional skills, readiness for self-development and other indicators ;
3. step by step - methodical performance indicators. Methodical work process in kindergarten includes a number of successive stages.

Methodical work in a preschool educational institution is an interrelated measure based on scientific achievements and advanced pedagogical experience aimed at comprehensively improving the qualifications and professional skills of each pedagogue and the entire team, developing their creative potential, improving the quality of the educational process - is an integrated system of activities. Methodical leadership in a pre-school educational institution is carried out by a senior educator. It is possible to conditionally distinguish two directions in his activity: scientific management of the pedagogical process and methodical support of the pedagogical process. Any management activity, including the activities of a senior teacher of a preschool educational institution, is based on management theory. The main component of management activity is goal setting. A goal is ideally a planned outcome. The role of play in child development is very important. The game is a multifaceted phenomenon, which can be considered as a unique form of existence of all aspects of community life without exception. As many shades appear with the game in the pedagogical management of the educational process. Play plays a big role in the development and upbringing of a child - the most important activity of children. This is an effective means of forming the personality of a preschool child, his moral and willful qualities; the need to influence the world is realized in the game. The educational value of the game depends to a large extent on the teacher's professional skills, knowledge of the child's psychology taking into account his age and individual characteristics, correct methodical guidance of the relationship between children, clear organization of the game and the game. Depending on the transfer. Of all kinds of games. Preschool childhood is a short but important period of personality formation. During these years, the child receives initial knowledge about the life around him, in which the skills and habits of correct behavior are formed, and a certain attitude towards the character begins to form. The main activity of preschool children is play, during which the child's mental and physical strength develops; his attention, memory, imagination, discipline, dexterity. In addition, the game is a unique way of mastering the social

experience typical of preschool age. In the game, all aspects of the child's personality are formed, significant changes occur in his psyche, preparing him to move to a new, higher stage of development. This explains the great educational potential of the game, which psychologists consider to be the leading activity of the preschool child.

2. The game is a creative activity. Games created by children themselves have a special place - they are called creative or role-playing games. In these games, preschool children repeat in roles everything they see around them in the life and activities of adults. Creative play fully forms a child's personality, so it is an important means of education. What gives the right to name a game creative activity? The game is a reflection of life. Everything here is "pretend", but there is a lot of real in this conditional created by the imagination of a child; the actions of the players are always real, their feelings, experiences are real, sincere. The child knows that the doll and bear are only toys, but he loves them as if they were alive, he understands that he is not a real pilot or sailor, but he feels like a brave pilot, a brave sailor who is not afraid of danger. Really proud of his victory. Imitation of adults in the game is related to the work of imagination. The child does not copy reality; he combines various impressions of life with personal experience. Children's creativity is manifested in the idea of play and the search for means of its implementation. How much imagination is needed to decide how to travel, what ship or plane to build, what equipment to prepare! In the game, children play the role of dramatist, prop, decorator, and actor at the same time. However, they do not carry out their plans, do not prepare for a long time to perform the role of actors. They play for themselves, express their dreams and aspirations, the thoughts and feelings that they possess at the moment. Therefore, the game is always improvisational. Play is an independent activity in which children first come into contact with their peers. They are united by a single goal, joint efforts to achieve it, common interests and experiences. Children choose the game themselves, organize it themselves. But, at the same time, no other activity has such strict rules and conditioning of behavior as here. Therefore, the game teaches children to subordinate their actions and thoughts to a specific goal, helps to educate purposefulness. In the game, the child begins to feel himself as a member of the team, and begins to give a fair assessment of his own behavior and work. The task of the educator is to focus the attention of the players on goals that arouse the commonality of feelings and behavior, to help establish relationships between children based on friendship, justice and mutual responsibility. Creative team play is a school for the education of preschool children's emotions. The moral qualities formed in the game affect the child's behavior in life, at the same time, the skills formed in the course of daily communication of children with each other and with adults are further developed in the game. The educator needs great skill in organizing a game that encourages children to do good deeds and arouses good feelings.

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## LINGUOCULTURAL FEATURES OF THE CONCEPT "STEPMOTHER" IN THE LINGUISTIC PICTURE OF THE WORLD OF ENGLISH AND UZBEK PEOPLES

Jalolova Feruza Normurodovna\*

\*PhD Student,  
National University of Uzbekistan named after Mirzo Ulughbek,  
Tashkent city, Republic of Uzbekistan  
Email id: feruzajalolova@gmail.com

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### ABSTRACT

*The article deals with the problems of linguocultural features of the concept "stepmother" in the linguistic picture of the world of English and Uzbek peoples. The **actuality** of the theme is that the Linguistics allows studying linguistic phenomena - words and their cultural regions in a socio-historical aspect. The **object** of the article is the concept "stepmother". The **aim** of the article is providing general information about the concepts in fairy tales which can also be represented by proper nouns, in which case the nouns convey certain information about the character to which they belong.*

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

**Results (Findings):** *The analysis of the examples presented in the article shows that the careful studies of literary sources according to individual - family - society, love - marriage, religiousness, heart and body, diseases, joy - happiness - suffering, celebration and work, life and death, hope and fear, communication, power, law, environment and nature, space and time, time and modern aspects will allow to determine the specific features of the mentality of this or that nation. In order to easily understand representatives of other cultures, first of all, it is necessary to have an understanding of that people's culture.*

**Conclusion:** *Summing up the results, it can be concluded that the tales of all nations reflect the national values, history, and national character and thinking of that nation. Only examples of folklore, its folklore can clearly reflect the national characteristics of the people.*

**KEYWORDS:** *Concept, Idea, Folklore, Fairy Tale, Stepmother, Plot, Linguoculture, Cognitive Research, Stepdaughter, Uniqueness Of The Characters.*

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### INTRODUCTION

Different tales related to completely different nations and cultures, but many similarities can be seen between them. Because "any linguocultural research is a cognitive research at the same time [8: 76]. Two characters - a stepmother and a stepdaughter - are the main "heroes" in these tales. Each of the stepmothers in all the fairy tales has many similar characteristics, even in their own mentality: tyrannical, loves her own daughter, dislikes her stepdaughter, even her stepson,

practices magic, destroys the relationship between father and daughter, stepmother wants to get rid of the girl, takes her husband to her will, tries to take the power completely into her hands.

The name Kimmat combines with the concept of laziness, and the name Zumrad with the concepts of hard work. As soon as they hear these names, every Uzbek person will have ideas about them, because this is an Uzbek folk tale, it is natural, that every Uzbek child grows up listening to the fairy tale "Zumrad and Kimmat" from his/her childhood. The humiliation of Zumrad by the stepmother evokes a feeling of pity, and simultaneously, a feeling of hatred towards the stepmother. Let's recall another story about a stepmother, the plot of which is very similar. "Wild Swans" is one of the most impressive fairy tales written by Hans Christian Andersen. In 1838, at the age of thirty-three, Andersen wrote "The Wild Swans", a folk tale based on an Irish fairy tale by the Brothers Grimm, about two brothers and their sister who were turned into swans by their stepmother.

This is a fairy tale about a *stepdaughter* with an evil *stepmother*. Andersen re-examines folklore plots and fills the classic idea of fairy tales about the victory of good over evil with psychological and philosophical meanings. The story takes place in a distant country where swallows fly away in winter. The country where the twelve sons of the king live, who suffered from the magic of their stepmother, is very far away, but as beautiful as their homeland. Children are not accepted not only by the stepmother, but also by their father.

The uniqueness of the characters is emphasized by their unusual appearance: swans with crowns on their heads and the enchanted Eliza. Despite the fact that the compounds representing some signs appeared in ancient times, they have been preserved in the linguistic landscape of the modern world: *from head to foot, at arm's length, within one's reach/ within easy reach, within/ out of one's grasp, (a few) steps from* and others. Magic separates heroes from ordinary people: *Once upon a time, 12 young men were turned into swans by their wicked stepmother.*

Swans are beautiful and noble birds, but this feature of their bird-turned-siblings somehow makes them weak. Thus, in the course of the tale, these heroes become romantic heroes who are able to resist not only evil, but also the evil-incited mob. And at the end of the fairy tale, according to the laws of fairy tales, people take the side of the heroes.

"Wild Swans" is a tale of love and hate. Even years do not weaken the love between Eliza and her brothers. In English folk tales, anthropocentric means of measuring such as time, speed, temperature, rhythm are widely used: *faster than a human eye can follow, to fly as fast as thought, in the blink of an eye* (indicating time and speed);

*about the same temperature as a man's blood* (indicating temperature);

*with three heartbeats between each sound* (denoting ritual), idioms are also referred: *head over ears in love, head and shoulders above her contemporaries, up to one's neck in debt, with half an ear, at the top of one's voice /one's lungs, etc.*

Her father abandons Eliza at the first slander organized by her stepmother. This kind of relationship between father and daughter later moved from fairy tale to fiction: - *that night Mrs. Ames sat in the kitchen... She was white and she gripped the table with her hands to control her shaking. The sound, first of the blows and then of the screaming, came clearly to her through the closed doors...* [5: 221].

## MATERIALS AND METHODS

A stepmother hates her husband's children for no reason. This is also a common situation that is often repeated in fairy tales about stepmothers: *“Once upon a time long, long ago there was a farmer and he had an only son whose Mother died when he was very young. The farmer got married again. The stepmother did not like the little boy and she used to treat him very badly”* [1: 124].

Most often, the texts of fairy tales use lexical units with a sense of compassion for orphans growing up without a mother.: *“but didn’t they ever have a woman’s care? - No, they did not. - The poor lambs”; “little motherless orphans”; “can’t you feel the cold at night of a lone child? What warm is there, what bird song, what possible morning can be good?”; “the sharpest question she had asked, “How does it feel not to have a mother?”; when the mothers of other children came to the parties - then was the silent cry and the wordless longing”; “I thought he always felt- well, kind of crippled - maybe unfinished, because he didn’t have a mother”*[5: 260-494].

Another case in English fairy tales is the pity expressed for a child growing up orphaned without a mother, pity is also used for children who have not received love from their mother.: *“the greatest terror a child can have is that he is not loved, and rejection is the hell he fears”; “there is no woman in the house to put a value on babies. I don’t think men care much for babies, and so it was never an advantage to these boys to be babies”*[5: 320].

From the beginning of the fairy tale, the image of an evil stepmother who puts her daughter above everything and does not like her stepdaughter (born from her husband's previous marriage), who always hurts her, is embodied before our eyes.

Naturally, a stepmother, within the framework of her upbringing and morals, based on her worldview, based on her mentality, wishes good things to her own daughter and shows her love. A stepmother's love is manifested in her desire to protect her child from work and other everyday worries and problems. In other words, love is expressed in the form of overprotection.

It is this situation that is condemned in the fairy tale and laughed at. Analyzing the situation with her stepdaughter, the stepmother is not worried about this girl in the slightest, because she has no love for her. And she shows her anger and hatred towards her "stepdaughter" by forcing her to work tirelessly, pointing from her mentality. This feature of the stepmother is also repeated in the fairy tales of many nations. The following text taken from the Internet proves this: *“... stepmothers are often portrayed as being wicked and [evil](#). The character of the wicked stepmother features heavily in [fairy tales](#); the most famous examples are [Cinderella](#), [Snow White](#) and [Hansel and Gretel](#). Stepdaughters are her most common victim, and then stepdaughter/stepson pairs, but stepsons also are victims as in [The Juniper Tree](#) sometimes, as in [East of the Sun and West of the Moon](#), because he refused to marry his stepsister as she wished, or, indeed, they may make their stepdaughters-in-law their victims, as in [The Boys with the Golden Stars](#). In some fairy tales, such as [Giambattista Basile's](#) *La Gatta Cennerentola* or the Danish [Green Knight](#), the stepmother wins the marriage by ingratiating herself with the stepdaughter, and once she obtains it, becomes cruel. In the Korean Folktale [Janghwa Hongryeon jeon](#), the stepmother kills her own stepdaughters. Stepmothers also make appearances in Chinese tales. Wicked stepmothers are common. In [Classic of Filial Piety](#), [Guo Jujing](#) told the story of [Min Ziqian](#), who had lost his mother at a young age. His stepmother had*

*two more sons and saw to it that they were warmly dressed in winter but neglected her stepson”* [1: 4].

In the article written by Doctor of History L. Pushkaryov as a result of studying local and foreign literature on mentality, French scientists were the first to refer to this term, introduced the concept of mentality and conducted research on this term. the search for its structure is based on: "Mentality for them is a central node, a unique pillar of the historical process"[9: 21].

## LITERATURE REVIEW

In the preface of the book "National Images of the World", G. Gachev writes that researching the issues of mentality is associated with many difficulties, these difficulties are not only cognitive or emotional, but also practical and political. According to him, "it is very difficult to understand the characteristics of each nation", and this is an extremely "delicate" matter and plot. Analyzing his opinion leads to the following conclusion: in order to study the characteristics of the national mentality, it is necessary to determine the attitude of that nation to the surrounding world, characteristics of manners, as well as layers of thinking [7: 142].

In English culture, it is considered polite for a student to address his teacher as: "*Hi, Tom / Hi, Danny*", which does not seem unusual to anyone. Such a situation would be considered disrespectful in Uzbek culture.

In Uzbek culture, values such as family, respect for elders, respect for parents, humility, social interdependence, unity of society and individual are considered important, while in English culture, personal freedom, independence, equality, personal values are prioritized over collective values. But English politeness is a feature that has been emphasized since time immemorial, and it certainly does not fail to be reflected in fairy tales. It is true that individualism is one of the first characteristics of English culture. As we mentioned above, the British pay a lot of attention to personal qualities, such as civility, literacy, personal achievements, but the status of a person in society is not considered important.

A person who is highly regarded in a position can easily be friendly to his subordinates, and the fairy-tale texts we refer to show that this trait has also been formed over the centuries: *Pussy-cat, Pussy-cat, where have you been?*"- "*I've been to London, to visit the Queen.*"[2] –the reader is not surprised that the cat goes to see His Majesty, talks to the King.

*Next morning early, the queen said to Anne, "My dear, could you please go to the hen-wife in the glen, and ask her for some eggs?"*[2] – the queen's addressing of a common servant girl as "*my dear*" is portrayed as casual, not even hinting at the queen's very high status. *The king was coming down the street, and he heard her sing, but what she sang he couldn't hear, so he stopped and said: "What was that you were singing, my good woman?"*[2]. The king can walk freely among ordinary citizens, address a peasant girl as "*my good woman*" (*my dear*, here the age is aimed at an older woman), and his tone does not show any sense of arrogance, behaving like a boss, on the contrary, social speaks as if addressing a person of equal status.

In Uzbek folk tales, an ordinary citizen faces difficulties in order to enter the king's presence, the king does not wander alone among the citizens of the world, he can be met only in the company of the archon state. In Uzbek folk tales, before helping a citizen who comes to the king, he demands to fulfill a condition or perform a task, in English fairy tales this situation is relatively rare [10].

- "Jack asked the little mouse: "Where does the King live? I should like to see him." This one sent another with him to show him the place; and when the King saw him, he called him in. And the King questioned him, and asked him where he was going that way..." [2]. American anthropologists F. Klackhon and F. Strodtbeck formulated five main principles for identifying representatives of other national cultures based on their different attitudes to the environment:

1. Man-nature orientation;
2. Activity orientation;
3. Temporal orientation;
4. Human-nature orientation;
5. Relation orientation [3: 55].

English culture, like Uzbek culture, is reflected in its language, lexicon, grammar, from the point of view of linguistics and culture, they are fundamentally different. Unlike Uzbek culture, where the concept that fate cannot be changed is more dominant, in English culture there is a concept that a person is the master of his own destiny. The English can state their case as follows: *I am thirsty; I have got to get up early tomorrow; I feel hurt; I feel offended.*

L. Visson draws attention to these situations in English culture: "the English are well aware that they have to answer only for their actions and results. That is why the motto of the British is always - *Go get it! Go to it! , Do it yourself!*" [6: 78].

In Uzbek culture, it is customary to congratulate on a birthday or a holiday, but in English culture, the words "*congratulate*" or "*congratulation*" can often be used in connection with the achievement of personal victories.: *Congratulations on winning the competition (publishing the book, passing your exam, your promotion etc.)*. English people may say congratulations on the birth of a child, but not on a birthday: *Congratulations on having a baby* but not as *Congratulations on Happy Birthday*.

Instead of the phrases "*I wish you happiness, I wish you a long life, I wish you health*" typical of Uzbek greeting cards, English "*Best wishes; lots of love; wish you all the best*" are limited to such wishes, the reason for this is explained by the fact that, as we noted above, in English culture there is an idea that a person should achieve everything himself. In the sense of specifying time, the past tense forms are often referred to, this is especially evident when talking about a person's age, where age involves a past tense rather than a future tense.: *He is in his late fifties / She is her early forties.*

"A day" in Uzbek is given as "twenty four hours" in English. There are no equivalents of the words "tonight" meaning "night today" and "fortnight" meaning "two weeks" in the Uzbek language.

## RESULTS

Stable units meaning distance: *keep distance, stay clear off somebody* (stay away from someone), *give somebody a wide berth* (keep a distance with someone), *get off somebody's back* (break contact with someone) represents compliance. Not only do they keep their distance, but they demand it from others as well: *keep somebody at a distance, hold somebody at a distance, hold somebody at arm's length.*



Another characteristic of the English culture is a positive approach to life, i.e. "positive thinking", which means "a positive attitude and a benevolent attitude towards people" [6: 82]. Reverend Norman Vincent Peale first coined this phrase when he published his book "The Power of Positive Thinking", which became a lifelong slogan of the English people.

Children are told from a very young age: - *everything will work out*; - the idea that everything will be all right (everything will be fine) is given and new ones are created at the base of this phrase: "*hope for the best, think positive, do positive, be positive*".

The word "positive", which is used a lot in the texts of English folk tales, is defined in the dictionary as: "believing that good things will happen or that a situation will get better" [4]. And in texts it has several synonyms: optimistic, hopeful, marked by optimism, etc. Expressions that give the meaning of this word, that is, encourage to look at life and fate with confidence and hope, are also widely used: *to be disposed to look on the bright side, to be sanguine about something, to be quite hopeful, expecting the best, sanguine view, sanguine hopes, to be enthusiastic about, a Panglossian view*.

## DISCUSSIONS

In many fairy tales included in the "English Fairy Tales" collection, you can find the words hope, happy, best, kind, luck, bright, fortune: "*But I can,*" says she. "*Go you, and bring the best of 'em* (Tom Tit Tot); *And now I see she loved me best of all* (Cap O' Rushes); *The old woman hoped for the best when she said that* (The Red Ettin); "*Goodness gracious me! It's my old man,*" said the ogre's wife (Jack and The Beanstalk); *Dick went back, and was lucky enough to get into the house* (Whittington And His Cat); *Her sister had been so lucky in seeking her fortune, and she wanted to do the same* (The Three Heads Of The Well); *we will go forth to seek our fortune* (Mr. Vinegar) [4].

In the last example, the meaning of the phrase "to seek someone's fortune" given in the dictionary "Travel somewhere in the hope of achieving wealth and success" (Oxford Dictionary) gives information about the English people going to distant lands for their happiness, where a similarity with Uzbek culture is observed:

- So the Little Hero went on a long journey to find his happiness (Little Hero) [10]; *...one morning he started to go and seek his fortune*. (How Jack Went To Seek His Fortune); *I will take it on my back, and we will go forth to seek our fortune*. (Mr. Vinegar); *There was an old sow with three little pigs, and as she had not enough to keep them, she sent them out to seek their fortune* (The story Of Three Little Pigs); *And she had two sons; and by-and-by it was time for the wife to send them away to seek their fortune* (The Red Ettin)[2].

## CONCLUSIONS

Both English and Uzbek folk tales glorify hard work. In order to achieve their goals, fairy-tale heroes work hard, achieve everything with their own strength, knowledge and perseverance, such characteristics are expressed by the verbs as *to go, to succeed, to persevere, not to give up*: - *Jack felt a little tired... but he was a very persevering boy, and he knew the way to succeed in any thing is not to give up. So, after resting for a moment, he went on*[2].

The reason for this is, first of all, their anonymity, that is, they do not have authors, they are created by the people. Folklore is a mirror of any national culture, it reflects not only the real world surrounding the representatives of that nation, but also the social consciousness of the



nation, its mentality, national characteristics, as well as its way of life, traditions, customs, and moral values. To study the national characteristics of any nation, first of all, it is necessary to study the folklore works of that nation.

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## FOREIGN AND NATIONAL PRACTICE OF COMBATING SOCIAL PROBLEMS OF WOMEN

anvoridohkaB akilaM avotamrehS\*

\*Doctoral Student in "Fiqh and kalam",

Department of ICESCO,

Research Fellow of Imam Maturidi International Scientific Research Center,

Email id: malikabakhodirovna@gmail.com

Yunusabad district, Yangi Darxon Mahallasi Street,

Tashkent, UZBEKISTAN

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### ABSTRACT

*This significant article was called "Foreign and national practice of combating social women". It analyzed social problems connected with women's right. In Islam, Sharia is regarded as a legal code binding on all Muslims. In a religion where everything is beautifully and intelligibly revealed and embraced, unfortunately, some segments of the population severely infringe on the rights of women. Which leads to many disputations? With the article, they tried to analyze certain causes of these problems and give them a solution.*

**KEYWORDS:** Religion, The Koran, Sunnah, Islamic Right, Muslim Law, Women'S Rights.

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### INTRODUCTION

In recent years, on the basis of ideological and political views and moral decisions, the main directions of the socio-economic and cultural development of the Muslim world have been developing, and this is increasingly changing the position of women in Muslim law and Muslim society. The growing role of implementation as a global policy-forming potential and a powerful legal tool in those countries where Sharia recognized the foundations of legislation in the "Islamic revival" determine to a large extent the relevance of a specific study of the legal status of a Muslim woman in the status of society.

Considering the issue of the status of women in Muslim law, first of all, one should point out the indisputable fact that in all world religions it is most closely related to law and law. In this regard, Muslim law and Muslim legal ideology are the connecting link. At the same time, as lawyer Abdel Rahim al-Ali Nasser, emphasizing the state nature of Islam, "Muslim law has always been at the center of his teaching, and it was perceived not only as a system of norms, but also as a universal political and legal doctrine."

In Islam, Sharia has been replaced by the quality of a legal code that all Muslims must identify. The Koran and the Sunnah, as the main sources of Sharia, there are common legal grounds and rules. Depending on the changing characteristics, they can be interpreted as ijihad, whereby extreme generality as the most important source of Islamic law after the Koran and associated with the Sun. On the other hand, fiqh is also based on its sharia, but development is possible through human effort. Therefore, it can be re-examined. If necessary, its provisions may also be included in its interpretation. Many states with a Muslim population continue to declare in their laws and often even in their constitutions the allegiance of the population to Islam. The

subjugation of the state of this wealth is proclaimed by the constitutions of Morocco, Tunisia, Algeria, Mauritania, Iran, private capital. The Civil Codes of Egypt (1948), Algeria (1975), Iraq (1951) The Constitution of Iran and the laws of Indonesia require expenditure; provide them with a survey of Islamic law. However, almost all of these countries are planning to modernize and take various measures for this, including in the issue of the status of women, their rights and freedoms. Some examples of the application that this evolution, which includes the establishment of a new type of regime, as well as bold reforms in the field of private law, can live with the seeming immutability of Islamic law.

Numerous Muslim societies that recognize as one of the creeds the perfection and authority of Islamic law have a large number of centuries and continue to exist, mainly empowered by customs (adadatively). The custom is not included in Islamic law and is never replaced as a right, but this does not mean that it is rejected by Muslim law. It goes without saying that from the point of view of Muslim law, some customs may be illegal, but at the same time, they also take place in the practice of Muslim countries.

Islamic law divides all human actions into categories: obligatory, recommended, indifferent, condemned and prohibited. Custom cannot recommend actions that the law forbids, or forbids what the law considers reprehensible or only permissible.

Islamic law contains very few imperative representatives and provides ample opportunity for free initiative. As a result of the conclusion, it is possible, while remaining faithful to Islam, to make very significant changes in the norms that offer Islamic law, but which are not considered mandatory.

Due to this possibility, the jurisprudence of Muslim countries allows, for example, at the conclusion of a marriage a reservation that the wife may subsequently be preferred from marriage (in the sense that this is the prerogative of the husband) or that she receives such a right if the husband does not violate the law enforcement of monogamy. The status of marriage and family has been seriously changed, especially in cases of just such consequences. Ample opportunity for such digressions, in truth, discussion issues. Unlike the Muslim Shiite persuasion, the Sunnis do not allow, for example, they put a number of conditions on this issue, such as the temporary nature of marriage (muta) or the regime of community property of spouses.

Together with the rights to the possibility of developing a Muslim user agreement, however, its significance is not lost.

Much attention in Muslim law is paid to family relations, family and marriage problems, and the status of women. Here it is necessary to proceed from the fact that distribution and Sharia consider celibacy as an unusual phenomenon, and marriage as a religious duty of a Muslim. But in fact, the marriage contract often acted as a kind of commercial transaction. Formally, the consent of the parties, including the bride, is required for marriage. According to Sharia, a Muslim had no right to marry unbelievers and apostates from Islam. Marriages entered into in violation of these conditions were annulled. But a Muslim was allowed to marry women of a different religion, since it was assumed that the husband would convert his wife to the Muslim faith. It was forbidden for a Muslim woman to marry a non-Muslim. Islamic law defines in detail the grounds for divorce and its procedure. Sharia knows several types of divorces, differing both in the order itself and in its legal consequences. For example, a temporary divorce is possible, providing for a kind of probationary period. Although the grounds for divorce are clearly defined

(apostasy from Islam, etc.), a husband can divorce his wife without explaining the reasons in a simplified form (talaq).

According to Muslim law, the right to divorce belongs to a man, but husbands during a divorce are forbidden to act inhumanly and dishonestly with their wives: "For outcast wives, there should be honest content; it is a duty to fulfill those who fear God. From this it can be seen that the Muslim canons on the rights of inheritance and marriage establish the rights of a woman and, to a certain extent, limit the arbitrariness of a man.

According to the Qur'an, three forms of divorce are known: curse-divorce, spine-divorce, and oath-divorce. Three types of divorce are also mentioned in the commentaries on Muslim law "Khidaya" akhsyan (or very commendable), hasyan (commendable) and biddat (not commendable), which in turn fall into many forms.

According to Sharia (a set of norms of Muslim law, morality, religious prescriptions and rituals), four main types of divorce are practiced: heifers boin (in Russian Islamic literature, talaqbain is a final divorce), heifers rije'zi (rajaa - the rules for returning a husband to his wife), hul 'e (khulla or khlyug - a divorce initiated by a woman by bribing her husband) and muborot (mubarat) - a divorce by mutual consent.

In popular, sometimes in historical and ethnographic literature, there are statements that the procedure for divorce according to Sharia is very simple and that "it was enough for the husband to pronounce the Arabic word talan three times in a row and the divorce was completed. In practice it was much more difficult. Indeed, as soon as the husband voiced the triple "talak", the spouses became forbidden for each other. But this did not mean that he could not reconcile with his wife. The Koran says: "If he divorced her (for the third time), it is not allowed for him after that until she marries another husband, and if he divorced her, then there is no sin over them that they will return if think to fulfill the restrictions of Allah (Chapter II, p. 230). In other words, the husband, if desired, could restore the family after the wife marries another ("muhallila - intermediate husband), divorces him and a new marriage union is concluded. A divorced wife did not immediately leave her husband's house. She stayed in it for four months and ten days, in case of pregnancy - until the end of childbirth, after that she left the house, leaving her husband with children.

As a rule, the wife did not leave her husband's house even when the heifers were divorced rij'ezi (rajaa). If after the completion of the boin heifers, the marriage was restored subject to the observance and performance of all its rites, then the heifers rij'ezi granted the husband the right to restore the marriage without requiring the consent of the wife, who was obliged to obey unconditionally.

Hyul'e (hula, hlyug), unlike boin heifers and rij'ezi heifers, is the final divorce. In the vast majority of cases, it is initiated by the wife, who, in order to obtain a divorce letter, provides her husband with her mahr or other property (part of the dowry). The divorce formula in this case is also pronounced by the husband. This type of Muslim divorce is nothing more than an exchange of property for a person. The husband comes into possession of property, and the wife acquires the right to her own person.

Muborot is a divorce by mutual consent of the spouses. The initiative of divorce, as in the case of hul'e, belongs to the wife, but the husband himself sets the conditions and determines the amount of the ransom, which should not exceed the amount of the dowry. The essence of the first form

of divorce, known as le'on (curse), was that the husband, being convinced of the depraved life of his wife or the illegal habitation of her child, in front of the Sharia court and in front of witnesses ("at the confluence of a crowd of people) uttered a sig from the following words:

"I testify before God that I justly said what I accuse her of. After pronouncing this oath four times, he added a curse: "May the curse of God be upon me if I speak unjustly. The wife, if she considered herself innocent, said four times: "I testify before God that he speaks a lie, then she added: "May God punish me if he speaks the truth.

Upon the completion of the le'on, the marriage is terminated definitively. but. Children recognized by the husband as illegally adopted, remain with the mother, but use the inheritance of the father. A wife, torn away from her husband by uttering a curse, has no right to his inheritance, "equally, the husband does not inherit from his wife divorced according to the law. The marriage could be dissolved by the husband and the announcement of zehor (zikhara), an offensive expression for the wife, that she was to him the same as his mother's back. Comparison of a wife with a sister, aunt, daughters of brothers and other relatives with whom marriage is prohibited due to the proximity of kinship was not considered offensive. After performing the zehor, the wife became forbidden for the husband and he could return her only after giving kephoret (optional: either the release of one slave, or the distribution of food 10 to the poor, or a three-day fast), determined by the spiritual court and consisting of the release of a slave, a two-month fast or distribution alms according to your condition. Zehor (zihar), therefore, a non-final divorce.

The divorce of illo with an oath of non-cohabitation was also temporary. The husband, who decided to divorce his wife, pronounced sigeillo - the words of the oath that he would not have cohabitation with his wife until a certain time. With her tacit consent, the illo unquestioningly entered into force. In the event of the objection of the wife and the filing of a complaint by her, the hakim sheri (the highest spiritual person who gives an opinion - a fatwa on the application of Sharia) set a four-month period, after which the husband was obliged to either give his wife a divorce, or have cohabitation with her by making keforet.

When dissolving a marriage under Muslim law, all the benefits are on the side of the man. The Qur'an says: "Husbands stand above their wives because Allah has given some preference over others, and because they spend from their wealth. And decent women are reverent, they keep a secret in what Allah keeps. And those whose rebellion you fear, admonish and leave them on their beds and strike them. And if they obey you, then do not look for a way against them - indeed, Allah is exalted, great! (Chapter IV, Art. 38).

However, Muslim law recognizes separate reasons why a woman may terminate a permanent marriage. These include: the retreat of the husband from the Muslim faith and his adoption of another faith, his long unknown absence, the discovery of his shortcomings and the disagreement of the minor to remain married when she reaches the age of majority. A detailed description of the complex system of Muslim divorce, which theologians themselves, the faqihs, understand with some difficulty, is not included in our task. Nevertheless, the specifics of Sharia divorce initiated by a woman should be considered in some detail.

As indicated, one of the reasons that allowed a woman to dissolve a marriage was her husband's apostasy and his adoption of a different faith. Muslim law prescribed: "If there was no cohabitation, then the abandonment of the Muslim faith by one of the spouses immediately destroys the marriage. In the case of subsequent cohabitation, the marriage remains valid if the

wife has left the faith; but if the husband left it, then the marriage is annihilated and he is obliged to issue mehr.

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## THEORETICAL ISSUES OF MASTERING WORDS FROM ARABIC TO TURKISH

Salimova Sitorabonu Nuritdin qizi\*

\*Researcher,  
International Islamic Academy,  
Tashkent, UZBEKISTAN  
Email id: s\_salimova@gmail.com

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### ABSTRACT

*This article covered the main factors that caused the penetration of Arabic words into the Uzbek language, as well as the extent to which these factors have influenced the local languages, and at the same time the reasons for the entry of many Arabic expressions into the Uzbek language. After independence, information was given about the changes made in the field of linguistics.*

**KEYWORD:** *Independence, Linguistics, Arabic Language, Dictionary, Uzbek Language.*

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### INTRODUCTION

Uzbek linguistics was introduced into the linguistic nature of the Uzbek national language, through enrichment and also oral speech. Mastering is more about the biblical literary language. At the same time, many Arabic words are also found in oral (colloquial) speech. This process of assimilation goes back to socio-religious relations and communication between people.

The widespread spread of the Arabic language corresponded to the Uzbek (Turkish) – Arabic, Uzbek – Tajik dual period. During this period, many Arabic words entered and assimilated into Turkic languages.

Independence paved the way for wide opportunities in linguistics, as in all areas. In particular, it made it possible to create such discoveries as the study of the place of Arabic words that entered Central Asia together with Islam in enriching the vocabulary of the Uzbek language. After all, the Arabic language had a great influence on the Uzbek language, such as Persian, Tajik. At the same time, the Uzbek language is one of the factors contributing to the increase in vocabulary.

In connection with the introduction of Arabic words into the Uzbek language, their assimilation, application, the development of society, the transformation and development of these words is one of the major and independent directions that can become the subject of Special Scientific Research.

Arabic words entered the Uzbek language from the VII-VIII centuries. This circumstance is connected with the fact that the Arabs entered Central Asia; widely spread the religion and culture of Islam, Science and Islamic customs in the territories occupied by them. Arabic had a great influence on Iranian and Turkic languages, which were indigenous languages. "Culturally, the ancestors of the Uzbek and Tajik people created their literature and cultures in the form of the Arabic language. Famous local scientists wrote their works in Arabic. This raised the possibility of the Arabic language much higher. On the second hand, the richness, expressiveness of the Arabic language was much more favorable in the creation of scientific terms". The Uzbek

language entered the vocabulary through Arabic words madrasa, religion, scientific and artistic books. In addition, the combination of arabisms with Tajik affixal morphemes, the acquisition of a new meaning (For example, “darhaqiqat”, “darhol”, “baquvvat”, “g‘amxo‘r”, “mulkdor”, “nohaq” and so on), the emergence of new words, combined with auxiliary verbs in the Turkic language (For example, “zohir etmoq”, “va‘da bermoq”, “qaror qilmoq”, “mahv etmoq”, “tarannum etmoq”) also ensured that arabisms take a strong place in the Uzbek language vocabulary.

For 150 years after the introduction of Islam, Arabs and Arabic became dominant in Central Asia. Most of the scholars who lived and worked in the X-XI centuries wrote immortal works in Arabic, regardless of nationality, related to philosophy, history, calamity, medicine and other fields. As a vivid proof of our opinion, we can point out such works by Abu Ali ibn Sina as “AlQonun fit-t Tibb”, Al-Khorezmi as “Al Jabr val Muqobala”.

The following can be cited as the main factors that caused the penetration of Arabic words into the Uzbek language:

1. Arabic was the official language and state language. Official documents of the state, trade and economic affairs were carried out in Arabic. This factor had its influence on local languages, at the same time; it caused the penetration of many Arabic expressions into the Uzbek language.
2. Arabic was the state language. ADIBS from Indigenous Peoples wrote their works in Arabic. The widespread use of Arabic-language fiction caused the widespread influence of the Arabic language on Turkey. Many Arabic lexical elements have entered the field of literature.
3. Arabic was considered the language of science, culture and education. Scientific literature is written in Arabic. The educational process in higher educational institutions – madrasas of that time was carried out in Arabic. This led to the fact that the worldview of our ancestors was formed on the basis of the Arabic language, on the basis of Arabic textbooks and works.
4. Arabic was the language of religion and sharia. He penetrated into the socio-economic life, consciousness, psyche, soul of people. They also began to express their grief through Arabic religious expressions. This caused the Arabic language to take a place in the hearts of the inhabitants of that time.

For the above socio-historical reasons, many Arabic words were mastered into the Uzbek language. These words have undergone various changes during the development of the Uzbek language, some have disappeared, and some have acquired a new meaning, taking a solid place in the vocabulary of the language.

There is a formal and meaningful stage of the transformation of Arabic words into the vocabulary of the Uzbek language.

*At the formal stage*, Arabic words adapt to the sound, orthographic, morphological and word-making rules of the Uzbek language. It happened that the sound “ayn” in Arabic words is pronounced in the style of “a”, the sound “zal”, “za”, “zo” becomes the only sound “z”, the orthographic, morphological and pronunciation patterns characteristic of the Arabic language are mastered according to the rules of the Uzbek language.

*Content stage*. As you know, the interaction of languages always has its own social reasons. These reasons contribute to the enrichment of languages. This phenomenon has the same continuity as the progress of the language. Analyzing the historical development of Arabic words

in the Uzbek language, we were convinced of this, that is, the interaction of the two languages was increasingly developed.

As mentioned above, in the VIII-XI centuries, there was a large-scale rapid penetration of Arabic words into the Uzbek language. At the same time, Arabic words fully adapted to the orthographic, phonetic, grammatical laws of the Uzbek language and became its important layers.

In addition to internal possibilities, such as making a word, applying a word in new meanings that are not unique to it, each language also develops and becomes richer due to external possibilities. In the enrichment of language under the influence of external capabilities, the extraction of linguistic units from other languages is important. In the assimilation of linguistic units from other languages, not randomness is based, but a certain social and linguistic need. Linguistic units derived from abroad serve to cover certain linguistic-communicative needs that arise in a language; after all, if there is no need for a specific word or linguistic form, it is not assimilated from another language. Due to this need, linguistic units from one language to another are assimilated. The assimilated linguistic unit brings with it a new concept, a new meaning, into another language. Such a concept and meaning is also sought in form from one's own language. But in a clear and correct expression of a new meaning and concept, in most cases, the vocabulary unit borrowed from another language is a priority. Having priority, such assimilation quickly and easily adapts to another language, becoming gradually its own linguistic property.

Lexicon language structure is quite mobile and variable in comparison with other types. In addition to word-making, the development of words by acquiring new meanings, this type is also regularly enriched by mastering vocabulary units from other languages. The entry and absorption of words from one language to another is not just a simple, mechanical process, but a legality associated with complex linguistic and social-historical conditions. In order to master the word from language to language, you first need real conditions. Such conditions are language cooperation, that is, language contact.

In the process of revealing one or another characteristic of words, assimilation in languages belonging to different groups is given the following definition of the word itself: "The word assimilation is a lexicon migrated from a foreign language, obeying the phonetic, lexical – semantic, grammatical shell of the mastering language".

Mastering is the migration, entry of certain language elements from one language to another. Such an element, as previously noted, can be a word, in some cases sounds, as well as a morpheme that is part of the assimilated word. The phenomenon of mastering is mainly about mastering words. Other elements assimilated from a foreign language into the Uzbek language, mainly included in the composition of borrowed words in this language. Mastering a word is taking a word from a foreign language into the Uzbek language.

The word must meet a number of requirements in order to be entered into the accepted language, that is, absorbed:

1. The borrowed word obeys the laws of the language that accept it.
2. The borrowed word becomes as natural and clear as its own, the risk of doubting it, confusing it with other words disappears.

3. The word seems to the people who own the receiving language as if it were their own word. It is not felt that it is a yacht element.
4. If the word is mastered, there will be no possibility that this word will quickly get out of the language.

There will be no inappropriate discussions about the “unnecessary” of such a word, about its “withdrawal” from the language, etc.

One of the fundamental signs is the widespread use of assimilation in speech, especially in the speech of society. When a word is not used in society, not recognized by people, it cannot be the norm. A word that is not a norm cannot be considered a assimilation.

The word must be used not only in individual speech, but also in colloquial speech of society for it to be a assimilation. The use of the word in individual speech is still its appearance in the language, except that it becomes a assimilation only when society switches to colloquial speech. Absorption the absorption of the word depends on certain conditions and characteristics. Some of these are the following:

1. Mastering the word to be adapted to the writing characteristics of the language that receives it;
2. Correspondence of grammatical classes, categories of a foreign word-mastering language;
3. Phonetic re-formation in the language in which the word received it;
4. Grammatical absorption of a foreign word into the language that receives it;
5. Foreign word the language that receives it is the active participation in the word-making system;
6. A foreign word must be used continuously in the language that receives it.

Statistical determination of the functional nature of lexical layers in a particular period and reaching quantitative conclusions based on mutual comparison of the data obtained, trying to establish shifts in the vocabulary of the Uzbek language based on these numbers is a common method in Uzbek linguistics.

Any language goes through different stages in the history of its development. At these stages of language development, certain changes occur in its vocabulary composition and grammatical structure. This circumstance in itself gives rise to the peculiarities and norms of the language of each era. According to these norms, the literary language of one era differs from the literary language of the second period in certain features. The characteristic lexicon, grammatical means for a certain period of language development are periodic norms of the language of that time.\

In linguistics, such norms are referred to as the invariant norm, that is, periodic norms. The Invariant norm occurs in the language (more often in the literary language) according to the requirement of a certain period.

Usually the alternation of the invariant norm of one period with the invariant norm of the second period indicates changes in the genera of the language, stages of development, and such changes are associated with the communicative requirements imposed before the language of each period, with social and historical needs. Various points of view are described in linguistics.

It is known that the semantics of a foreign word, according to the vocabulary composition of the language being mastered, as well as the level of development, can be mastered in full, in part and in a completely changed way.

From time immemorial, peoples, nationalities and ethnicities have been in mutual economic, political, cultural contact and relationship. The fruits of development and progress in their relationship also find their expression in the lexicon of the languages of these peoples.

It is obvious that in the process of mastering or after mastering, both due to the fact that it has undergone various changes, and not fully adapted in terms of meaning, structural, that is, component analysis is the most convenient way to achieve the intended goal.

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## CONSENSUS ALGORITHMS IN BLOCKCHAIN TECHNOLOGY: A COMPARATIVE STUDY

Satpal Singh\*

\*Assistant Professor in Computer Science,  
University College Chunni Kalan,  
INDIA  
Email id: spsingh.mohali@gmail.com

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### ABSTRACT

*Blockchain, nowadays, is a fastest growing distributed and secured technology that can be used in various fields. Bitcoin, that works on the PoW (Proof of Work) Consensus mechanism and commenced its services in 2009, is the most successful crypto currency today. The idea of Blockchain emerged out in 1991 by Stuart Haber and W. Scott Stornetta that a technology can run on a peer to peer network without any centralized authority. However it took almost 18 years to develop first Blockchain based application. In this type of network, each node contains the copy of Blockchain transactions that has been added to the system after validation. Consensus is a general agreement that has to be done between two parties in order to achieve an output. This mechanism guarantees that all the nodes in network are well coordinated and any illegal transaction must not occur in the system. Every Blockchain network uses different Consensus mechanism as per its requirements. In case of Blockchain technology, 51% of the present network nodes need to be agreed according to the contract in order to achieve the consensus. If a malicious node tries to control the network then it needs to gain the faith of 51% of the networks nodes that however is impossible. The main motive of Consensus mechanism is to secure the network and control any unauthorized activity that could be harmful for the network. Miners are the nodes that validate every new transaction that has to be linked in Blockchain. The consensus mechanism verifies that the block added in Blockchain is validated by the miners and a copy of this is distributed among all other nodes. Consensus algorithm becomes the backbone of a Blockchain network as it plays a major role in appending a block in a chain and ensures security. Consensus mechanisms can be differentiated in terms of difficulty level of computation, scalability, throughput, security and efficacy.*

**KEYWORDS:** *Consensus, Scalability, Computation, Malicious.*

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### INTRODUCTION:

Blockchain is an open distributed ledger made up by the blocks of transactions carried upon by the nodes present in the network. Satoshi Nakamoto developed Bitcoin crypto currency in 2009 which is most successful digital currency yet. The idea of distributed network is the brainchild of Stuart Haber and W. Scott Stornetta which was fulfilled by developing Blockchain based Bitcoin crypto currency [1]. Blockchain, nowadays, is a fastest growing distributed and secured technology that can be used in various fields. It is a chain containing blocks, whenever a



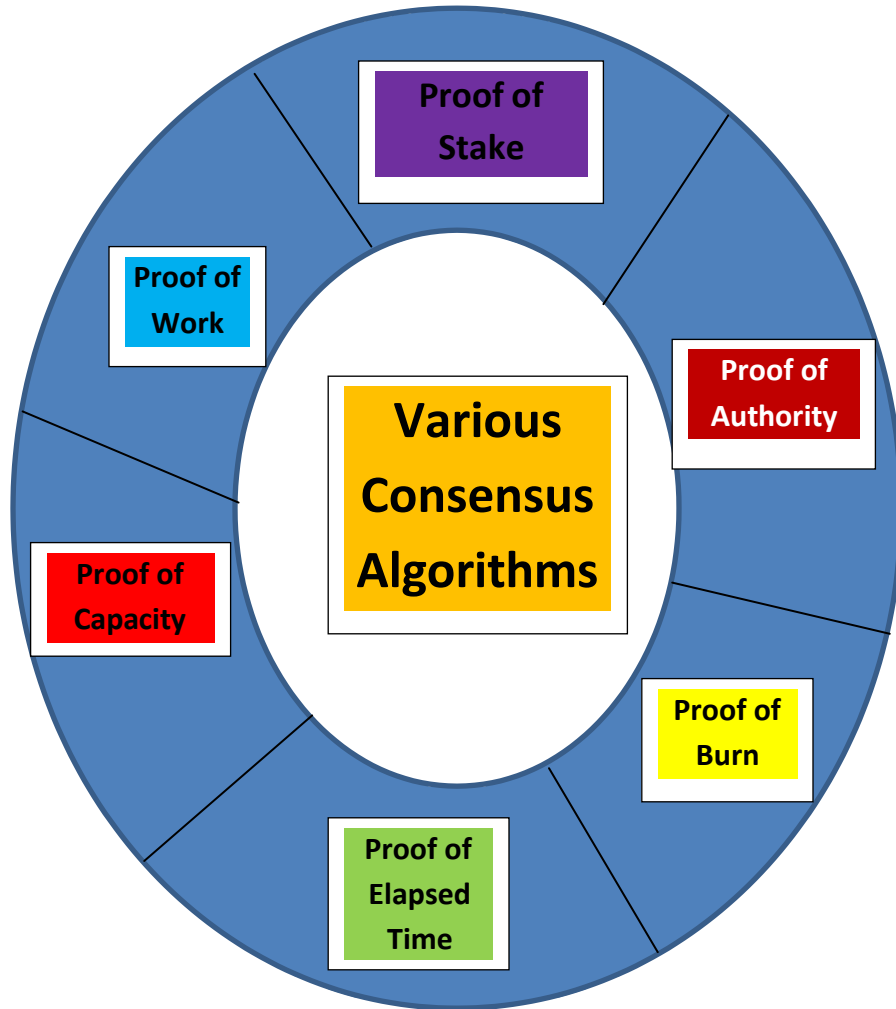
transaction occurred, it appends into the chain by creating a new block. The foremost block of the chain is genesis block and it is not linked with previous hash. Every transaction recorded in a Blockchain is immutable, irreversible and every member of the Blockchain can see every recorded transaction. A copy of every transaction, in form of a block, is sent to all the nodes present in the network. In contrast to traditional systems, where a centralized authority is supreme to take decisions and make transactions, Blockchain is decentralized technology in which every node especially mining nodes plays an important role to transact valuables and decision making. A block contains significant information about the transaction and link itself with the last block by using previous hash. Most of the Blockchain use SHA56 hashing algorithm to save its data from the hackers [2]. Other than information, a block consists of hash value, previous block's hash, block number, timestamp and a nonce.

A fault-tolerant method to attain a general agreement by following the predefined set of rules between two parties is called consensus mechanism. The major issue in a decentralized peer to peer network is to gain the confidence of all the network nodes in the presence of harmful nodes in the network. In case of Blockchain technology, 51% of the present network nodes need to be agreed according to the contract in order to achieve the consensus [3]. The consensus algorithm develops on the basis of agreement through which every network node reaches common consensus to add a block in Blockchain. This builds the trust between nodes of the network and provides better reliability. Verification of a block that will be added to the Blockchain, whether this block is validated by miner and copy is scattered among all participant nodes, is done by the Consensus mechanism. An algorithm to reach a consensus is must to follow Blockchain protocol. Validators or miners are responsible for kicking the faulty nodes out of the network. There are numerous Blockchain platforms available in the market today however Bitcoin, Ethereum and Hyper Fabric are most popular among all. The pivotal characteristics [4] of a Blockchain are –

- Peer to peer network
- Reliability
- Scalability

The consensus mechanism of a Blockchain mostly depends upon the above three features. The majority of consensus mechanisms allow only those users to append block in the chain that shares some assets or indulges him seriously in the process so that only genuine participants in the network perform duties reliably.

Following are the Consensus mechanisms those are yet discovered and used in Blockchain technology:



**Figure 1: Various Consensus Algorithms**

**Proof of Work (PoW):**

The most preferred and simplest mechanism and that was used in Bitcoin, first application of this type, is Proof of Work. This mechanism actually reveals the miner who will add next block in the chain. This algorithm is based on mathematical calculation to crack an equation in order to find a required number; the node that solves this riddle earliest will win and become the next miner [5]. Though the algorithm is manageable yet a lot of energy is consumed while solving the arithmetic equation. The whole process of solving the puzzle and adding a block into a chain is known as mining. Most of the time, miners took many transactions together in a block and try to mine it. Miners need to solve the problem to achieve the target hash. It becomes more complicated to mine a block if target number is low and whosoever mine the block gets a reward in return. It consumes a lot of time and energy of miners; hence they need to check different nonce values to solve the puzzle. Despite of this, the cost of mining is much high because numerous electricity and special hardware i.e. graphic card is needed to complete the process.

## **Proof of Stake (PoS):**

The most suitable alternative of Proof of Work algorithm is Proof of Stake. Miners in PoW are called validators in PoS. In this mechanism, the node that has more stake value has much chance to get the opportunity to become a validator. However, it doesn't give any guarantee to be a validator for biggest stakeholder rather it follows a randomized process to find a validator with high chances for a node with maximum stake. User need to put some amount of crypto currency as a debt to become a validator and can lose that money if it plays unfairly. Validator has to create and append a block in chain rather to waste its energy by doing unnecessary computation as in PoW. If a faulty user wants to alter the block in the chain by becoming validator, it needs to have 51% stake and it's unsafe for the malicious node because whenever it attests false node it risks losing its stake [6]. In this mechanism, electricity usage is much lower than PoW and no special equipment is requirement hence it is an energy efficient algorithm.

## **Proof of Authority (PoA):**

PoW and PoS works in permission less network whereas PoA is designed to work in permissioned network. It's obvious that every node available in network is first authorised then let it to enter the network. According to the algorithm, nodes, those are reputed and successfully validate blocks in the past, or preapproved nodes, likely to be validators [6]. PoA's performance is much better than that of PoW and PoS, that's why it is suitable for private blockchain. It's not an easy task to become a validator in PoA, it follows a robust process and one needs to put its reputation on stake and needs to invest more money. Just like PoW and PoS, hacker needs to get control of 51% of nodes to commit any faulty activity in PoA, hence it is a permissioned network and controlling 51% pre authenticated nodes is impossible task. Comparatively, a few numbers of validators are there in PoA and it consumes less power and resources during validation.

## **Proof of Capacity (PoC):**

In this mechanism, miners utilize memory of computer system rather than using computational power as in PoW. In this, node needs to provide its hardware space to the network so that it can store solutions of hashing issues. Node, that can assign larger storage unit to the network, it will store more hashing solutions hence get more chances to become a miner. It doesn't mean if a node constitute itself in mining activity through PoC can never use that space for other business, rather it can wipe off the mining data anytime from its computer and utilize that space for any other project. PoW takes 10 minutes to create a block whereas PoC takes only 4 minutes [5]. Blockchains that run on proof of capacity include Storj, Burst, Chia, and Space Mint.

## **Proof of Burn (PoB):**

The most common alternative of Proof of Work algorithm is Proof of Burn because it consumes minimal energy as compared to the former one. In PoB, system doesn't need any super gadget to solve the mathematical problem rather it burns crypto as an investment in the blockchain system so by consuming these coins just for investment sake, users could not take risks to validate invalid transaction. More the investment a user do, more the chances a node get to become validator because it get more power to mine a block. The difference between PoS and PoB is that in PoS, a user can withdraw any from the system and get its money back but in PoB, user have to destroy the coins forever to gain profit [9].

## Proof of Elapsed time (PoET):

In Proof of Elapsed Time, nodes get a certain amount of time that is randomly decided by the system. The “miners” must first join the network, gaining a membership certificate. Once they are in the network, the nodes need to wait a certain amount of time that is randomly decided. The miner must wait at least the amount of time that was defined before starting of mining a new block into the blockchain. In PoET, the miner that has the shortest amount of time is elected to do the block mining that round. The system tends to be fair and choose miners with a good degree of randomness. It doesn’t require much electricity consumption and miners can “go to sleep” while they wait for their turn [8]. The PoET algorithm is for permissioned blockchain networks. That is, a special verification is required from a node when it tries to join the network.

## Layers in Blockchain System:

Whole Blockchain system is divided into three layers:

1. Incentive Layer: It consists of incentive model, rewarded elements, amount of rewards, reward distribution etc.
2. Consensus Layer: It consists of consensus protocol, transaction execution, block generation and reception, fork resolution etc.
3. Network Layer: This layer consists of number of nodes, network configuration, and information to be propagated, broadcast protocol etc.

Consensus Algorithm	Energysaver	Access	Transationrate	Example
Proof of Work (PoW)	No	Public	Low	Bitcoin
Proof of Stake (PoS)	Partial	Public	High	Ethereum
Proof of Authority (PoA)	Yes	Private	High	VeChain
Proof of Capacity (PoC)	Yes	Public	Medium	Burstcoin
Proof of Burn (PoB)	Yes	Public	Very high	Slimcoin
Proof of Elapsed Time (PoET)	Yes	Private	Medium	Hyperledger Sawtooth

Table 1: Consensus Algorithms.

## DISCUSSION:

As discussed above, nowadays, a lot of consensus algorithms are there to be utilized in blockchain based technologies. Users of these technologies need to choose a consensus protocol among many options as per their requirement. In order to enhance the standards and upgrade the durability, features of different consensus protocols must bind together in a library according to the need of software and user. When a variety of protocols are combined together, it will

strengthen the capability of application by reducing its weaknesses , it results in improving the performance and efficiency.

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## CHANGING YOUR NEW FOCUS ON PHYSICAL EDUCATION AND SPORTS SCIENCES

**Prasad Salian\***; **Dr. Ashok Kumar\*\***

\*Assistant Director,  
Physical Education and Sports,  
Government Engineering College,  
Kushalnagara, Kodagu, INDIA

\*\*Assistant Professor,  
Physical Education,  
College of Horticulture, UHS Campus,  
Bengaluru, INDIA  
Email id: saliansports@gmail.com

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### ABSTRACT

*Physical Education has been an important part of the education system for over 100 years in India. Successive Governments and States have modified the focus of physical education within the school curriculum from physical training in the early 1900's towards the current physical education (PE) provision. Physical training and the introduction to sports and traditional games was the initial focus of PE whilst later developments have included an emphasis on sports education, recreation, character building and discipline, according to Kumar and Sharma (2019). The addition of well-being to physical training, yoga and sports has more recently led to a new focus of physical literacy being suggested for PE. Physical literacy is our unique disposition towards valuing and engaging in physical activity for life (Whitehead, 2010). The root to developing our disposition lies in our innate and acquired motivation, confidence, physical competence, knowledge and understanding. It is the physical education teachers of India who have the opportunity to create positive learning environments for their students so that they can develop their confidence, physical competence, knowledge and understanding, which in turn will increase their motivation to engage in physical activities for life. However, if traditional methods of teaching large classes, with limited facilities and equipment and a focus on medals for the few, continue to prevail within the schools then the opportunity to impact on future generation's holistic health may be lost. This article aims to encourage physical education teachers to reflect on their philosophy, pedagogy and practice and then consider physical literacy as a focus for the future of physical education.*

**KEYWORDS:** *Physical Education, Physical Literacy, Sport Sciences.*



## 1. INTRODUCTION

In 2016 Pullela Gopich and realized that there was an issue in India. Children were not receiving a broad physical education that prepared them for life and adults were not engaging in sufficient physical activity to promote healthy lifestyles. The ever increasing levels of cardio-vascular problems, obesity, diabetes and other health related medical issues was becoming a strain on the government, industry and individuals. In an attempt to change people's lives Pullela Gopich and engaged a group of like-minded professionals whose aim was to increase the physical literacy of the Indian population. The Excellence in Learning and Management of Sports Foundation (ELMS) is working with the International Physical Literacy Association (IPLA) and other agencies to promote physical literacy in India and encourage more people to be physically active for life. This article considers why change is needed and how approaches to teaching physical education need to be modified to foster physical literacy.

The relatively new concept of physical literacy utilizes a term that has been used to describe physical education, health and movement vocabulary, but now, as a result of new research into movement science, embodiment, and neuroscience, describes our unique disposition to engage in physical activity. The concept has the potential to change the thinking and practice of parents, teachers, coaches, medical practitioners and policy makers for the benefit of everyone's holistic health. Many nations across the world, who want to promote physical activity for all, for life, are embracing physical literacy as a golden thread that draws together varied agencies that have a common goal of holistic health.

## II. Review of Related Literature

The United Nations 'Recognize the right of everyone to be able to enjoy the highest attainable standard of physical and mental health' (WHO, 2000). It is not surprising that the World Health Organization have as their mission an aim: 'To ensure that all people have access to safe and enabling environments and to diverse opportunities to be physically active in their daily lives, as a means of improving individual and community health and contributing to the social, cultural and economic development of all nations' (2017). But we are not currently in a position where everyone is able to enjoy the highest standards of physical and mental health or where physical activity is a part of daily life. Why are we in this situation?

Obviously there are many causes of inactivity but there is one area that we have some control over and that is the physical education (PE) of our children. Physical education takes place in schools where we have a captive audience who we can influence from both a positive and negative point of view, in relation to their desire to be involved in physical activity for life. As physical educationalists our aim is to consider the holistic development of every individual student we teach. Across the world we have curricula which aim to provide guidance on the education of children in, through and about physical activity. An example from The Ontario Curriculum in Canada states that its key focus of PE is to create the environments where 'the knowledge and skills students acquire in the program will benefit them throughout their lives and enable them to thrive in an ever-changing world by helping them develop mental health and well-being, physical and health literacy, and the comprehension, capacity, and commitment they will need to lead healthy, active lives and promote healthy, active living' (Ontario Ministry of Education,

2019). But what is happening in reality? Are positive learning environments in PE being created in India?

Indian schools have used many traditional activities in PE and have focused predominantly on health and fitness, games and yoga. There has also been a clear focus on sport coaching and school teams, which has seen perhaps more time being spent with a minority of students aiming to attain excellence whilst the majority of students are not engaging or being engaged as much as they might be. A traditional approach to skills, drills and games appears to dominate in lessons, along with fitness sessions. Large teaching classes inevitably lead to stricter control of classes and limited opportunities for individuals to develop holistically. Suggestions from the White Paper on Establishing National Curriculum Standards for Sports Education in India, by the Confederation of Indian Industry (2016, p.8), claimed that ‘steps are being taken in the right direction with increased emphasis on physical education, yoga and sports. A holistic curriculum program which blends sports and physical education is what is required to make India a sports superpower in the coming years on both fronts –mass general participation as well as distributive specific performances that Produce excellence.’ The focus on success in sport and excellence can be detrimental to inspiring all young people to be physically activity, due to the exclusive rather than inclusive nature of sport. Not everyone can be excellent, but we can all aim to make the most of our capabilities and aim to engage regularly in physical activity for the holistic benefits it provides.

What is also worrying is the White Paper goes on to suggest that ‘A well organized curriculum increases the chances of developing genuine sports lovers which raises the profile of a sport and in the future will translate into ‘Sports Money’ through gate revenue, sponsorships, merchandise, sports tourism, sports facilities, competitions, equipment consumers and other revenue generating avenues (p. 12).’ The obvious connotations are that the focus of PE is to produce sports success for the few which will enrich the country with medals and other ulterior motives related to the generation of income. This encourages PE teachers to concentrate on sport and team success in school rather than the holistic development of all children through physical education. If we refer back to the core purpose of physical education then we need to move away from a ‘sport’ focused curriculum to a curriculum that develops the physical, affective and cognitive domains of each child through physical activities. Sport will inevitably be a part of that curriculum but so could many other activities and pedagogical approaches that will hopefully engage all children in physical activity that they enjoy. Sporting success will not be lost as high level performers will still be able to develop and by engaging more people in physical activity we will create a wider population to draw talent from.

Government and State policies need to reflect the importance of including and motivating every child in school to be physically active. We know that political parties regularly update and modify education policy but changing curriculum framework documents, historically, have little to no impact when it comes to influencing PE teachers’ practice, particularly in relation to content and approaches to teaching. Whilst we have competing discourses and ideologies of PE, as Green (1998) suggests, PE teachers derive their understanding of the substance and pedagogical form of PE from an ‘everyday philosophy’ that is shaped by enduring themes, such as sport and personal experience in sport and physical activity. Regardless of the curriculum framework proposed, it is the PE

teacher who determines the activities of PE as they make valued judgments' about content and pedagogy' (Pill and Stolz, 2017, p.68). It is therefore a PE teacher's philosophy or ideology that influences what and how they teach. The underpinning philosophy influences the direction, opportunities and ultimately the impact on children. Many PE teachers base their philosophy or ideology on their own previous experiences and therefore historical practices often perpetuate. Teachers do not always reflect on alternative practices or innovative ideas in relation to content, pedagogy and assessment and therefore we continue to get the same results from our teaching where a small number of students become motivated to be physically active for life but a significantly large number lose interest in physical activity. And as the saying goes, 'if we always do what we have always done then we will always get what we have always got' (Jeffers, 1987).

So how can physical literacy help? Physical literacy is a relatively new concept based on the philosophical principles of Monism, Existentialism and Phenomenology. From a Monist perspective, it suggests that our mind and body are inseparable, interconnected and intertwined and therefore each individual must be treated as an individual rather than separating the mind and body, as in a dualistic approach, where we train the body and educate the mind. From a physical education perspective we need to engage each individual holistically in lessons rather than putting children through training sessions or skill practices that they do not learn from or see relevance to. PE teachers need to help children develop physically, affectively and cognitively through their lessons and learning outcomes need to reflect these aims. They also need to recognize that the physical, affective and cognitive domains are considered to be of equal importance to our holistic development and need to be best simulated appropriately through physical education.

From an Existentialist perspective, it is argued that every individual is who they are as a direct result of the experiences they have had. It is through working within and responding to different situations that individuals will 'craft' their uniqueness and develop their potential to thrive. The notion of 'literacy' within the concept of 'physical literacy' arises from the importance of our interactions with different environments and movement forms. Essentially, we create ourselves as we live and interact with their world. We have a personalized ongoing dialogue between ourselves and our surroundings. It is important therefore, that children have positive experiences in PE so that they develop a positive relationship with physical activities. A teacher needs to consider the types of learning environment and the range of activities that they are providing at school as these will directly affect a child's future engagement in physical activity.

From a Phenomenological perspective, individuals perceive the world from their unique perspective based on their previous experiences, and if these are positive then again, they will be more likely to want to repeat these experiences. On the other hand if students have negative experiences in physical education they will be less likely to want to repeat those experiences and this impacts on life choices in the future. We can all recollect children who we have worked with whose experiences have been positive and they are still physically active years later, whereas there are also many children whose experiences were not positive and these are the children who become the adults with medical and well-being issues.

The importance of these underpinning philosophies is that we must consider each child as an individual and accept that they have a unique view of the world which we need to

take into consideration when we are teaching them. Teachers need to consider an individual's motivation, confidence, physical competence, knowledge and understanding when planning activities for them so as to ensure they are challenged but are able to be successful within the activities we choose to teach. By recognizing an individual's previous experiences, providing them with challenges through which they achieve success and develop their physical, affective and cognitive domains and treating each of them relative to their capability, we have an opportunity to

Influence their future relationship with physical activity in a positive way.

As an individual we have an innate desire to explore our environment in a physical manner. From an early age we explore and learn about our environments and our capabilities within those environments. As we experiment with different movement forms in different environments we become more competent and confident, which increases our motivation to engage physically. If we continue to be provided with challenges that are appropriate for our capability then we will continue to develop our confidence, physical competence, knowledge and understanding and motivation throughout our life. Creating the appropriate environments is the key to progression and this is the role of the parent initially but then becomes the role of the PE teacher and coach as the children grow older.

Every individual's physical literacy journey is unique to them. It starts in the womb and continues throughout life, taking different pathways according to the nature of our experiences. Jurbala (2015) suggests that we are on a spiral of development where our exposure to different environment allows us to develop our movement repertoire, self-efficacy, health and well-being, as long as the environments we experience are positive. This then impacts on our engagement in physical activity throughout life. However, our experiences are not always positive and we have to take into account injuries, work and family commitments etc. So our journey and engagement in physical activity may be and flow throughout our life. It is important to acknowledge that everyone's journey is different, based on their experiences and influences. Just consider how you have engaged with physical activity throughout your life and what significant influences there have been on your own engagement with physical activity.

The role the PE teacher is crucial as they need to create the appropriate environment for each pupil that allows them to develop holistically whilst engaging in a specific physical activity or experience. If the children are motivated, confident and physically competent, and have the knowledge and understanding, they are more likely to engage in physical activity and continue engaging in the future. But there are opportunities for the PE teachers to get things wrong which can lead to apathy if there is a lack of motivation, anxiety if there is a lack of confidence, frustration if there is a lack of physical competence or confusion if there is a lack of knowledge and understanding. If physical education teachers create appropriate learning environments then they have the opportunity to influence the engagement of the next generation in being physically active for life.

Consider what attributes, developed through physical education, we would like to see from students who leave our schools. It could be argued that most PE teachers and parents would like to see an individual, Who-

Wants to take part in physical activity

Has confidence when taking part in different physical activities;

Moves efficiently and effectively in different physical activities;

Has an awareness of movement needs and possibilities in different physical activities;

Can work independently and with others in different physical activities;

Knows how to improve performance in different physical Activities;

Knows how physical activity can improve well-being Has the self-confidence to plan and effect a physically active lifestyle.

### III. CONCLUSION

In order to see students demonstrating these attributes, as PE teachers, we must reflect on our focus and modify our practice. We should use all methods as required to respect, enhance and extend individuals capacities and opportunities for holistic growth and development throughout their physical literacy journey. We need to remember that we are not teaching skills, sports, activities or fitness, we are teaching a human being, an individual, and are taking in to consideration their previous experiences, interests and capabilities. We need to empower individuals to grow holistically throughout the life course so that they value their engagement in physical activity, and that they can embrace their physical literacy journey. We need to endeavour to provide environments that allow individuals to flourish holistically through their engagement in physical activity, whilst also constantly embracing and extending their physical literacy journey. And finally, we need to share our knowledge and experience with others and challenge everyone to go outside of their comfort zone, to challenge tradition and explore opportunities that will encourage everybody everywhere to enjoy being physically active.

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## CONSUMER BUYING BEHAVIOR OF COSMETIC PRODUCTS-A STUDY

Manjula M L\*

\*Assistant Professor,  
Department of Commerce  
Govt First Grade College Kuvempunagar,  
Mysore, INDIA  
Email id: manjulaml24@gmail.com

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### ABSTRACT

Tracing the roots of the proverb it is noticed that **“Beauty lies in the eyes of the beholder”** is highly subjective and multidimensional. Generally, people can have variety of opinions on beauty, which means to say flawless, perfection, attractive and demands attention among the group of several observers. Philosophers continued to grapple with the question, whether beauty was objective or subjective for centuries. On the side of beauty being a subjective matter, many expressed sentiments similar to Plato, and plenty of variations on his statement followed. Benjamin Franklin paralleled the statement by saying **“Beauty like supreme dominion, but is supported by opinions”**.

Keeping all diverse philosophies apart, the concept of beauty is associated with consumer value and carries business importance in context of emerging trends in fashion industry, film industry and TV shows.

Understanding behaviour of consumers is a key to the success of business organizations. Marketing personnel are constantly analysing the patterns of buying behaviour and purchase decisions to predict the future trends. Consumer behaviour can be explained as the analysis of how, when, what and what kind of factors prompts the buying decision of cosmetic products.

According to Global Cosmetic Industry report the advanced education provided by brands about the products' ingredients and benefits have made today's consumer more aware of what they're putting on their bodies, and making them more willing to pay. Consumer behaviour can be understood as: *"The decision process and physical activity individuals engage in when evaluating, acquiring, and using the consumer durables."*

Considering the economic importance of cosmetic products, the present study is designed to understand Consumer buying behavior of cosmetic products among female consumers.

**KEYWORDS:** Beauty, Multidimensional, Benjamin Franklin, Consumer Behaviour, Purchase Decisions, Cosmetic Products.

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### 1. INTRODUCTION

Cosmetics have always held an important place in people's life. Earlier they came from natural sources only and now, there are chemical compounds or a mix of both with backed commercial promos and business intentions. The cosmetic products include personal care, skincare, makeup,

fragrances etc. People are super dependent on cosmetics in their day-to-day lives. This is the reason that the cosmetic industry is flourishing so well. Some of the popular cosmetics brands in India are Lakme, Colorbar, L'Oreal etc. It has become an essential part of fashion and appearance statements.

One can hide any flaws with a wide variety of makeup products available. One can also enhance their natural beauty with a range of skincare and body care products. With growing consciousness and change in lifestyles, the cosmetic industry is seeing rapid growth in India. The rise of the digitized world and the increasing purchasing power has also contributed to the cosmetics' growth. India Cosmetics Products Market is projected to grow at a CAGR of 4.23% during the forecast period 2021 – 2022.

The global cosmetics market size was valued at \$380.2 billion in 2019, and is projected to reach \$463.5 billion by 2027, registering a CAGR of 5.3% from 2021 to 2027 in the global perspective. Presently, cosmetics have become an indispensable feature of modern lifestyle of individuals.

The cosmetic market is expected to be of double valuation by the year 2026. Cosmetics are designed to enhance one's appearance (makeup), to conceal blemishes, enhance one's natural features (such as the eyebrows and eyelashes), add color to a person's face and, can be used to change the appearance of the face entirely to resemble a different person, creature or object which can build its unique presence among the crowd.

## 2.0 Literature Review:

**Dr. Aamir Rashid ,Syed Salman Qadri , Dr. Rizwana Rasheed, (2021)** observed that Advertising is the name of announcement for creating public or buyer attention, in the medium of promoting the products, ideas, services etc. The study advocates that the nature of the fixing and the psychological condition that these items satisfy, as opposed to cost alone. The industry of cosmetics in the country filling thoroughly is most recent couple of years.

Consumer behaviour is the activities and the choice cycle of individuals who buy goods and services for individual utilization, the term purchaser buying is introduced as the conduct shoppers show in looking for, buying for, utilizing, assessing and arranging items and administrations that they anticipate will fulfil the customer requirements. Consumer behaviour is defined as the exercises of individuals occupied with real or possibilities use of market things whether products, administrations, informational data, or thoughts or ideas.

The study was focused on the effects advertisements on the products buyer decision, it investigate variables which are influenced by notice and eventually impacts the purchasing conducts buyers, this research assist the pursuers with understanding the buyer conducts while buying the cosmetic products.

From the study it is found that different types of advertisement play a vital role on consumer's purchasing decisions especially cosmetic products users, and also repeat of advertisements increase the liking and buying of cosmetic products. Advertisement can change the buyer's behavior, recall of advertisement, pleasure, stimulation, social status, likewise advertisement. Such studies are expected to be helpful for the cosmetic marketing and planning advertisement companies for cosmetic products manufacturing companies.

**Dr. Pushpraj Wagh (2021)** analysed consumer behaviour towards cosmetic products with reference to Lakme. Understanding the consumer is important for marketers to develop the marketing mix, which is equally true in the case of cosmetic products too. It is well known that Lakme is the India's well-known, popular and successful brand over 65 years. Lakme provides a wide range of beauty products for women like face wash, scrub, lotion, moisturizer, cleansers etc. Lakme has a proven record of consistent quality of product, the design and packaging as well as high commitment towards customer service.

The study is used to address consumers' buying behaviour towards various products and services so as to formulate the strategies for introducing and marketing any new product or service in relation with consumer behaviour towards cosmetic products.

Quality, value for money, Ingredient, Availability, Offers, product line range, promotion campaign have significant influence on the buying decision of customers of Lakme products.

From the study it is found that TV Advertisement & social media were the major source of information to the consumers about the cosmetic brands. Most of the respondents are using Lakme products frequently and for majority of the respondents, the monthly expenditure on Lakme products is more than Rs. 1000.

**Dr. Puja Roshan and Dr. Deeksha Dwivedi (2021)** analysed the factors affecting buying of cosmetic products with reference to males in Ghaziabad. It is noted that the cosmetics business is one of the country's burgeoning industries. The Indian buyer's purchasing power and disposable income have increased dramatically it has also developed a speciality for pushing associations in this field in the last decade, resulting in remarkable progress in the areas of health care and hygiene.

From the study it is found out that the majority of the men believed that using men's cosmetics products improved their appearance and also helped them succeed in their career. The consumer buying decisions are influenced mainly by five factors, which are quality of the product; product price; brand name; product packaging and advertising.

The study further reveals that Majority of the respondents bought cosmetic products for their personal care focusing more on skin care personal hygiene. The respondents invested more on herbal products and considered brand as the most influencing factor for buying the products. The promising aspect of the study is that the younger generation is more inclined towards buying cosmetic products than the older generations.

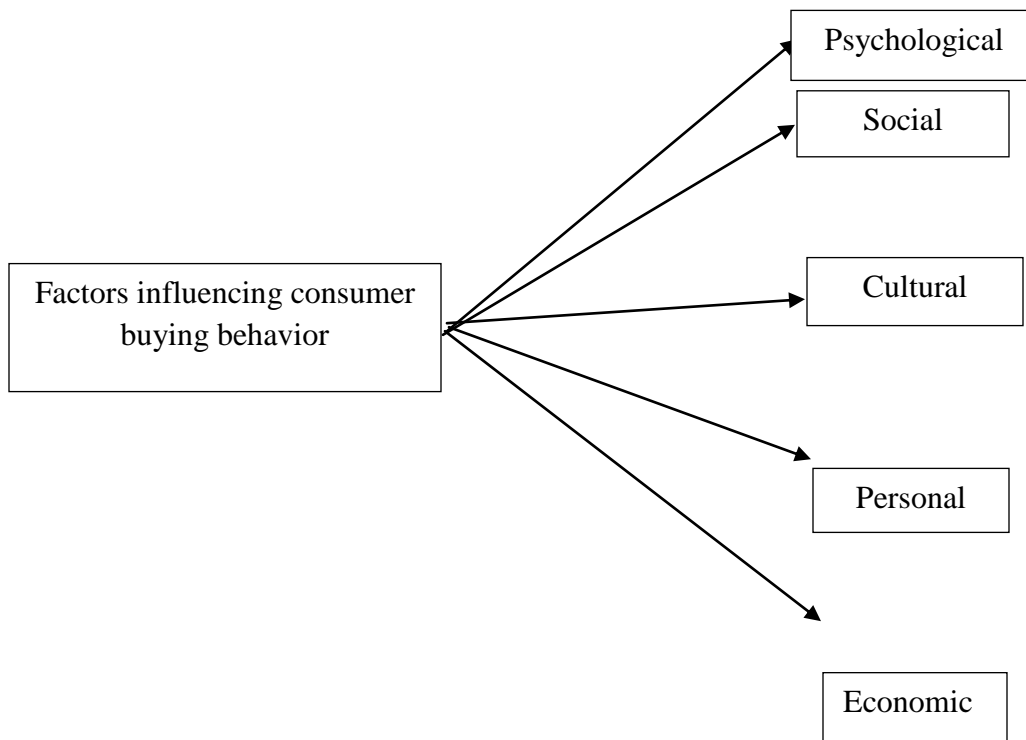
**Ashmita Dahal Chhetri (2021)** analysed Consumers attitudes towards cosmetic products. It is observed that “Cosmetic” is derived from the Greek word kosmetikos which means “skilled at decorating”. Cosmetic is known as makeup or make-up are care substances used to enhance the appearance or odor of the human body. The word “Cosmetic” is a synonym to body cleansing, beautifying, promoting attractiveness, or altering the appearance without affecting the body's structure or functions. With the help of cosmetic decorations women can think of appearing more feminine, males as more masculine, attractive and looking confident at their respective work places.

From the study it is found that the usage of Cosmetic products considerably increased with the growing income levels which are a significant development and crucial clue for marketers to capture this market with up-to-date marketing strategies. The researchers have put in sincere efforts to get the accurate and useful findings for the decision makers in the corporate world.

Therefore, the need of the hour is that the company has to identify the consumer's attitude towards these cosmetic products so that they position their products to the various categories of consumers while targeting the suitable income category, considering both quantity, quality and the price as well as the Brand image.

**Y P Sai Lakshmi , M .Suresh babu (2019)** analysed the factors influencing consumer behaviour towards cosmetic products. The study aims at understanding the core of Consumer Behaviour concept and reviewing the Literature available in the field of Consumer behaviour studies across Industries. Evolution of consumer behaviour started with manufacturing orientation followed by selling orientation and then it switched over to marketing orientation.

The study proposed following conceptual model to analyse consumer behaviour towards cosmetic products.



From the study it is found that the economic factors such as the liquid assets with the consumer also influence his buying behavior. The liquid assets are the assets that are readily convertible into the cash. If the customer has more liquid assets, then he/she is likely to spend more on the luxury items and the shopping goods. It is further revealed that there is an increase in the awareness as well related to cosmetic products among the young generation consumers.

**Kishan Shivajirao Desai (2014)** analysed consumer buying behaviour of cosmetic products in Kolhapur. It is witnessed that the Indian cosmetic industry has witnessed rapid growth over the

last couple of decades. There are also many reasons for the increased demand for cosmetic products in particular.

With the introduction of satellite television and a wide array of television channels as well as the internet, the average Indian consumer is constantly bombarded with advertisements and information on new cosmetic products which often translates into the desire to purchase them. Consumer behaviour encompasses a vast area including consumption pattern, consumer preferences, consumer motivation, and consumer buying process & shopping behaviour in the present context of buying cosmetic products.

From the study it is found that working professionals, state, central government employees followed by software professionals, irrespective of gender discrimination were found more conscious of their appearance and ready to buy high priced products as compared to housewives & students.

### **3.0 Research Gap**

The earlier studies have focussed on several kinds of variables influencing consumer buying behaviour with regard to cosmetic products in India. Not enough research is reported in Karnataka state, with reference to Bangalore, Mangalore, Mysore, North and coastal Karnataka.

The present study is designed to study consumer buying behaviour in Mysore city. The variables such as frequency of purchase, the brands and its awareness, list of cosmetics, level of satisfaction, the preferred quantity of cosmetics and the price levels are considered while conducting primary survey to collect the data.

Convenient method of sampling is used collect the data from 100 female respondents of different age groups, income levels and preferred retail outlets.

Chi square analysis is used verifies the stated hypothesis of no significant difference among the factors influencing consumer buying behavior of cosmetic products.

### **4.0 Objectives the Study**

1. To evaluate demographic profile of the consumers using cosmetic products
2. To analyse the factors influencing consumer buying behavior of cosmetic products

#### **4.1 Hypothesis:**

**H (0):** There is no significant difference among the factors influencing consumer buying behavior of cosmetic products

**H (1):** There is significant difference among the factors influencing consumer buying behavior of cosmetic products.

### **4.2 Data analysis and interpretation**

#### **Section A**

#### **Demographic profile of the respondents**

#### **Objective 1: To evaluate demographic profile of the consumers using cosmetic products**

The objective is designed to evaluate demographic profile of the consumers using cosmetic products among the consumers of cosmetic brands such as Ayur, Lakme, Oriflam, Dabur, Himalaya L'Oréal, Maybelline, Revlon, Garnier, AVON, Fair & Lovely, Shahnaz Hussain,



Nivea, Elle18, Lotus, Olay, MAC, Biotique are considered for the study. The cosmetic products such as Nail polish, Eyeliner, Lip liner, Lip stick, Maskara, Face cream, Foundation cream, Compact powder, Face powder, Body fragrances and Body lotion are included in the study.

The preferred retail outlets such as More, Big bazar, Loyal world, Reliance trends, Supermarkets & Retail outlets, online retail outlets such as AMAZON, FLIPKART, MESHOW, MYNTRA, AJIO are considered for the study.

**TABLE 1.1 PREFERRED RETAIL OUTLET VS MARITAL STATUS**

		Married	Un married	Divorcee	Total
Online Retail outlets - AMAZON/FLIPKART/Me-Show/Myntra/Ajio	F	16	9	0	25
	%	16.0	9.0	0.0	25.0
Retail outlets	F	7	5	0	12
	%	7.0	5.0	0.0	12.0
More	F	12	4	1	17
	%	12.0	4.0	1.0	17.0
Reliance trends	F	6	2	0	8
	%	6.0	2.0	0.0	8.0
Loyal world	F	0	1	0	1
	%	0.0	1.0	0.0	1.0
Big Bazar	F	23	14	0	37
	%	23.0	14.0	0.0	37.0
Total	F	64	35	1	100
	%	64.0	35.0	1.0	100.0

The above table 1.1 shows cross tabulation of preferred retail outlet Vs Marital status of the female respondents of the study.

From the study it is revealed that 64% of the respondents are married among which 23% of the respondents are preferred to shop at Big-Bazar, followed by 16% at online retail outlets, 12% prefer More retail outlets, 7% super markets/ retail outlets and 6% prefer reliance trends.

**TABLE 1.2 PREFERRED RETAIL OUTLET VS AGE IN YEARS**

		20-30 years	30-40 years	40-50 years	> 50 years	10-20 years	Total
Online Retail outlets - AMAZON/FLIPKART/Me-Show/Myntra/Ajio	F	10	11	1	0	3	25
	%	10.0	11.0	1.0	0.0	3.0	25.0
Retail outlets	F	6	2	4	0	0	12
	%	6.0	2.0	4.0	0.0	0.0	12.0
More	F	5	9	2	1	0	17
	%	5.0	9.0	2.0	1.0	0.0	17.0
Reliance trends	F	2	3	2	1	0	8
	%	2.0	3.0	2.0	1.0	0.0	8.0
Loyal world	F	1	0	0	0	0	1
	%	1.0	0.0	0.0	0.0	0.0	1.0

Big Bazar	F	12	16	5	2	2	37
	%	12.0	16.0	5.0	2.0	2.0	37.0
Total	F	36	41	14	4	5	100
	%	36.0	41.0	14.0	4.0	5.0	100.0

The above table 1.2 shows cross tabulation of Preferred retail outlet Vs Age (years) of the female respondents of the study.

From the study it is revealed that 36% of the respondents are in their early young age of 20-30 years, followed by 41% are in the age group of 30-40 years, 14% of the respondents are in their late middle age of 40-50 years.

Majority of the respondents (37 %) prefer, Big bazar retail outlet, followed by online retail outlets (25%) and More retail outlet (17%) respectively.

			20-30	30-40	40-50	Total
Online Retail outlets - AMAZON/FLIPKART/Me-Show/Myntra/Ajio	F	15	10	0	25	
	%	15.0	10.0	0.0	25.0	
Retail outlets	F	7	5	0	12	
	%	7.0	5.0	0.0	12.0	
More	F	8	8	1	17	
	%	8.0	8.0	1.0	17.0	
Reliance trends	F	1	6	1	8	
	%	1.0	6.0	1.0	8.0	
Loyal world	F	1	0	0	1	
	%	1.0	0.0	0.0	1.0	
Big Bazar	F	13	21	3	37	
	%	13.0	21.0	3.0	37.0	
Total	F	45	50	5	100	
	%	45.0	50.0	5.0	100.0	

The above table 1.3 shows cross tabulation of preferred retail outlet Vs Income (000's) /month of the female respondents of the study.

From the study it is revealed that 50% of the respondents belongs to the category of income of Rs 30-40 thousand per month followed by, 45% of the female respondents belong to the category of Rs 20-30 thousand per month. Majority of the respondents prefer Big Bazar as their retail destination for cosmetic products followed by online retail outlets.

		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total

Online Retail outlets - AMAZON/FLIPKART/Me-Show/Myntra/Ajio	F	6	11	3	5	25
	%	6.0	11.0	3.0	5.0	25.0
Retail outlets	F	4	5	0	3	12
	%	4.0	5.0	0.0	3.0	12.0
More	F	5	4	2	6	17
	%	5.0	4.0	2.0	6.0	17.0
Reliance trends	F	3	3	2	0	8
	%	3.0	3.0	2.0	0.0	8.0
Loyal world	F	0	1	0	0	1
	%	0.0	1.0	0.0	0.0	1.0
Big Bazar	F	6	19	4	8	37
	%	6.0	19.0	4.0	8.0	37.0
Total	F	24	43	11	22	100
	%	24.0	43.0	11.0	22.0	100.0

The above table 1.4 shows cross tabulation of preferred retail outlet Vs frequency of shopping of cosmetic products.

From the study it is revealed that 43% of the respondents buy cosmetic products At least once in a month, followed by 24% of the respondents buy cosmetic products at least once in every six months and 22% of the respondents buy cosmetic products once in a week.

**Objective 2:**

To analyse the factors influencing consumer buying behavior of cosmetic products;

**Hypothesis**

H (0): There is no significant association among the factors influencing consumer buying behavior of cosmetic products

H (1): There is no significant association among the factors influencing consumer buying behavior of cosmetic products.

The objective is designed to analyse the factors influencing consumer buying behavior of cosmetic products. The factors such as Cosmetic Brands, Cosmetic Products, which are cross tabulated with respect to the type of retail outlets and the frequency of purchasing of cosmetic products.

TABLE 2.1 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS							Chi-Square		
Online Retail outlets	Cosmetic Brands		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
AMAZON/FLIPKART/Me-Show/Myntra/Ajio	Himalaya	F	2	0	0	1	3		
		%	8.0%	0.0%	0.0%	4.0%	12.0%		
	Ayur	F	0	1	0	0	1		
		%	0.0%	4.0%	0.0%	0.0%	4.0%		

	Maybelline	F	0	1	0	0	1	0.46 9	0.631
		%	0.0%	4.0%	0.0%	0.0%	4.0%		
	All of the above	F	4	9	3	4	20		
		%	16.0%	36.0%	12.0%	16.0%	80.0%		
	Total	F	6	11	3	5	25		
		%	24.0%	44.0%	12.0%	20.0%	100.0%		

The above table 2.1 is developed to examine the association of consumer buying behavior among the cosmetic brands with reference to Online Retail outlets (AMAZON/FLIPKART/Me-Show/Myntra/Ajio). Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic brands such as Himalaya, Ayur Maybelline and all of them together as their preferred brands. The consumer buys the cosmetic products At least once in a month (44%). The opinions are found to be non-significantly associated with the factors (Cosmetic brands) influencing consumer buying behavior of cosmetic products. (CC = 0.469, P = 0.631)

TABLE 2.2 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS								Chi-Square	
Retail outlets	Cosmetic Brands		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
Retail outlets	Garnier	F	0	0	0	1	1	.591	.375
		%	0.0%	0.0%	0.0%	8.3%	8.3%		
	Lakme	F	0	1	0	0	1		
		%	0.0%	8.3%	0.0%	0.0%	8.3%		
	Oriflam	F	1	0	0	0	1		
		%	8.3%	0.0%	0.0%	0.0%	8.3%		
	All of the above	F	3	4	0	2	9		
		%	25.0%	33.3%	0.0%	16.7%	75.0%		
	Total	F	4	5	0	3	12		
		%	33.3%	41.7%	0.0%	25.0%	100.0%		

The above table 2.2 is developed to examine the association of consumer buying behavior among the cosmetic brands with reference to Online Retail outlets /Super markets. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic brands such as Garnier, Lakme, Oriflam and all of them together as their preferred brands. The consumer buys the cosmetic products At least once in a month (41.7%). The opinions are found to be non-

significantly associated with the factors (Cosmetic brands) influencing consumer buying behavior of cosmetic products. (CC = 0.591, P = 0.375).

TABLE 2.3 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS								Chi-Square	
Retail outlets	Cosmetic Brands		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
More	Garnier	F	2	0	0	0	2	.789	.005
		%	11.8%	0.0%	0.0%	0.0%	11.8%		
	Fair & lovely	F	1	1	0	0	2		
		%	5.9%	5.9%	0.0%	0.0%	11.8%		
	Biotique	F	1	1	0	0	2		
		%	5.9%	5.9%	0.0%	0.0%	11.8%		
	Ayur	F	0	0	2	0	2		
		%	0.0%	0.0%	11.8%	0.0%	11.8%		
	All of the above	F	1	2	0	6	9		
		%	5.9%	11.8%	0.0%	35.3%	52.9%		
	Total	F	5	4	2	6	17		
		%	29.4%	23.5%	11.8%	35.3%	100.0%		

The above table 2.3 is developed to examine the association of consumer buying behavior among the cosmetic brands with reference to More retail outlet. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic brands such as Garnier, Fair & lovely, Biotique, Ayur and all of them together as their preferred brands. The consumer buys the cosmetic products At least once in a month (23.5%). The opinions are found to be significantly associated with the factors (Cosmetic brands) influencing consumer buying behavior of cosmetic products. (CC = 0.789, P = 0.005)

TABLE 2.4 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS								Chi-Square	
Retail outlets	Cosmetic Brands		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
Reliance Trends	Lakme	F	0	0	1	0	1	.667	.380
		%	0.0%	0.0%	12.5%	0.0%	12.5%		
	Biotique	F	0	1	0	0	1		
		%	0.0%	12.5%	0.0%	0.0%	12.5%		
	MAC	F	1	0	0	0	1		

		%	12.5%	0.0%	0.0%	0.0%	12.5%		
	All of the above	F	2	2	1	0	5		
		%	25.0%	25.0%	12.5%	0.0%	62.5%		
	Total	F	3	3	2	0	8		
		%	37.5%	37.5%	25.0%	0.0%	100.0%		
Loyal world	All of the above	F	0	65	30	5	100		
		%	0.0%	65%	30%	5%	100.0%		

The above table 2.4 is developed to examine the association of consumer buying behavior among the cosmetic brands with reference to Reliance Trends retail outlet. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic brands such as Lakme, Biotique, MAC, and all of them together as their preferred brands. The consumer buys the cosmetic products At least once in a month (37.5%). The opinions are found to be non-significantly associated with the factors (Cosmetic brands) influencing consumer buying behavior of cosmetic products. (CC = 0.667, P = 0.380).

The table 2.4 is extended further to examine the buying behavior of cosmetic products at loyal world retail outlet. From the study it is found that loyal world is the most preferred destination to buy the cosmetic products of the corresponding brands such as Lakme, Biotique, MAC, and all of them together.

TABLE 2.5 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS								Chi-Square	
Retail outlets	Cosmetic Brands		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
Big-Bazar	Lakme	F	0	1	1	0	2	.603	.274
		%	0.0%	2.7%	2.7%	0.0%	5.4%		
	Fair & lovely	F	0	0	0	1	1		
		%	0.0%	0.0%	0.0%	2.7%	2.7%		
	Himalaya	F	0	0	0	1	1		
		%	0.0%	0.0%	0.0%	2.7%	2.7%		
	Revlon	F	1	0	0	0	1		
		%	2.7%	0.0%	0.0%	0.0%	2.7%		
	Ayur	F	0	1	0	0	1		
		%	0.0%	2.7%	0.0%	0.0%	2.7%		
	Dabur	F	0	0	0	1	1		
		%	0.0%	0.0%	0.0%	2.7%	2.7%		
All of the above	F	5	17	3	5	30			
	%	13.5%	45.9%	8.1%	13.5%	81.1%			
Total	F	6	19	4	8	37			



		%	16.2%	51.4%	10.8%	21.6%	100.0%	
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The above table 2.5 is developed to examine the association of consumer buying behavior among the cosmetic brands with reference to Big-Bazar retail outlet. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic brands such as Lakme, Fair & lovely, Himalaya, Revlon, Ayur, Dabur and all of them together as their preferred brands. The consumer buys the cosmetic products At least once in a month (51.4 %). The opinions are found to be non-significantly associated with the factors (Cosmetic brands) influencing consumer buying behavior of cosmetic products. (CC = 0.603, P = 0.274).

TABLE 2.6 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS-AGGREGATE?							Chi-Square	
Cosmetic Brands		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
Garnier	F	2	0	0	1	3	.685	.037
	%	2.0%	0.0%	0.0%	1.0%	3.0%		
Lakme	F	0	2	2	0	4		
	%	0.0%	2.0%	2.0%	0.0%	4.0%		
Fair & lovely	F	1	1	0	1	3		
	%	1.0%	1.0%	0.0%	1.0%	3.0%		
Biotique	F	1	2	0	0	3		
	%	1.0%	2.0%	0.0%	0.0%	3.0%		
Himalaya	F	2	0	0	2	4		
	%	2.0%	0.0%	0.0%	2.0%	4.0%		
Revlon	F	1	0	0	0	1		
	%	1.0%	0.0%	0.0%	0.0%	1.0%		
MAC	F	1	0	0	0	1		
	%	1.0%	0.0%	0.0%	0.0%	1.0%		
Ayur	F	0	2	2	0	4		
	%	0.0%	2.0%	2.0%	0.0%	4.0%		
Dabur	F	0	0	0	1	1		
	%	0.0%	0.0%	0.0%	1.0%	1.0%		
Oriflam	F	1	0	0	0	1		
	%	1.0%	0.0%	0.0%	0.0%	1.0%		
Maybelline	F	0	1	0	0	1		
	%	0.0%	1.0%	0.0%	0.0%	1.0%		
All of the above Garnier	F	15	35	7	17	74		
	%	15.0%	35.0%	7.0%	17.0%	74.0%		
Total	F	24	43	11	22	100		

	%	24.0%	43.0%	11.0%	22.0%	100.0%		
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The above table 2.6 is developed to examine the association of consumer buying behavior among the cosmetic brands with reference to the complete list of cosmetic brands listed in the table. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that 74% of consumers in aggregate prefer to buy cosmetic products from a diverse segment of Cosmetic brands. All the brands are recognized by the consumer for their requirements of cosmetic products. The consumer buys the cosmetic products At least once in a month (43.0%). The opinions are found to be significantly associated with the factors (Cosmetic brands) influencing consumer buying behavior of cosmetic products. (CC = 0.685, P = 0.037- H (0): Rejected and H (1): Accepted)

**TABLE 2.7 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS**

TABLE 2.7 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS								Chi-Square	
Online Retail outlets	Cosmetic Products		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
- AMAZON/FLIPKART/Me-Show/Myntra/Ajio	Lip liner, Face cream, Body lotion, Body Fragrances	F	0	1	0	0	1	.643	.077
		%	0.0%	4.0%	0.0%	0.0%	4.0%		
	Face powder	F	0	0	0	3	3		
		%	0.0%	0.0%	0.0%	12.0%	12.0%		
	Face cream	F	2	0	0	0	2		
		%	8.0%	0.0%	0.0%	0.0%	8.0%		
	Body Fragrances	F	0	1	0	0	1		
		%	0.0%	4.0%	0.0%	0.0%	4.0%		
	All of the above	F	4	9	3	2	18		
		%	16.0%	36.0%	12.0%	8.0%	72.0%		
	Total	F	6	11	3	5	25		
		%	24.0%	44.0%	12.0%	20.0%	100.0%		

The above table 2.7 is developed to examine the association of consumer buying behavior among the cosmetic products with reference to online retail outlet. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic products such as Lip liner, Face cream, Body lotion, Body Fragrances, Face powder, Face cream, Body Fragrances and all of them together as their preferred cosmetic products through online retail stores.

The consumer buys the cosmetic products At least once in a month (44%). The opinions are found to be non-significantly associated with the factors (Cosmetic products) influencing consumer buying behavior of cosmetic products. (CC = 0.643, P = 0.0077).

TABLE 2.8 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS							Chi-Square		
Retail outlets	Cosmetic Products		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
Retail outlets	Lip stick	F	0	1	0	0	1	.790	.021
		%	0.0%	8.3%	0.0%	0.0%	8.3%		
	Body Lotion	F	0	0	0	2	2		
		%	0.0%	0.0%	0.0%	16.7%	16.7%		
	All of the above	F	4	4	0	1	9		
		%	33.3%	33.3%	0.0%	8.3%	75.0%		
Total	F	4	5	0	3	12			
	%	33.3%	41.7%	0.0%	25.0%	100.0%			

The above table 2.8 is developed to examine the association of consumer buying behavior among the cosmetic products with reference to Retail outlets or super markets. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic products such as Lip stick, Body Lotion, and all of them together as their preferred cosmetic products through Retail outlets or super markets.

The consumer buys the cosmetic products At least once in a month (41.7 %). The opinions are found to be significantly associated with the factors (Cosmetic products) influencing consumer buying behavior of cosmetic products. (CC = 0.790, P = 0.021).

TABLE 2.9 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS								Chi-Square	
Retail outlets	Cosmetic Products		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
More	Lip stick	F	0	1	0	0	1	0.667	0.380
		%	0.0%	5.9%	0.0%	0.0%	5.9%		
	Face powder	F	0	0	2	0	2		
		%	0.0%	0.0%	11.8%	0.0%	11.8%		
	Body Lotion	F	1	0	0	0	1		
		%	5.9%	0.0%	0.0%	0.0%	5.9%		
	Face cream	F	0	0	0	2	2		
		%	0.0%	0.0%	0.0%	11.8%	11.8%		
	Nail polish	F	1	0	0	0	1		
		%	5.9%	0.0%	0.0%	0.0%	5.9%		
	All of the above	F	3	3	0	4	10		
		%	17.6%	17.6%	0.0%	23.5%	58.8%		
	Total	F	5	4	2	6	17		
		%	29.4%	23.5%	11.8%	35.3%	100.0%		

The above table 2.9 is developed to examine the association of consumer buying behavior among the cosmetic products with reference to more retail outlets. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic products such as Lip stick, Face powder, Body Lotion, Face cream, Nail polish, and all of them together as their preferred cosmetic products through More Retail outlets.

The consumer buys the cosmetic products At least once in a month (23.5%). The opinions are found to be non-significantly associated with the factors (Cosmetic products) influencing consumer buying behavior of cosmetic products. (CC = 0.667, P = 0.380).

TABLE 2.10 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS								Chi-Square	
Retail outlets	Cosmetic Products		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
Reliance Trends	Face powder	F	0	1	0	0	1	0.667	0.380
		%	0.0%	12.5%	0.0%	0.0%	12.5%		
	Body Lotion	F	1	0	0	0	1		
		%	12.5%	0.0%	0.0%	0.0%	12.5%		
	Face cream	F	0	0	1	0	1		
		%	0.0%	0.0%	12.5%	0.0%	12.5%		

	All of the above	F	2	2	1	0	5		
		%	25.0%	25.0%	12.5%	0.0%	62.5%		
	Total	F	3	3	2	0	8		
		%	37.5%	37.5%	25.0%	0.0%	100.0%		
Loyal world	All of the above	F	0	64	20	16	100		
		%	0.0%	64.0%	20.0%	16.0%	100.0%		

The above table 2.10 is developed to examine the association of consumer buying behavior among the cosmetic products with reference to Reliance Trends. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic products such as Face powder, Body Lotion, Face cream and all of them together as their preferred cosmetic products through Reliance Trends and Loyal world retail outlets

The consumer buys the cosmetic products At least once in a month (23.5%). The opinions are found to be non-significantly associated with the factors (Cosmetic products) influencing consumer buying behavior of cosmetic products. (CC = 0.667, P = 0.380).

TABLE 2.11 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS								Chi-Square	
Retail outlets	Cosmetic Products		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
Big-Bazar	Lip stick	F	0	0	1	0	1	0.568	0.127
		%	0.0%	0.0%	2.7%	0.0%	2.7%		
	Face powder	F	0	0	0	1	1		
		%	0.0%	0.0%	0.0%	2.7%	2.7%		
	Face cream	F	0	1	0	1	2		
		%	0.0%	2.7%	0.0%	2.7%	5.4%		
	Body Fragrances	F	0	0	0	1	1		
		%	0.0%	0.0%	0.0%	2.7%	2.7%		
	All of the above	F	6	18	3	5	32		
		%	16.2%	48.6%	8.1%	13.5%	86.5%		
Total	F	6	19	4	8	37			
	%	16.2%	51.4%	10.8%	21.6%	100.0%			

The above table 2.11 is developed to examine the association of consumer buying behavior among the cosmetic products with reference to Big-Bazar retail outlet. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products.

From the study it is found that Online Retail buyers prefer the cosmetic products such as Lip stick, Face powder, Face cream, Body Fragrances and all of them together as their preferred cosmetic products through Big-Bazar retail outlets.

The consumer buys the cosmetic products At least once in a month (51.4%). The opinions are found to be non-significantly associated with the factors (Cosmetic products) influencing consumer buying behavior of cosmetic products. (CC = 0.568, P = 0.127).

<b>TABLE 2.12 HOW FREQUENTLY DO YOU SHOP AT RETAIL OUTLETS-AGGREGATE?</b>							<b>Chi-Square</b>	
Cosmetic Products		At least once in every six months	At least once in a month	At least once in 15 days	once in a week	Total	CC	P
Lip liner, Face cream, Body lotion, Body Fragrances	F	0	1	0	0	1	0.466	0.148
	%	0.0%	1.0%	0.0%	0.0%	1.0%		
Lip stick	F	0	2	1	0	3		
	%	0.0%	2.0%	1.0%	0.0%	3.0%		
Face powder	F	0	1	2	4	7		
	%	0.0%	1.0%	2.0%	4.0%	7.0%		
Body Lotion	F	2	0	0	2	4		
	%	2.0%	0.0%	0.0%	2.0%	4.0%		
Face cream	F	2	1	1	3	7		
	%	2.0%	1.0%	1.0%	3.0%	7.0%		
Body Fragrances	F	0	1	0	1	2		
	%	0.0%	1.0%	0.0%	1.0%	2.0%		
Nail polish	F	1	0	0	0	1		
	%	1.0%	0.0%	0.0%	0.0%	1.0%		
All of the above	F	19	37	7	12	75		
	%	19.0%	37.0%	7.0%	12.0%	75.0%		
Total	F	24	43	11	22	100		
	%	24.0%	43.0%	11.0%	22.0%	100.0%		

The above table 2.12 is developed to examine the association of consumer buying behavior among the cosmetic products with reference to retail outlets in Karnataka. Chi-square analysis is used to verify the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products in aggregate.

From the study it is found that Online Retail buyers prefer the cosmetic products such as Lip liner, Face cream, Body lotion, Body Fragrances, Lip stick, Face powder, Body Lotion, Face cream, Body Fragrances, Nail polish and all of them together as their preferred cosmetic products through retail outlets in aggregate.



The consumer buys the cosmetic products At least once in a month (43.0%). The opinions are found to be non-significantly associated with the factors (Cosmetic products) influencing consumer buying behavior of cosmetic products. (CC = 0.466, P = 0.148).

### **Verification of Hypothesis:**

In aggregate, the consumer buying behavior, considering both cosmetic brands, cosmetic products and frequency i.e. How frequently the consumers shop at retail outlets the hypothesis of no significant association among the factors influencing consumer buying behavior of cosmetic products is accepted (P > 0.05).

### **CONCLUSION:**

The cosmetic products are proven to be preferred by the consumers at least once in a month. All the listed cosmetic products are great demand with regard to the consumer buying behavior. From the study it is further revealed that online retail outlets, Big- Bazar, Loyal world and more super markets are preferred by the consumers for their cosmetic products buying requirements.

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## THE ROLE OF STUDENT INDEPENDENT THINKING IN EDUCATION

**Burieva Kibrio Ergashevna\***

\*Master of the 2<sup>nd</sup> Course,  
CHDPU, Specialty of Pedagogy and Psychology,  
UZBEKISTAN  
Email id: Burieava@mail.ru

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### ABSTRACT

*This article highlights the spiritual, formal, structural aspects of the problem in order to teach educators to think independently, and analyzes the role of independent thinking of the student in the educational process.*

**KEYWORDS:** *Productive Thinking, Student, Independent Thinking, Problem Learning.*

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### INTRODUCTION

The upbringing of a free person with a rich spiritual heritage, universal values, modern culture, comprehensively developed, independent thinking in the material and spiritual growth of the country is an urgent problem of today. In this regard, the adopted law "on education" and the "national program of training" set the main goals for the formation of a harmonious generation and the stages of upbringing highly qualified specialists, as well as raising the training of highly qualified specialists to the level of World Education. The implementation of these tasks requires a period when the solution of a promising problem is put in front of teachers and mentors operating in the educational system, specialist scientists who create in this direction, public organizations, leading employees, as if comprehensively educating the perfect generation. As our president Sh.M. Mirziyoyev noted, "The issues of education and education, science, health, culture and art, sports development, the deep knowledge of our youth, the thorough acquisition of foreign languages and modern information and communication technologies will remain our constant priority."

Based on the above-mentioned opinion, independent thinking of the student is a weapon of knowledge of the environment, social environment and reality, as well as the main condition for the rational, factual implementation of his large-scale mental activity.

The problem of ensuring the maturation of the individual is the long - standing noble intention of mankind, which at all stages of the era of socio-historical development, acquired a special social, spiritual, economic, political, legal significance with its unity, extreme relevance. Therefore, the study of the issues of the human personality, its maturation, internal and external factors affecting it, the role of activity, experience, knowledge, skills, qualifications, social relations on a scientific basis, taking into account the current socio-economic requirements and needs, is necessary to identify the mechanisms for ensuring personality maturation and develop an effective form, method, means. Currently, in the field of study of the individual and the factors contributing to its maturation, on the one hand, a phenomenon of differentiation is taking place, and on the other hand, the state of integration according to a synthetic (generalizing) description of human development is noticeable. It is advisable to study it socially and sociobiologically in

order to imagine in a compact, holistic way, concentrating on the fact that man is the object of research in a number of disciplines[1-2].

According to Dj. Dewey's psychological theory, the role of a teacher in the process of education and training is to control the independence of educators and transform them into independent thinking people. Usually thinking is divided into several types, depending on the degree to which reality can be generalized, the nature of the problem-solving tool, the novelty of the object for the educational person, his motivation for activity. When independent thinking is analyzed as a mental activity, the solution of issues and tasks by the educational person is provided, observed in their conditions, essence, structure, forms and capabilities of understanding, understanding of the individual. Problem, Problem, task solving (solution, execution) is taken in connection with the need, Interest, well, motivation, mental ability, talent, potential of the educational person, the adoption of the requirements imposed by the problem, personal decision making, the search for tools for finding a solution forms the solid foundation of creativity, research and thinking. In the activity of independent and creative thinking, the management of the process of finding a solution to a problem, the feelings, internal experiences, emergency situations, objective conditions of the educational person in the perception of existence are of particular importance for him [3-6].

In the educational activity of the educational recipient, an interconnected tightly connected berk chain of thinking arises: independent thinking, problem, issue (assignment).

In order to teach educators to think independently, it is advisable to focus on the following, taking into account the spiritual, formal, structural aspects of the problem:

- one of the options for questions whose questions are expressed after the analysis of problems, issues, tasks, connections, relationships between them in tasks is indicated in parentheses;
- Problems, issues, tasks that are lacking in what has been given, information that is lacking to solve (complete, solve) them remain in parentheses;
- \* Is given to excess data, with a problem, issue, assignment, excess data with detail;
- A problem, an issue, an assignment, which is solved, solved, executed in several ways, by method, by stage, in this place various issues (problems, tasks) are given, in which the most convenient, simple, most economical, factorial path of the solution is referred to as hidden as possible, problems are directed from one method of thinking to another, from one simpler sentence to;
- Problems, issues, tasks, in which the content and essence of which change, mental abilities, consisting in the transition from one consolidated mental behavior to another, are directed to content creation, that is, they are taught to use them in the process of moving to a new situation, object;
- Problems, issues, tasks designed to prove, discover, innovate, with the help of which logical thinking improves mental capacity, such as proving internal relationships, understanding their laws;
- Independent thinking, logical reasoning does not require problems, tasks, issues, any special knowledge to solve(solve) them, but this requires the ability to show a certain degree of creativity, turn to life, be able to reason logically, some of them are mathematically specific, while others are referenced only in the form of a logical puzzle [3-6].

The independence of the recipient's thinking is in a way inextricably linked with his productivity. If, within a certain period of time, valuable and new ideas, ideas, recommendations have been expressed by the educational person, and theoretical and practical tasks have been solved, such a person's thinking is called productive. A rational assessment of the scale and quality of mental activity performed in time intervals serves as a criterion for measuring the productivity of the thinking of the educational person. The educational person, even when thinking about simple things, is not limited to their external signs, but seeks to reveal the essence of problems (phenomena), trying to create a common social law from the reality of ordinary living. Obviously, the independent thinking of the educator has not yet been sought, has completely unused opportunities, and their full disclosure serves the purpose of accelerating the development of Science and technology. Any organization, innovation progress – is a product of human intelligence, therefore, the development of Science and technology largely depends on the independent thinking of a specialist. Educational maturity consists of physical, moral and mental stages, in this regard; its independent thinking occupies a leading, priority place. Although educators achieve a level of perfection in physical, moral terms with lightness, but to mental maturation can be carried out gradually, gradually, in exchange for examples of tension of the nervous system, mental tension, emotional aggravation, stable volitional act, continuous activity, dedication. In order to acquire the spirituality and values created by our ancestors, as well as to ensure the development of the future; it is advisable to form independent thinking, creative search, and methods of mental activity in educators.

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## SOME CONSIDERATIONS ON SOCIAL INTELLIGENCE

**Avlaev Orif Umirovich\***

\*Associate Professor,  
Candidate of Psychological Sciences,  
Department of Psychology,  
Chirchik State Pedagogy University,  
UZBEKISTAN  
Email id: oavlaev1970@mail.ru

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### ABSTRACT

*This article outlines various views on the role and importance of social intelligence in personality maturation. This analyzed a number of scientists ' scientific views on social intelligence. It is argued that social intelligence determines the productivity of behavior forecasting in interpersonal interaction and socio-psychological adaptation.*

**KEYWORDS:** *Social Intelligence, Adaptation, Censorship, Empathy, Communicativeness, Communication.*

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### INTRODUCTION

The sharp changes taking place in the development of society at the present time set qualitatively new and relatively complex tasks, in which the level of development of the social intelligence of the individual, the regulator of his mental capabilities, moral aspects are of particular importance. In this, the self-expression of the individual is carried out in different areas of life. In this, social intelligence ensures the effective adaptation of the individual to the social environment.

Social intelligence is a complex general ability of an individual, which includes a group of special abilities (small structures) and is aimed at ensuring the adaptive behavior of the individual in communicative interaction. In social intelligence, one can calculate the image of the reality and consciousness of social behavior, as well as the ability to mental activity, which is included in ensuring the construction of adaptive mechanisms of this behavior.

D. A. Leontev distinguishes two ways to experience meaninglessness and have the meaning of life when meeting bad luck in self-expression:

- 1) Adaptation path-bringing the meaning of one's own life into harmony with Real life;
- 2) The way of self – expression is to coordinate life with the concept of one's own meaning.

In the scientific literature, social adaptation is defined as the process of optimal interaction of the individual and the environment. This mutual action allows the individual to meet his urgent needs and realize his significant goals, values, ensures the Coordination of the mental activity, behavior of the individual with the requirements of the environment (g. M. Andreeva, T. Shibutani).

Adaptation consists of two life programs, which are presented as "external" and "internal" programs. The purpose of the external program is socio – psychological adaptation to solum.

The purpose of the internal program is self – expression. The first application is successfully implemented if the social intelligence is sufficiently developed. It follows from this that high indicators of adaptasia should be correlated with high indicators of social intelligence. Social intelligence, V. N. Kunisina believes that social reality comes to the fore as a means of understanding, while social competence appears as a product of knowledge [2]. Social intelligence and social competence perform the following general functions: adequate adaptation, correct assessment of the situation and successful implementation of activities. These functions can be described using quantitative characteristics.

The concept proposed by V. N. Kunisina confirms that social intelligence fully covers the entire range of functions responsible for the adequacy and success of social interaction. At the same time, it reveals the following new functions of social intelligence, which by their nature are much more complex and global for the individual: self-development, self-awareness, independent reading and motivational function. These characteristics serve not only to help the individual in changing, often subversive situations, but also to join forces for self-development and self-expression.

S.S. Belova notes that the development of individual components of social intelligence or associated parameters (in particular thinking) does not affect the level of formation of social intelligence as a whole [6.]. The uniform and stable development of all components of the internal structure of positive intelligence is a high-level determinant of the formation of this parameter.

According to N.V. Panova's point of view, the formation of social intelligence requires the formation of many conditions and factors: age-related, personality-specific, environment-specific factors; in this there is no way to create an optimal environment for the development of all components of social intelligence [7.]. Proceeding from this thesis, the conclusion that the development of societal intelligence of schoolchildren should be a goal-oriented process, which is built on the basis of constant monitoring of the conditions and results of development, compliance with conditions and factors, will be free of doubt.

In Russian psychology, the concept of "social intelligence" is used by U.N.Emelyanov describes and under this concept understands the ability to understand self -, as well as other people, their relationships, and to predict interpersonal phenomena, based on the specifics of sustainable, thought processes, affective reaction and social experience. According to the author, social intelligence includes connectivity – a sensitivity to the mental state of others, to their aspirations, values and goals, which has a special, emotional nature. Censorship, on the other hand, involves empathy – the feeling of others, an emotional resonance in relation to the experiences of others. A.A. Bodalyov understands social intelligence as the sum of the mental derivatives of a person, manifested in his ability to successfully communicate with other people. These mental derivatives are exactly: motivational-needy and emotional spheres with a concrete characteristic; will, which is distinguished by certain qualities; a set of mental properties of a person corresponding to the communicative activity of a person (communication; it is a rich repertoire of purely behavioral reactions in the implementation of communication [5].

Yu.N. Emelyanov defines the following sources of development of social intelligence.

1. Life experience (he has a leading role in the development of communicative competence) and the experience of interpersonal communication. Its characteristics are as follows: it includes the



internal norms and values of a social, specific social environment; it is individual, since it is based on personal characteristics and psychological phenomena of personal life.

2. Art is an aesthetic activity that enriches a person in two ways: in this case, he acts both as a creator and as a perceiver of a work of art (helps to develop communication skills).

3. General knowledge (this is a set of reliable and systematized humanitarian knowledge related to the history and culture of human communication of an individual).

4. Scientific methods (including the unification of all sources of communicative competence, reveal the possibility of describing, conceptualizing, explaining and predicting interpersonal interaction with the subsequent development of practical means of increasing communicative competence at the level of individuals, groups and communities).

Communicative competence, as Emelyanov notes, is directly related to the characteristics of the social roles of the individual in terms of form and content. According to the scientist, it is desirable to distinguish between professional communicative competence and general communicative competence.

Yu.N. Emelyanov connects social intelligence and adaptation to the situation. Social intelligence refers to fluency in verbal and non-verbal means of social behavior - in all types of semiotic systems. The researcher expands the concept of "communicative competence", including understanding the environment of activity (social and physical) that surrounds a person, understanding the elements associated with the ability to influence him in order to achieve his goals, and the behavior of others in the conditions of joint work, and also implies ensuring that his actions are understandable to others.

Talking about ways to improve communicative competence, Emelyanov notes that communicative abilities and intelligence in interpersonal relationships, despite their undoubted importance, are secondary (from a phylogenetic and ontogenetic point of view) in relation to the factor of people's joint activity. Therefore, the main ways to improve communicative competence should be sought not in bleaching behavioral skills and risky attempts at personal restructuring, but in ways of active awareness of the individual as a participant in natural interpersonal situations. It is necessary to study activity situations on ways to develop a socio-psychological picture that allows you to see the world from the point of view of other people [4; P.59].

One of the main problems that arise in the study of Social intelligence is to determine whether social intelligence is really a type of intelligence. This view is due to the fact that many general theories of intelligence, without sufficient attention to social intelligence, consider verbal and nonverbal, numerical and spatial, fluid and crystallized intelligence.

Unfortunately, in most theories, the role of social intelligence in the structure of abilities remains unclear. This is because if intelligence tests can be considered a psychometric reliability model, then measuring social intelligence is very problematic. The correlation between different types of intelligence, such as verbal and spatial, is very high, while social intelligence constitutes, on average, a correlation of 0.3 degrees with general intelligence. General intelligence practically does not determine the relationship with the individual's own characteristics, and for social intelligence, such connections turn out to be very characteristic [3; p.17].

Although original, D.V.Ushakov defends the pose that social intelligence is a kind of intelligence. He points out that the rules found in the field of general intelligence can also expand

the rule of social intelligence and that it can be considered the ability to know social phenomena, being one of the components of social skills and competence and not complete. Then social intelligence, on a par with other types of intelligence, together with them forms the highest type of cognitive activity - generalized and mediated ability.

Ushakov considered a number of characteristic structural features of social intelligence:

1. Continental character;
2. Use of nonverbal tools;
3. Loss of accuracy of social assessment during verbalization;
4. Formation directly in the educational process;
5. Use of "internal" experience [10];

Only the last feature completely distinguishes social intelligence from other types of intelligence.

Among the operational approaches to the problem of Social intelligence, N.A.Kudryavtseva's approach can be distinguished. In 1994, N.A. Kudryavtseva proposed her own conceptual development on this problem. The main thing for this project was the desire to correlate common and societal intelligence. N.A. Based on ideas about the structure of Kudryavtseva's intellectual potential, a set of research approaches and specific methods was developed, which ultimately led to the choice of an integrative indicator of the individual's intellectual potential. It was defined as a "unity of intellect" and reflected important components of the mechanism of intellectual growth, change at personality levels: General Intelligence (the ability to solve problems at the subject-object level), while social intelligence (ability) reflects the ability to solve (problems at the subject-subject level), determines the balance of the development of intelligence from different aspects. An important component of the structure of Social intelligence is the self-esteem of the individual. Thus, the object of social intelligence was understood - the ability to rational, mental operations, which are processes of interpersonal interaction.

An ambiguous picture of the relationship between general and social intelligence was revealed: it turned out that social intelligence is independent in relation to general intelligence. This indicates a negative relationship between social intelligence and empathy. Thus, the initial hypothesis about social intelligence as the ability to carry out rational (mental) operations was confirmed.

An important role in the development of Social intelligence and the development of self-knowledge and self-control abilities is played by the motivation mechanism. The emotional attitude of a person to other people and himself can serve as a powerful logical tool for analyzing and uniting the phenomena of the surrounding world (differentiation of others according to a subjective attitude, the formation of "emotional syntheses", etc.). An especially important role in this mechanism is played by unconscious mental regulation, which can block conscious regulation.

"The question of intellectual potential cannot be solved outside the role of the motivational component in the structure of intelligence," N.A. Kudryavtseva distinguished the main components of the structure of social intelligence and distinguished social intelligence from the indicator "unity of intelligence", which in the work of the school psychological service should be used to diagnose the level of intellectual potential of schoolchildren.

New approaches to the problem of Social intelligence V.N. Kunisina, since 1991, has distinguished a special aspect of this complex phenomenon - communicative and personal potential, which is highly generalized and allows you to get closer to understanding the specific structure of social intelligence, the features of its functioning at different age stages. [9; pp. 76-84].

## CONCLUSIONS

Thus, social intelligence is a relatively stable, integral psychological derivative that determines the success in communication, the productivity of forecasting behavior in interpersonal interaction and socio-psychological adaptation, and the following main signs can be attributed:

First of all, it is associated with the peculiarities of individual socialization. This is manifested in the development of integration of factors that ensure the maturation of the individual.

Secondly, the formation and development of social intelligence in the maturation of the individual is determined using a system of external and internal factors;

From the point of view, the development of personality base characteristics is associated with the degree of integrative development of social intelligence.

Fourth, social intelligence appears as a means of understanding social reality, and social competence as a product of this perception.

- The intellectual activity of the individual carries out the connection of man with the world and is manifested in the activity of the subject acting in concrete conditions at different stages of ontogenesis; the subject of need directs this connection, and as a result, an understood and goal-oriented transformation of oneself and the world occurs. In the system of culture, the intellectual activity of a person as a value turns out to be integrative education, reflects the specific characteristics of the individual and, in the environment of students of different ages, affects the quality of professional education, ensuring its adaptation.

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## PROBLEMS OF TEACHING A FOREIGN LANGUAGE TO CHILDREN OF PRIMARY SCHOOL AGE

Mirzaeva Mavluda Akramovna\*

\*2nd Year Master's Degree,

Department Of Foreign Language And Literature,

Chirchik State Pedagogy Of University,

UZBEKISTAN

Email id: MovludaMirzaeva@mail.ru

DOI: **10.5958/2278-4853.2022.00247.6**

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### ABSTRACT

*The content of this article focuses on the problems of teaching foreign languages to children of primary school age. In addition, difficulties in listening and understanding speech in a foreign language in elementary grades were also analyzed.*

**KEYWORDS:** *Primary School Students, Foreign Language, Teaching Methods, Listening Comprehension Of Speech In A Foreign Language, Language Learning Difficulties.*

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### INTRODUCTION

Reading, which is the leading activity of children of primary school age, determines the changes in the mental development of children of this age. School education changes a student's lifestyle, social status, place in the class community and family environment. His task is to study, acquire knowledge, acquire and master skills and abilities. -Learning activities of elementary school students are governed by a complex multi-level system of motives. Learning motivations show why students are studying. Children entering the first grade of school are dominated by social motives. These motives are motives related to taking a new position among others, socially significant and valued activities. A child who comes to school for the first time does not fully understand the essence and task of his activity, but he knows that everyone should go to school. Following the instructions of adults, he diligently engages in training. After a certain time, as the impression of joyful moments diminishes, the external signs of school lose their importance, and the child realizes that studying is a daily mental work. In this case, if the child does not have the skills of mental work, he will be discouraged from studying, he will have a feeling of despair, and in order to prevent such a situation, the teacher should inform the child about the difference between education and play, and the fun. should give, show and prove in practice and prepare him for this activity.

There is a difference in the rate of development of boys and girls, and girls are ahead of boys in all aspects of development. The success of girls in school depends on the development of their linguistic abilities. School education is more verbal. According to the researches of Professor B.R. Kadirov, boys have more developed abilities in relation to concrete sciences, visual-spatial intelligence is considered high, while girls have more developed speech skills and high flexibility of thinking. will be

By the end of first grade, most students begin to feel irresponsible about their school responsibilities. This is due to several reasons. 1) The child has now become a student, the desire

to become a student has been satisfied. It may not do anything to maintain this status. 2) The social status of the student is not determined by the content of the educational activities given to them at school. This situation indicates the need for a primary school teacher to approach the educational process in new ways. The content of primary school education is inextricably linked with the student's interest in acquiring knowledge, satisfaction with the result of his intellectual work. This feeling occurs with the teacher's encouragement and forms the student's inclination, desire and enthusiasm to work more effectively. The sense of pride and confidence in one's own strength that has arisen in a child serves to acquire knowledge and develop skills. The process of teaching children of junior school age begins with the introduction of the main components of educational activities: educational issues, educational situations, educational activities, control and evaluation. In this regard, it is very important that all subject activities are carried out in conditions conducive to mental development. Learning of the student's educational activities is carried out in the process of solving the system of educational problems. At the beginning of school, students of junior school age do not know how to independently set and solve educational problems. This task is initially performed by the teacher. Gradually, the students themselves begin to acquire the necessary skills and abilities to set and solve educational problems. This is an important stage in the formation of independent educational activity. Separation of educational issues creates certain difficulties for elementary school students. Therefore, at the end of each lesson, the teacher should take the time to determine how the students understood the meaning of completing certain tasks. "What did we learn in class today?" A question like this helps children understand that they are learning to count, add or subtract, not just draw lines and paint circles in a notebook. If a child performs learning activities incorrectly, this indicates that he does not know the activities related to the control and evaluation of learning activities or does not master them well. The fact that the child can compare the results of his actions independently with the characteristics of his own behavior indicates that he has developed a certain level of self-control.

In the development of children's thinking and speech, the importance of thinking aloud and using this method in the educational process is great. Thinking out loud and justifying one's solution serves the growth of mental qualities, develops a person's ability to analyze and understand his own thoughts and actions. Children of primary school age have a higher intellectual and learning material capacity. With properly organized education, children of this age can understand and master more knowledge than what is presented in the high school curriculum. Another characteristic of the educational activity of children of junior school age is that from this period, the first signs of not mastering the educational material are visible.

The causes of low learning and difficulties in studying at the junior school age are related to: 1) neurophysiological reasons; 2) insufficiently developed cognitive processes; 3) low level of free and independent movement; 4) insufficient development of motivational spheres; 5) deficiencies in family education, family relations; 6) deficiencies in school education and training; 7) deficiencies in mutual communication and attitude; 8) deviations in personality characteristics.

Difficulties in school-age children's studies are reflected in all personal, cognitive, motivational, emotional and volitional areas of the child's personality. These difficulties are interrelated. The elimination of one difficulty leads to the reduction of the second difficulty.



In addition, in elementary grades, there are the following difficulties in listening and understanding speech in a foreign language:

1. Formal language difficulties. It becomes difficult to listen and understand words with different meanings and similar sound forms (homophones) or the passive level of a foreign verb. Homophones and passive verbs seem familiar at first glance, but the trick creates difficulty in noticing the content of the audio text.
2. Content difficulties. There are difficulties in perceiving evidence such as what, where, with whom, when in the coverage of the received information, or in understanding the connection between them, as well as in the general idea.
3. Difficulties in the conditions of speech perception. Of these, it is enough to mention the speed of speech, tone, and the complexity of mechanically recorded audio-text. At the same time, it is natural that there is a gap in understanding the audio text once, listening to a stranger, the uniqueness of the voice.
4. Difficulties related to the form of speech. Responding in a dialogue speech, and keeping long sentences in the auditory memory while listening to a monologue, creates a certain difficulty for the student.
5. Difficulties that occur from the point of view of linguistics. They are called linguistic - lexical, grammatical and phonetic difficulties. In the lexicon, double concepts (e.g. words representing aspects of the world), polysemy, word meaning in fixed combinations, auxiliary words, grammatical phenomena that do not exist in the native language, or phonetic on the other hand, the sharp difference in writing and pronunciation of the word, the dissimilarity of accent and tone cause corresponding difficulties.
6. Difficulties related to the structure of the audio text. The structure of the audio text (composition-content structure) is also found to cause difficulties. Because he has a direct interest in learning the information presented. Logical "gluing" of sentences or paragraphs to each other, verbal or deep context, participation of unfamiliar lexical units and a number of similar compositional and content situations are factors that determine the level of comprehension of the audio text.

Difficulties with the sound-letter relationship

- Mismatch of the number of letters with the sound (in a foreign language, two (digraph) and three (sometimes more) letters correspond to one sound, in the native language, except for «ng», this phenomenon does not exist );
- Different reading of the letter. A consonant in a foreign language (e.g. «s») represents a different sound depending on its place;
- Several letters represent one sound (for example, the sound (k) is designated by the letters s, k, q);
- Some letters cannot be read in a foreign language (so-called "dumb" letters).

Criteria for teaching spelling

1. Phonetic criterion: the spelling of the word corresponds to the expressed sound (eng. ren; isp. dama; german. kurz; fr. trou);

2. Morphological criterion: despite the phonetic status, the meaning-expressing part of the word (prefix, stem, suffix) remains unchanged when written (eg, if the last letter (t) is read in the German word Nand in, the spelling does not change);

3. Traditional (historical) criterion: does not obey the rule of phonetic and morphological spelling, it is written in the historically accepted way (English door; German vier; French aube);

4. Criterion of ideography: the same (homophone) words in pronunciation have a different form in writing (Eng. here—hear; German. Satie—Seite; fr. tant—temps).

The fact that all elements of foreign language learning activities are formed and independently performed by elementary school students means that reading as a leading activity has fulfilled its role. Foreign language learning activities of junior school-aged students include:

- Skills to independently find common solutions to problems;
- Finding and mastering learning tasks;
- Able to adequately evaluate and control oneself and one's own activities;
- Self-management in activities;
- Being able to use the rules of logical thinking;
- To acquire and use different forms of generalization;
- To have a high level of independent creative activity.

But unfortunately, in school practice, in most cases, the first priority is the problem of teaching children of elementary school age practical skills of using a foreign language, reading, writing, and counting skills. Therefore, the use of practical game technologies in teaching a foreign language increases the effectiveness of the lesson.

In conclusion, it can be said that the main task of primary school educational activities is to teach students to "read" and acquire knowledge. Under the influence of education, serious changes occur in the mental development of children of primary school age. These changes prepare them for the transition to adolescence, a period of responsibility in their lives.

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## THE INFLUENCE OF PEDAGOGICAL TECHNOLOGIES ON STUDENT THINKING

Tojiboev Marat Normadovich\*

\*Teacher,  
Department of Psychology,  
Chirchik State Pedagogical University,  
UZBEKISTAN  
Email id: tmarat@mail.ru

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### ABSTRACT

*This article analyzes the state of study of the influence of pedagogical technologies on student thinking by foreign scientists. This speaks of the importance of more problematic education.*

**KEYWORDS:** *Pedagogical Technologies, Problem Education, Thinking, Independent Thinking, Programmed Education.*

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### INTRODUCTION

The development of methods for activating the mental activity of students dates back to the end of the XIX and the beginning of the XX century.

In the 30s of the XX century, the phenomenon of awareness of the need to apply pedagogical methods was observed in the educational system. It can be distinguished that there are two different views on problem education in America. The first of them is Dj.While is involved, the latter applies to Burton.

Dj.Dewey turned out to be a supporter of replacing all types and forms of education with independent education by solving problems in students. At the same time, it proposed to draw the main attention to the practical form of education in the method of solving problems [2]. As You Know, Dj.While Dewey begins his research at one of Chicago's schools, he focuses his main attention on the development of the personal activity of educators. He soon discovered that the verbal, which took into account the interests of students and aimed at remembering knowledge related to their life needs, allows them to obtain greater results in relation to education. Dj.Dewey's contribution to the theory of education was that he developed the concept of "the full development of thinking." According to the psychological views of the author, a person begins to think and reflect only when he encounters difficulties that are extremely important to overcome.

According to Dj.Dewey, a properly organized training is necessary to be problematic. Unlike the traditional system, the scientist proposes to introduce sharp innovations, an unused solution into education. It turns out to be a supporter of the introduction of the principle of active education instead of "biblical reading". According to this principle, the student is required to organize his personal cognitive activity. In such a form of education, now the teacher becomes an active teacher, and he participates as an assistant who helps to solve the problems of students.

Dj.Dewey developed his own psychological theory of Education. According to his theory, the role of a teacher in the process of education and training is to control the independence of educators and transform them into independent thinking people. It is not for nothing that the scientist introduced games, improvisations, excursions, economic activities into his teaching methods, of course, he considers the development of students' individuality as one of the important tasks of Education.

At this point, it would also be worthwhile to get acquainted with the current state of affairs in America. The P.U.Alexander's theory of "teaching by solving problems", which refers to Halverson, etc., today has great emphasis in American pedagogical psychology. This theory is a Dj.Dewey's theory; it has the following distinctive features:

- a) In the traditional method of education, the principle of "teaching to think" remained the main principle, and not the principle of "increasing and storing accumulated knowledge in memory;
- b) The traditional method of education could not lose the state of randomness in the formation of children's theoretical thinking;
- C) The research of the problems of the development of thinking was mainly dealt with by psychologists, in the pedagogical theory of the development of thinking this issue was left out of the review. In other words, at this point, the collaboration of psychologists and educators was not observed. As a result, the question of the role of educational methods in the mental development of students has become one of the less studied areas. (V.V.Davidov)

S.L.Rubinstein, N.A.Menchinskaya, T.V.Psychologists like Kudryavtsev talked in detail about the need to ensure mental progress in the educational process. In their opinion, mental progress is characterized not only by the volume and quality of mastered knowledge, but also by the structure of cognitive processes, the system of logical operations and mental actions in the student.

At this point A.M.Let us dwell on Matyushkin's views based on the idea that it is necessary to apply the problem education system in education. According to the scientist, the main factor that causes the development of educational thinking in the educational process is a problem situation. Teaching, creating a problem situation, is, naturally, a kind of pedagogical technology, which in education leads the student to think, to promote independent ideas.

If we look at the history of the study of the influence of pedagogical technologies on human thinking as a psychological and pedagogical problem from the point of view of today, then M.I.Makhmutov, I.Ya.Lerner. It is necessary to interpret the research of pedagogical scientists, such as Dayri. The main idea put forward by them goes to the point that the introduction of problematics in education is one of the laws of student mental activity. Methods for creating problem situations in various subjects were developed by Russian scientists and criteria for assessing the degree of complexity of problem mental issues were conceived. Pedagogical Technologies began to be used at first in high schools, and then slowly implemented in both secondary special and higher education processes [5].

Pedagogical technologies were improved by Kalinin and also introduced improvisation fronts [3]. From improvisation, which is especially used in solving issues of a communicative nature?

By V.F.Shatalov, P.M.Erdniev, G.A. Rudic and similar psychologists and pedagogues, the teacher developed methods for creating problem situations and was considered by students as

one of the main conditions for solving these problems, developing their thinking [6]. They developed such general methods as monological, visual, dialogical, heuristic, research, program algorithm, and created a system of their interaction in the process of conducting pedagogical technologies between the teacher and the student. In a sense, it can be said that the emergence of the above-mentioned new pedagogical and didactic methods served for the development of pedagogical technologies in the future.

So, above, we briefly touched on the history of the emergence of the second type of education, that is, pedagogical technologies based on new problematic education. Now let's also briefly dwell on the third type of Education – programmed (programmed) education.

Simply put, programmed education is a type of education that is carried out on the basis of a previously developed program, in which the actions of both the student and the teacher are foreseen in advance.

So, above, we briefly touched on the emergence of pedagogical technologies and their impact on human thinking, the history of the study of the problem in pedagogical psychology. We also tried to show the role of problem education in the development of pedagogical technologies. Now let's move on to the analysis of the contribution of pedagogical technologies to human mental development, the psychological mechanisms of their influence on mental development, as well as the scientific research carried out by foreign psychologists and educators of our country in this direction.

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## INTELLIGENCE AS A PSYCHOLOGICAL PROBLEM

**Radbajabova Zukhra Mirzotillaevna\***

\*Teacher,  
Department of Psychology,  
Chirchik State Pedagogy University  
UZBEKISTAN  
Email id: RajabovaZM@inbox.uz

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### ABSTRACT

*The problem of intelligence has been studied very widely in the psychology of foreign (Western Europe, USA), which has been studied based on different theories, concepts, approaches, poses, directions. This article also analyzes the situation of studying the problem of intelligence by foreign scientists.*

**KEYWORDS:** *Intellect, Intelligence, Intellectual Activity, Mental Tests, Thinking.*

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### INTRODUCTION

In the science of World psychology, the study of intelligence began to be paid serious attention from the end of the last century. As an instigator of the research of this problem .Bine brought intelligence to the world field of science. In order for the researcher to test his idea in practice, his student T.In collaboration with Simon, they developed psychological mental tests to measure the level of development of children's intelligence. As a theoretical basis for this doctrine, a functional psychological theory was applied, which at that time had a dominant position, in which the idea prevailed that psychic development occurs as a result of the development of several innate functions. Based on this concept, Bine chose such issues in which the possibilities of applying the child's advanced knowledge and skills were significantly reduced. One of bine's praiseworthy points is that he compiled such a series of tests for each age period, as a result of which it was established that its solution was relevant only to this particular period. The Test should be independent of school knowledge, only then the child's reasoning that the level of truly mental development is checked becomes important. In his opinion, the child's intelligence develops in the process of solving any issue. Based on this idea, he believes that the theoretical basis of test tasks is not necessary. As a result of this, the researcher is injured by some doubts, the possibility of critical thinking [1].

The determination of the structure of intelligence attracted the attention of scientists at the beginning of our century, especially psychologists. The famous American scientist Spirmen (1904), based on the behavior of an individual, distinguished the already "head" factor of intelligence, as a result of which he called it the G factor. In his opinion, when solving an arithmetic problem, repairing a car engine or learning the language of any foreign country, a person's brain does not work at all. In some people, while the level of general intelligence is equal to that of others, a clear advantage is felt in the performance of certain types of activities. That is why, as an addition to factor G, Spirmen introduces factor C into science. The author calls it an indicator of special ability. According to Spirmen's theory, each person reflects (characterizes) a certain level of general intelligence, which, in turn, depends on his relationship

with the external environment. According to Spirmen, each person has different levels of development of a specific ability, which is clearly seen in the process of solving issues[5].

Swiss psychologist J.Piaje approaches the problem of intelligence from his own personal point of view. He often uses the term "intellect" instead of the concept of thinking, sometimes somewhat moving away from psychological terms, etc. J.Piaje divides intelligence theory into two environmental aspects, calling them intelligence functions as well as intelligence cycles. According to Piaje's reasoning, among the main functions of intelligence are Organization (orderly) and adaptation (adaptation, acclimatization), which are referred to as the functional invariance of intelligence. The author distinguishes the following stages of development of intelligence [6,7]:

- \* Sensomotor intelligence (from birth to 2 years old);
- The period of contemplation before the operas (2 to 7 years old);
- The period of concrete (obvious) operas (mental actions) (from 7-8 to 11 years old);
- Formal (formal) period of operations (performing actions) [8].

J.Piaje believes that the growth of intelligence begins earlier than the appearance of speech in a child. The bud of intelligence finds its expression in the initial irregular behavior of the child. Subsequently, as a result of the implementation of the act of goal-oriented actions and with the help of analysis, important opportunities are created for the study of the genetic root of intelligence. J.Piaje makes progress in psychology, noting that the era of concrete operas is in contact with subjects. And when the classification is given to the period of Formal (formal) operations, it is noted that there is a progressive loss of contact with the subjects. It is said that the growth of intelligence consists in the fact that a person is armed with a system of operations. In the development circuit of intelligence, mental actions occur in a cumulative state. The alternation of the era of intelligence means the growth of thinking, while the sequence of the period expresses the inside laws of development [6,7].

J.Piaje's theory of intelligence is important for the science of World psychology, in which an objective "clinical" method was used, the genetic roots of intelligence were revealed, the specificity of the properties between intelligence and subjects was illuminated, and the change of the subject in intellectual activity was proved by empirical materials and theoretical reasoning.

Therefore, there are also controversial sides in this system of theory. The terms and concepts used by Piaje do not have a fundamental psychological meaning, it is very difficult to distinguish biological, physical and abstract aspects from the expressed logic-mathematical scheme, as well as their psychological interpretation, doubts arise about the coherence and rigor of intellectual periods.

An analytical approach to the problem of the development of intelligence It is clearly visible in A.V.Zaporozhet's tactics. The author distinguishes the processes of development of the child's intellect by functional and age periods. The process of functional development of the child his thinking finds its expression in the enrichment of its content. In other words, new actions mastered by the individual develop, which turn into mental actions. The new form of intellectual activity that appears in a child ensures the qualitative development of the child's thinking in terms of age periods.

A.V.Zaporozhets foreign scientists A.Vallon (France) and J. Piaget (Switzerland) shows 2 (two) forms of genetic coherence of intellectual activity, such as Piaget (Switzerland): exhibition action thinking; exhibition figurative thinking. A.V.Zaporozhets later manages to include even the third criterion, word-logic thinking.

In his opinion, the appearance of visual movement thinking in a child leads him to work with Real subjects, and the emergence of visual figurative thinking leads to activity with images, imagination, as well as to the implementation of activities with characters and concepts if there is a birth of speech-logic thinking. A.V.Zaporozhets believes that there is a very close connection between the developments of intelligence in terms of functional and age periods, which have mutual harmony.

Thus, the problem of intelligence has been studied very widely in foreign (Western Europe, USA) psychology, which has been studied based on different theories, concepts, approaches, poses, directions. Therefore, the criteria for measuring intelligence, criteria, indicators of progress, specific features, the creation of a test and its use in testing the mental development of people of different ages are built on different scientific and theoretical foundations. Therefore, when analyzing them, we sought to refer to the generalization of generalizations aimed at easier understanding, perception of the essence of interpretation, the harmony of thoughts with a certain feature, form, level, consistency, logical consistency, the need for mutual causal connections, dividing them into several directions. We think we have achieved a certain compactness, thoughtful economy in this regard. However, materials, methodologies, theories of foreign psychology do not have the opportunity to be applied directly in practice.

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## THE SPECIFICITY OF THE SOCIAL INTELLIGENCE OF STUDENTS WITH HEARING IMPAIRMENTS

Ravshanova Hanifa Akmalovna\*

\*Master of the 2nd Course,  
CHSPU, Specialty of Pedagogy and Psychology,  
UZBEKISTAN  
Email id: Hanifaravshanova@mail.ru

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### ABSTRACT

*The article analyzes students with hearing impairments based on the results of research on the specificity of social intelligence. In this case, the indicators of social intelligence of students of a special (weak hearing) school with students of a secondary school on social intelligence tests were studied comparative.*

**KEYWORDS:** *Pupils with Hearing Impairment, Weak Hearing, Deaf Children, Social Intelligence, Secondary School, Special (Weak Hearing) School.*

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### INTRODUCTION

Many children with hearing impairments do not understand the speech spoken to them and manage factors such as the actions, natural gestures and emotions of adults in communication. Children with mild to moderate hearing loss could understand those around them, but often they have impaired perception of words and phrases as well as sound. And this negatively affects their socialization.

The conditions for socialization of people with disabilities, for example, deaf and hearing impaired people, are often unfavorable due to the limited possibility of establishing and supporting the necessary contacts with other people. Therefore, the issues of studying factors that contribute to the successful socio-psychological adaptation of people with impaired health remain open and require additional study.

Social intelligence is not only an indicator of the successful adaptation of a person, but also the qualities of an indicator of the socialization of the individual along with these communicative abilities of the individual.

The communicative abilities of a person, his communicative competence as components of social intelligence are formed and developed throughout his life in society, but the prerequisites for these abilities are determined biologically. The leading psychological factors of social intelligence and communication skills are Sensitivity, Sensitivity, the ability to assess the emotional state of another person, communication skills; physiological factors - reactivity and labiality of the nervous system, the predominance of the main signal functions. In communicative abilities, the non - verbal parameter-mouthpiece-is also important. Using A.A.Bodalev's research and terminology, the "phase" of communication skills is "the perception and understanding of a person by a person"[3].

Incorrect perception of other people's speech, limited vocabulary, inability to express oneself - all this disrupts communication with other children and adults, which negatively affects cognitive development and personality formation. At the same time, as they grow up, the ability to maintain verbal communication, the ability to evaluate the barking of their own actions gradually develops.

The use of interactive techniques in the process of modern special education is one of the optimal ways to ensure the effectiveness of Education. The most important aspect of the interactive learning environment is the orientation of the pedagogical process towards the personality of the child. When viewed from the point of view of its organization, interactive learning is a communication process based on the overall development opportunities and personal interests of the participants.

Speech development plays a decisive role in the development of children with hearing impairments as individuals. Hearing impairment limits social contact with those around them. The theoretical founder of the special education system L.S.Vigotsky separately notes that the dumbness caused by hearing impairment - the inability to master speech, in turn, has a huge negative impact on general cultural development, while causing the non-existence of human speech. Speech restriction in a child affects the formation of the psyche, as well as all cognitive activities, that is, the processes of perception, memory, attention, thinking. A child with impaired hearing will never be able to independently master speech on his own. If such a child is not trained in special conditions with a special approach and special techniques, he will remain dumb. According to E.E.Rau's the result of the research work carried out by Rau, there is practically no difference between a deaf and hearing healthy child in the first 2-3 months of his life. Because deaf children also have different sound and articulatory reactions without special training. These sounds are associated with the child's positive or negative emotions, which they mainly use for the purpose of attracting adult attention to themselves. At different periods of a child's life, hearing loss may occur.

Accordingly-deaf children (hearing is completely lost)

1. Deaf children who are born or who have lost hearing in their early age and are unable to master speech;
2. Deaf children with late hearing loss and preserved speech-children with weak hearing (partially impaired hearing)

## **Methodology**

In our research work, a comparative study of the social intelligence of students of a secondary school and their pupils in a special (weak hearing) boarding school was carried out. The methodologies used at this stage of our study focused on aspects that do not generate excessive differences for the national and cultural environment that has undergone psychological experiments. For this Dj.Gilford and M.Sullivan's methodology for" diagnostics of social intelligence " was used.

The first reliable test for measuring social intelligence is created by Dj.Gilford in 1960. We used in the study an adapted variant of the test battery based on the results obtained from the Paris Center for Applied Psychology.

The Dj. Gilford 's test is not only a preview of the general level of development of social intelligence, but also of the result of the hulk of people; the proportionality of the reflection of verbal and nonverbal expression; is designed to study the skills of analyzability of complex situations in interpersonal interaction.

## **RESEARCH RESULTS:**

Boarding schools have higher communicative control indicators - 18% (64% of boys, 36% of girls) than students of a general education school-16% (85% of boys, 15% of girls). Social students of boarding schools easily get into any role, react flexibly to changing situations, feel good and even know in advance what impression they make on others. It seems to us that this is due to the originality of the school - children perform a lot at concerts.

Based on the experiments, difficult results are given:

- Secondary school students have the ability to learn behavior in relation to boarding schools - they understand the relationship between the actions and consequences of people;
- Secondary school students have a higher ability to learn non-verbal behavior in relation to boarding students - they are more intuitive, able to correctly assess the State, feelings, intentions of people according to their non-verbal manifestations;
- The ability of both groups of subjects to study verbal behavior is equally high, they have developed speech expression and role plasticity;
- Secondary school students have the ability to analyze behavior in relation to boarding schools - they are sensitive to the nature and shades of human relations;
- In boarding schools, empathy is more developed than in students of secondary schools;
- Social intelligence in relation to students of secondary schools in boarding schools is poorly developed;
- In relation to students of a special (weak hearing) School of general education students on social intelligence tests, communicative control indicators are high in communication;
- The indicators of social intelligence of students of a secondary school are higher than that of students brought up in a special (weak hearing) boarding school.

The main condition for the work carried out on the development of deaf children's speech is the use of hearing aids, relying on residual hearing, and the organization of an auditory-speech environment that ensures constant communication with the child. In this case, it is important to use psycho trains that develop components of social intelligence.

The development of components of social intelligence in a child with hearing impairment depends on the following factors:

1. Timely and consistent conduct of Correctional Training
2. The use of high-quality sound-enhancing devices and hearing prostheses in the absence of medical contraindications to the health of the child
3. Organization of gaming activities by bringing the child into an atmosphere of verbal, pure and fluent communication, adding them among speaking peers.



An important factor in the fact that children with hearing impairments find their place in social life - the effectiveness of the work of teaching pronunciation depends on the fact that the educator regularly deals with family members, in particular, the child of parents. The attention directed by the parent towards the child will help to avoid developmental defects.

## CONCLUSIONS

1. In the organization of special education and upbringing aimed at eliminating the development of children with weak hearing from the norm, not only the hearing defect is considered the main one, but also the factor of the specific development of speech caused by this problem. This, in turn, necessitates the development of a language teaching system aimed at solving the task of practical mastering of speech skills. By the effectiveness of such an educational process, we mean that the active acquisition of speech by each educator as a means of communication is ensured.

2. The analysis of literature on modern surd pedagogy and our research, which studies, once again proved that the process of forming speech according to plan should take a central place in the implementation of the education and education of weak hearing primary school students, in solving the issue of its improvement. The educational and educational process of such children should be organized in the order in which a holistic speech environment is established - colloquial speech. Specially organized education the success of Serbia is inextricably linked with the extent to which surd pedagogues and parents participate in the process, to what extent they understand the work of cooperation.

3. Persistent hearing impairment negatively affects certain components of social intelligence, namely:

- Ability to predict the consequences of behavior,
- Ability to understand verbal reactions and meanings, understanding
- The logic of development of interaction States.

4. Compared to children with normal hearing, hearing impaired students have a low willingness to enter into new social contacts, the ability to carefully react to their actions in the process of social interaction and maintain monotonous connections.

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**THE ROLE OF NATURAL RESOURCES IN THE ANGOLAN CIVIL WAR:  
LESSON FOR OTHER AFRICAN NATIONS**

**Awosanmi, Esther Musa\*; Manisha D. Patil\*\*; MUSA Shalangwa\*\*\*;  
Martha K. BUHARI\*\*\*\***

\*Adamawa State Polytechnic,  
Yola, Nigeria

Email id: laraibayoawos1@gmail.com,

\*\*Santaji Mahavidyalaya, Nagpur,  
Maharashtra, INDIA

Email id: selukarmanisha@gmail.com,

\*\*\*Adamawa State Polytechnic,  
Yola, Nigeria

Email id: mshalangwa@gmail.com

\*\*\*\*Adamawa state Polytechnic, Yola, Nigeri

Email: marthabuhari27@gmail.com

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**ABSTRACT**

*Conflict is an inevitable phenomenon in all human relations, irrespective of the nature of the country. Thus, the mechanism put in place to manage such conflict will determine whether it will go violent, and ultimately lead to civil war or the conflict will reduce to its barest minimum. The aftermath of civil war can be devastating as it often leads to loss of lives, properties and livelihoods. Also, whenever there is a civil war, the availability of natural resources might worsen the case as rebels often use the proceeds of natural resources to finance the war and procure arms. Therefore, this study examined the role of natural resources in the Angolan civil war. This study relied on secondary sources of data drawn from textbooks, Journals, official publications, conference papers, internet materials, newspapers, magazines and official documentaries that are relevant to the work. The study found that natural resources were not the major cause of the Angolan civil war, but it was used to finance the war. The MPLA had access to oil while the UNITA had access to diamond reserves which played a significant role in financing the war. Therefore, the study recommends that United Nations, European Union, African Union and other regional bodies should place stringent bans and restrictions on the purchase of natural resources from rebels in order to limit their chances of gaining access to funds which will definitely quell the intensity of the wars.*

**KEYWORDS:** Angola, Natural Resources, Civil War, Finance, Diamond, Gold.

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**INTRODUCTION**

Since the end of the cold war, civil war has become a predominant form of violence around the world. It is one of the deadliest human phenomena, considering its devastating effects on lives

and properties, and human population. Couttenier and Soubeyran (2013) reported that since the end of World War II, more than 5 million people have died globally as a result of civil wars. Majority of these wars have deep and manifold disastrous consequences as it impedes the growth and development of countries that are immersed in protracted civil wars. A lot of these civil wars are products of grievances and resentment towards political movements and ethnic groups which has its roots in colonial experience with connection to access and control of natural resources. Although, interest and support from external actors and countries sometimes shaped the dimensions of the civil wars.

Similarly, Sambo (2016) stated that civil wars are not new phenomena; neither are they confined to certain regions in the history of humankind. Several countries in America, Europe and Middle East have experienced civil wars of different magnitudes. These include the Syrian civil war, Iraq, Afghanistan Yemen and Ukraine. Also, Yugoslav wars in Europe and the Tajikistani civil war in Asia. It is evident that civil wars are ubiquitous issues around the world but are avoidable if the necessary mechanisms are put in place. While different regions of the world have experienced one form of civil war or the other, the prevalence of civil war is conspicuous in Africa to the extent that some scholars have designated the continent as the civil war/armed conflict laboratory as a result of the high frequency of occurrence of conflict in Africa. In the last six decades, nearly 20 African countries have experienced at least one period of civil war.

According to Elbadawi and Sambanis (2002), it is estimated that 20% of the South of Sahara's population lives in countries which were at war and low-intensity conflict has become endemic to many other African states. Similarly, Burke et al. (2009) reported that more than two-thirds of the countries in sub-Saharan Africa have experienced civil war since 1960, resulting in millions of deaths and monumental human suffering. Majority of these civil wars are in one way or the other connected to the aftermath of colonial rules and ploy by some actors to seize the leadership of their countries.

Kastfelt (2005) averred that in Africa, the scene of brutal civil wars and genocide has a long history of colonial violence in form of slave trade and labour from Southern Sudan to Northern Uganda, Rwanda, Burundi and Congo. Furthermore, Aremu (2010) observed that the major current that runs through Africa: from North to South, East to West and Centralis conflict and wars. Since the 1960s, a large number of civil wars had taken place in Africa. For instance: Sudan(1995-1990),Chad(1965-85),Angolasince1974,Liberia(1980-2003),Nigeria(1967-70),Somalia(1999-93)andBurundi,Rwandaand Sierra Leone (1991-2001).It won't be out of place to say the last four to six decades of African countries were immersed with blood as a result of the number of civil wars and casualties that accompanied them. For instance, there seems to be dearth of accurate figures of causalities of civil wars especially that of Nigeria between 1967-1970 but the available data on it put the deaths between 500,000 to 2 million or thereabout (South African History Online [SAHO], 2020). Also, in Sudan records put the deaths attributed to the civil way at roughly 2million. Similarly, the Chadian civil war between 1965-1985 recorded about 51,000 deaths and many more in other African countries. In Africa, millions of lives have been lost to civil wars with a lot of degradation and desecration of the countries.

## **Problem Analysis**

Conflict is an inevitable phenomenon in all human relations, irrespective of the nature of the country; be it under developing, developing and developed countries. A conflict-free society has never existed, and never will it exist. Therefore, the mechanism put in place to manage such

conflict will determine whether it will go violent, and ultimately lead to civil war or the conflict will reduce to its barest minimum. In Africa, civil war is not strange to the continent. Africa has witnessed quite a number of civil wars in Liberia, Rwanda, South Sudan, Uganda, Mozambique, and Nigeria and so on. In some cases, these civil wars are a result of diversity in culture and traditions of groups of people that made up the country. Also, it can also be linked to deep-rooted marginalization of some sections of the country that can be traced to the colonial experience, political instability in failing states and external financing (Couttenier and Soubeyran, 2015). Furthermore, access to and control of natural resources has plunged some countries into civil war with devastating magnitude. Therefore, there is need to establish the relationship between natural resources and civil war. In what ways have natural resources influenced the emergence or sustainability of civil wars? Thus, this study examined the role of natural resources in the Angolan civil war.

## **Methodology**

This study relied mainly on secondary sources of data which were drawn from textbooks, Journals, official publications, conference papers, internet materials, newspapers, magazines and official documentaries that are relevant to the work. The analysis of data was based on deductions from the issues raised in the paper in light of available data gathered.

## **Conceptual Clarifications**

### ***Natural Resources***

Natural resources are materials from the earth that are used to support life and meet people's needs. Any natural substance that humans use can be considered a natural resource. Oil, coal, natural gas, metals, stone and sand are natural resources. Other natural resources are air, sunlight, soil and water. Animals, birds, fish and plants are natural resources as well. Natural resources are used to make food, fuel and raw materials for the production of goods. All of the food that people eat comes from plants or animals. Natural resources such as coal, natural gas and oil provide heat, light and power. According to Manzano and Rigobon (2001), natural resources refer broadly to natural assets such as materials, minerals, forests, water, and fertile land that occur in nature and can be used for economic gain. Some natural assets such as oil, gas and minerals can be depleted or exhausted. These non-renewable assets have no alternative use that can yield a similar marginal revenue product. In contrast, fertile land can be used to cultivate alternate crops.

Badeeb et al. (2017) stated that natural resources can further be categorised into two namely: renewable and non-renewable renewable resources are those natural resources such as trees, water, sun and wind that can be replenished at about the same rate at which they are used. Renewable resources, however, can be depleted if not properly managed or conserved. Non-renewable resources are those natural resources that are depleted more quickly than they can regenerate. Fossil fuels like oil and natural gas were formed over millions of years. Once mined and used completely, non-renewable resources are gone forever.

Natural resources have been targets or instruments of warfare in the past and will remain so in the future. Warring parties need money and they take it wherever they can find it. Yet the character of a resource can undoubtedly influence the prosecution of war (Ullah and Rashid, 2014). The links between conflict and natural resources are not always so clear-cut, however, a country's resource wealth does not necessarily lead to violent conflict, as the examples of

Norway and Canada, but also Botswana and Chile show. Yet resource-rich countries do appear to be more susceptible to conflict than the resource-poor.

## ***Civil War***

Civil wars and similar large-scale violence bring death, injury, disease, displacement, and misery. Civil war is a politically organized, large-scale, sustained, physically violent conflict that occurs within a country principally among large/numerically important groups of its inhabitants or citizens over the monopoly of physical force within the country (Gersovitz and Kriger, 2013). Civil wars usually have incumbent governments that control the state and have a monopoly of force before the civil war and challengers' people who have not effectively challenged the monopoly of others before the outbreak of the civil war but whose challenge initiates the outbreak of the civil war. The challengers may begin as a small group, but for the episode to rise to the level of a civil war, they must become numerically important.

The challengers may seek to replace the incumbents in control of the monopoly of force within the extant territory of the state, or they may seek the secession of part of the original territory. The achievement of their goals must be plausible. A civil war is not just a sufficiently large group of people over a sufficiently long time who make trouble for the government and undermine security, such as large drug cartels, because they do not aim to possess the monopoly of force. Civil wars must entail large-scale and sustained internal political violence to distinguish them from intense but limited episodes of political violence that contest the monopoly of force, such as political assassinations, mutinies, or coups. Civil war violence may involve external actors, but the violence occurs within the boundaries of a country and predominantly involves internal actors.

## **Overview of Angola**

Before delving into the details of the civil war, this section will discuss a brief background of Angola and how the ethnic difference played a major role in igniting the war. Angola is located on the western coast of southern Africa, south of the Equator. Land borders are shared by Namibia to the south, Zambia to the east and the Democratic Republic of Congo to the north. It covers an area of 1,246,700 sq. km and is composed of 18 provinces, one of which, Cabinda, is separated from the others by the oceanic outlet of the Democratic Republic of Congo. From the ethnic point of view, there are three major ethnic groups in Angola which include: the Ovimbundu who represent 37% of the population, the Ambundu with 25%, and the Bakongo 13%. Other numerically important groups include the closely interrelated Chokwe and Lunda, the Ganguela and Nyaneka-Khumbi (in both cases classification terms that stand for a variety of small groups), the Ovambo, the Herero, the Xindonga and scattered residual groups of San (Zartman, 1995). In addition, mixed race (European and African) people amount to about 2%, with a small (1%) population of whites, mainly ethnically Portuguese.

## **The Angolan Civil War**

In Angola, the civil war between (1975-2002) began immediately after the country became independent from Portugal in Nov 1975. The civil war began immediately after the country became independent from Portugal in November 1975. Like many other African countries that experienced civil wars, the Angolan civil war had its roots in the colonial regime of Portugal. The reluctance of the dominant liberation movements to share power within a multi-ethnic society sparked what seems to be the ignite of the war. Prior to the independence, a



power-sharing arrangement was agreed upon, after independence was secured, power struggles ensued almost immediately as the agreement collapsed. This was aggravated by the withdrawal of the Portuguese in 1975; refusing to impose peace or supervise elections, and failing to hand over power to any one party, the Portuguese armies exited Angola and left the country and its future to its own devices. Hence, the common anti-colonial goal was abandoned, and the three dominant liberation movements which include: Peoples Movement for the Liberation of Angola (MPLA) led by Agostinho Neto, National Union for the Total Independence of Angola (UNITA) led by Jonas Savimbi and National Front for the Liberation of Angola (FNLA) led by Holdern Roberto began a steady struggle for power. On August 1, 1975, UNITA formally declared war on the MPLA (SAHO, 2020).

The Angolan civil war was initially driven by the sharp ideological differences between MPLA and UNITA. At a later stage, MPLA with the help of the Cuban troops and Soviet arms repelled UNITA and FNLA forces. The war later took another shift and led to a proxy war between USA and USSR. Furthermore, at the end of the cold war, the focus of the rebels shifted from political power to seizing and maintaining control over Angolan natural resources in 1991. These resources include diamond, crude oil, gold, platinum, nickel, chrome, iron, copper, manganese, kaolin, gypsum, quartz, zinc, phosphates, granite, marble, uranium, lead, wolfram, tin, fluorite, sulphur, feldspar, mica, asphalt, and talc. Although, the focus of the rebels then was on diamonds and crude oil. The diamond and crude oil played a pivotal role in the elongation of the civil war, as it made available sources of finance to the rebels' which helped in procuring arms and other logistics. The structure and geographical positioning of diamond and crude oil further gave the two major groups hope in pursuing their struggle.

Ben (2020) reported that Angola's resource reserves can be geographically divided. This favoured both parties as much of the oil is found offshore, benefiting the MPLA, who controlled Luanda and the coastal region, while diamond reserves are located largely in the hinterlands controlled at the time by UNITA (Malaquias 2001, as cited in Ben, 2020). This resource wealth to some extent dictated the actions and expression of these two, defining their method of conducting war. For instance, the diamond wealth afforded the UNITA the opportunity to sustain a rebellion against MPLA through guerrilla warfare. Whereas the coastal oil reserves allowed the MPLA to rule through a system of patrimonialism, constructed in the ruins of the colonial governance structures. Therefore, the role of the natural resources in the Angolan civil war cannot be overemphasized because apart from the human population which made available the foot soldiers, the natural resources are the major strength of the civil war because if there is no money to purchase arms, food and other logistics used in the war, the war will die a natural death when the people are tired and worn out.

Prior to the liberation fight between the people of Angola and the Portuguese colonial regime, there exist a sharp difference among the ethnic groups in Angola especially the three major ethnic groups that is, Ovimbundu, Ambundu and Bakongo. This is evident in the formation of their liberation force that fought the colonial regime. The Peoples Movement for the Liberation of Angola (MPLA) was the liberation movement that was supported by the Ovimbundu people while the National Union for the Total Independence of Angola (UNITA) enjoyed the support of the Ambundu people and the multiracial intelligentsia of cities such as Luanda, Benguela and Huambo. In addition to that, the National Front for the Liberation of Angola (FNLA) was rooted among the Bakongo people and strongly supported the restoration and defence of the Kongo empire, eventually developing into a nationalist movement.



Bvirindi (2019) reported that from 1961 to 1974, three nationalist movements National Front for Liberation of Angola (FNLA), Popular Movement for Liberation of Angola (MPLA), and National Union for Total Liberation of Angola (UNITA) led a war for national liberation against the Portuguese colonial administration. This war ended after the overthrow of the fascist regime in Portugal on April 25, 1974, by a group of Portuguese army officers dissatisfied with the increasingly high human and material costs of the conflict. The new Portuguese regime quickly granted independence to its African colonies. Tragically for Angola, however, independence did not usher in a new era of peace and development. Instead, the nationalist movements, unable to overcome deep-seated ethnic and ideological divisions among them, plunged the country into a fratricidal war even before independence from Portugal was officially granted on November 11, 1975. Also, these three liberation movements were not only from three different ethnic groups, but all have different ideologies and missions. Hence, the competition for the leadership of political power in Angola was a hidden agenda for all the movements. Therefore, the crisis that eventually led to the civil war was hidden in the selfish interest of all the liberation movements of Angola.

The immediate background of the conflict in Angola is the war of independence between 1961-1975, which terminated with a situation where the three major liberation movements MPLA, FNLA and UNITA could not agree on how to share power. Attempts to reconcile the parties were made through the Alvor conference in 1975 and several other initiatives, but the agreements fell apart as a result of antagonisms related both to political views, national support base, external ties, and personal relations (Tvedten, 1989). The history of the Angolan civil war cannot be divorced from the anti-colonial and anti-apartheid struggles of Angola's neighbours, Namibia and South Africa, nor from the Cold War logic in which the Soviet Union and the United States backed opposing sides in any conflict.

Anderson (2000) reported that soon after the Angolan independence, the National Union for the Total Independence of Angola (UNITA) gained the support of South Africa and the United States in its struggle against the People's Movement for the Liberation of Angola (MPLA). This alliance was more strategic than ideological, as UNITA's stronghold was in the south along the border with Namibia, where South Africa was fighting a war. Hence, this position UNITA in a position which made them enjoy a symbiosis relationship between them and South Africa. In exchange for South African arms and military support, UNITA targeted the Namibian independence fighters as well as the MPLA, which enjoyed the support of Angola's small urban middle class and was backed by the USSR and Cuba. Therefore, it could be established that there are a lot of factors that contributed to the protracted nature of the civil war.

According to Frynas and Geoffrey (2001), the MPLA exercised marginal control over the capital or the central government, while UNITA struggled to control the hinterlands and the coast. UNITA financed itself with sales of diamonds, which came to be called "blood diamonds" for their role in fuelling the war. The MPLA, on the other hand, relied mainly on sales of oil. UNITA focused on sabotaging communications and economic targets. The MPLA, with the help of Cuban troops, tried to root out UNITA strongholds. Therefore, despite the external or regional forces that lights the civil war, the availability of finance to sustain the war through environmental resources which include diamonds and crude oil. Hence, whenever there is availability of funds through natural resources the possibility of protracted conflict is inevitable as the sale of the resources available the rebel leader's opportunity to purchase arms and other

things that will sustain the war. The sustained war led to wanton loss of lives and properties and displacement of persons.

### **Roles of Environmental Resources in the Angolan Civil war (1975-2002)**

Over the years, environmental resources have been seen as one of the major causes of conflict as a result of access to and control of natural resources. Ross (2004) stated that since 1990, at least 18 violent conflicts have been fuelled by the exploitation of natural resources, whether high-value resources like timber, diamonds, gold, minerals and oil; or scarce ones like fertile land and water. Regardless of whether or not natural resources play a causal role in the onset of the conflict, they can serve to prolong and sustain violence. The high-value resources can be used to generate revenue for financing the armed forces and the acquisition of weapons. Capturing such resources becomes a strategic objective for military campaigns, thereby extending their duration. In the context of the Angolan Civil war between 1975-2002, environmental resources weren't the causal factor of the war because there exists a deep-seated conflict over ideological differences and access to and control of political power of the country among the major ethnic groups. Despite their differences, these three major ethnic groups managed to have a common goal. That is, putting an end to colonial domination of their country. Between 1961 to 1974, Angolans opposed Portuguese colonial rule by violent, revolutionary struggle and they were able to end the domination. The failure of the Portuguese colonial regime to usher in a democratically elected government or all-inclusive government in Angola gave room for the leaders of the three-liberation movement to fight for control of the political power.

According to Bayramov (2017), the relationship between natural resources, the environment and war are thus multi-dimensional and complex, but three principal pathways can be drawn:

- i. Contributing to the outbreak of war: Attempts to control natural resources or grievances caused by inequitable wealth sharing or environmental degradation can contribute to the outbreak of violence. Countries that depend on the export of an arrow set of primary commodities may also be more vulnerable to civil war.
- ii. Financing and sustaining war: Once conflict has broken out, extractive high-value resources may be exploited to finance armed forces, or become strategic consideration in gaining territory. In such cases, the duration of civil war is extended by the availability of new sources of financing, or complicated by efforts to gain control over resource-rich areas.
- iii. Undermining peace-making: The prospect of a peace agreement may be undermined by individuals or splinter groups that could lose access to the revenues generated by resource exploitation if peace were to prevail. Once a peace agreement is in place, the exploitation of natural resources can also threaten political reintegration and reconciliation by providing economic incentives that reinforce political and social divisions (Holland, 2009).

Apart from the foreign support from USSR, United States, Cuba and South Africa, the existence of easily captured and exploited natural resources not only makes civil war economically feasible and, therefore, it may also alter the dynamics of war itself by encouraging combatants to direct their activities towards securing the assets that enable them to continue to fight. This is a classic example of the Angolan civil war as the warring groups capitalized on the exploration of the environmental resources in financing their course, especially in arms purchases. According to Ferreira (2006),

the Angolan civil war was funded by the sales of diamonds found in territories controlled by UNITA. UNITA had strong alliances with apartheid South Africa, the USA, the UK and France who were the customers of the blood diamonds, while the ruling MPLA was supported by the USSR and Cuba. Later in the conflict MPLA sold oil to finance its war efforts. It is worthy of note that majority of the external influence in the civil war was to gain access to the oil and diamond in exchange for arms. Meanwhile, the rebels do not have the leverage to negotiate as they were seriously in need of arms in order to sustain their war.

Hence, the foreign countries took advantage of their situation and milk their oil and diamond. Thus, revenues and riches can alter the mindset of belligerents, transforming war and insurgency into an economic rather than purely political activity, with violence resulting less from grievance than from greed. Russell (2004) reported that by the mid-nineties what had been the typical Cold War conflict had become cash of natural resources; the oil of the MPLA against the diamonds of Savimbi's control of the north-eastern part of Angola reportedly provided UNITA with an estimated US\$400-500 million a year to fund the war. Hence, the Angolan civil war might have been short-lived if not for the availability of oil and diamond they were used to protract their way to the severity stage. According to Amnesty International (2006), the interaction between the internal conflict and external rivalries contributed significantly to the severity of the civil war resulting in several peace pacts being violated and an estimated 1.5 million people being killed and over 4 million people displaced.

## **Lesson for other African Nations**

War is a horrible experience as it takes its toll on virtually all sectors of the country. The wanton loss of lives, properties and livelihood that often accompanies civil wars has brought some countries to their knees; while fighting a tedious fight to recover from the aftermath of the civil wars even after one or two decades that the war ended. It is obvious that natural resources were not the major factor responsible for the Angolan civil war; but they played a significant role in sustaining the war by using the proceeds of the sales of natural resources to finance the war. No doubt, African countries are blessed with different kinds of natural resources, and these resources have resulted in the downfall of many nations as a result of mismanagement. The Angolan civil war might have ended years before it actually ended if they don't use proceeds from natural resources to finance the war. Therefore, other African countries should come up with regulations with respect to sales of natural resources during crises period with the help of the African Union and United Nations as this will help in regulating the flow of money that might be diverted to finance the war.

## **CONCLUSION AND RECOMMENDATIONS**

Irrespective of the causal factors of the Angolan civil war, the role of environmental resources cannot be overemphasized. The civil war was largely funded by the sales of diamonds and oil. To a large extent, the rebels enjoyed high cash flow from the resources they sold at both ends while the countries purchasing those resources from them did everything possible to sustain the civil war as it is advantageous to them. This war took away the leverage of Angola as a nation to properly negotiate the amount of oil and diamonds in exchange for arms and money remitted to both groups fighting. Therefore, the war might have ended a long time ago with minimal casualties had it been money from oil and diamonds were not available to the rebels which they maximized in pursuing their course. Therefore, it is expedient for United Nations, European Union, African Union and other regional bodies to place stringent bans and restrictions on the

purchase of natural resources from rebels in order to limit their chances of gaining access to funds which will definitely quell the intensity of the war unlike the case of civil war in Angola where the natural resources were used to finance and sustain the civil war for many years.

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## PSYCHOLOGICAL ASPECTS OF THE STUDENT'S ATTITUDE TO HIS HEALTH

**Mirzaeva Sayyora Rustamovna\***

\*Associate Professor,  
Doctor of Philosophy in Psychological Sciences (PhD),  
Department of Psychology,  
Chirchik State Pedagogical University,  
UZBEKISTAN  
Email id: MirzayevaS@mail.ru

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### ABSTRACT

*The article covers the psychological aspects of the student's attitude to his health. In this, mental health analyzed the main components of the attitude towards health (cognitive, behavioral and emotional). Also, the levels of relationships of students as values for health have been identified and analyzed.*

**KEYWORDS:** *Student, Health, Mental Health, Attitude To Health, Student's Attitude To Health As A Value.*

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### INTRODUCTION

Cognitive, behavioral and emotional components of an individual's attitude to health G.S.Nikiforov believes that health or vice versa can be considered in the form of personal quality, consisting in a tendency to circumstances. In many, when it comes to being attentive to health, serious contradictions are hidden. Even without reference to scientific evidence, the value of Health is high enough in our minds. However, in relation to health (healthy lifestyle), the severity of the Affective, Behavioral component is absolutely incompatible with the volume of knowledge about health or the strength of emotional reactions to its weakening. Most people's activities aimed at maintaining and strengthening health do not correspond to the intensity of the emotional response. This is typical not only for healthy people, but also for those who have already suffered serious illnesses [6; 240-284 bb].

Especially for a large part of the population of the former socialist countries, the sense of responsibility for health is very low. Despite the fact that the state system and many social institutions in these countries have undergone significant changes, the social and individual consciousness of the majority is practically not similar to the consciousness of the population of states in which a market economy is formed. The usual way of life has come to take care of the house, pets, and cars. People are used to regularly going to the bathroom, taking a shower, washing in the morning, brushing their teeth, but they are not used to worrying about their soul (soul). In many of us, the habit of taking care of our soul (soul) is now taking shape.

For example, the state of Mental Hygiene in the current society is characterized by a well-thought-out and scientifically substantiated strategy of Public Policy and public influence aimed at this important component of the consciousness of society. When hygienic, including psycho-



hygienic, rules are not popular enough; a big role in many is played by the lack of emotional involvement in the entire factor associated with the word "hygiene".

The power of the media, advertising opportunities should be seriously used in the formation of a healthy lifestyle.

Mental health, harmony with the inner and outer world are rarely imposed on a person by nature, otherwise it requires striving and decent work. This cannot be achieved without an active positive attitude to personal life. The lack of motivation for self – knowledge, self-control and personal development provides the basis for a predisposition to alexithymia-psychosomatic diseases.

Let's consider the main components of the attitude to health (cognitive, behavioral and emotional).

The cognitive component of the attitude to health is influenced by many factors of a social and psychological nature, the perception and understanding of a person's condition as healthy or painful. Among the most important factors is the psychological competence of the individual. This is due to the peculiarities of the psychological culture of the society and ethnic group to which individ belongs. Forms and methods of strengthening health, being the main Life Value – mental health occupies an important place in psychological culture. Socio-cultural factors affect the determination of the type of inconsistency and the assessment of its depth. Different psychological and psychiatric symptoms have different degrees of approval from society. These factors can influence the diagnosis process.

The attitude towards mental disorders is associated with the traditions of Psychiatry, the influence of all other humanities on psychiatry. For example, in Chinese psychiatry until recently, interpretations were common that mental illness was of an organic or physiological nature. This is due to the influence of traditional perceptions of the psycho physiological nature of a person on the basis of the interaction of energy flows in the body. The state of energy flows and the features of their interaction with the energy of the outside world determine mental health or diseases. At the same time, the socio-psychological causes of diseases such as depression have not been adequately assessed. Relatively non-profound mental disorders (neuroses, situational and acute reactive states) are also culturally necessary. For example, as a result of studies conducted among residents of five Asian countries (Indonesia, China, Thailand, Taiwan, Japan), serious differences have been identified between a number of symptoms (anxiety, nervousness, depression, fear, headache, chest pain, etc.) for the same mental disorders [4; 186-b].

Health values, in L.S. Dragunskaya's words, there may be "certain" values, but they do not need to be recognized or accepted and assimilated. That is, a person can be indifferent to them, because they are far from his main problems [7; 138-b].

Since health is one of the fundamental values of life, understanding and grieving this value has to do with understanding and feeling the meaning of life. Perception or feeling (one does not exclude the other) may prevail in the acceptance of the meaning of life by a person, which depends on the characteristics of the individual and the actual (actual) life situation of a particular person. Emphasis on perception or feeling should not be considered from the point of view of more or less preference, it is very important that when choosing according to the content, a person has the guiding power of his person, so that the meaning of his life is clear enough and he is sure that it will not be lost. The ability to feel happiness, life satisfaction, personal and

family well-being, completeness of Health and its maintenance, interpersonal relationships, climate in micro and macro societies, etc., will depend in many ways.

In the process of A.P.Osipov's research, on the basis of an analysis of certain values, if they are satisfied, a person is determined to feel the fullness of life, self-realization and personal realism, values that allow him to successfully (or unsuccessfully) realize it. The study showed that the following concepts (values) are most important for understanding the meaning of life: soul, Kindness, children, family, love, health, conscience, communication, friendship.

In each of the three main areas of a person's life, there are concepts that are largely related to the rest of the concepts. Among those related to the sphere of material existence, the concept of "housing", in the spiritual sphere-"conversation" and "soul", in the spiritual sphere – the concepts of "beauty" and "faith" occupy a central place. It has been established that the concept of Health is firmly associated with such concepts as housing, wealth, money, food, position. This group of concepts received the conditional name "values of material existence".

The results of the study of understanding the meaning of Life, conducted among a relatively small selection of middle-aged people, showed that the following four groups of values have the greatest value for a person: "values of spiritual life", "values of material life", "values of spiritual life", "values of personal realism".

Health is among the basic concepts (values) that explain the meaning of life. In terms of understanding the meaning of life, health is closely related to the values of material existence.

We will consider health in the structure of value orientations.

Each person determines the meaning of life, his purpose in life in his own way. The meaning of life is related to its goals and the basic life values accepted by the individual [5; 21-23 bb].

I.Dubrovina believes that psychological health includes:

- Mental health as a result of complete mental development and development as a person;
- Characteristics of mental and personal development of a growing personality and awareness of these characteristics;
- Conscious attitude to mental and personal characteristics and qualities;
- Humanistic orientation of the personality Worldview [3].

Thus, we can conclude that the internal picture of Health is not a statistical fixed state, but a dynamic model of an individual in self – awareness, reflecting his communication with the "I" and his own body, as well as a set of knowledge, ideas and descriptions of human health, a set of emotional sorrows, emotions and behavioral reactions associated with these sets. The explanation of the causes and features of the appearance of mental disorders is influenced by national, religious traditions and views, mythology, folklore and widespread epic works. In this ethnic group there are ethnic psychoses based on the mechanism of self-identification (absorption) associated with the existing myth.

## **Methodology**

At the initial stage of the study, it was achieved to determine the features of the formation of the value logical consciousness of students. To do this, we used the methodology of Deryabo and Yasvins " index of attitude to health" in order to study the attitude of students to health. Four

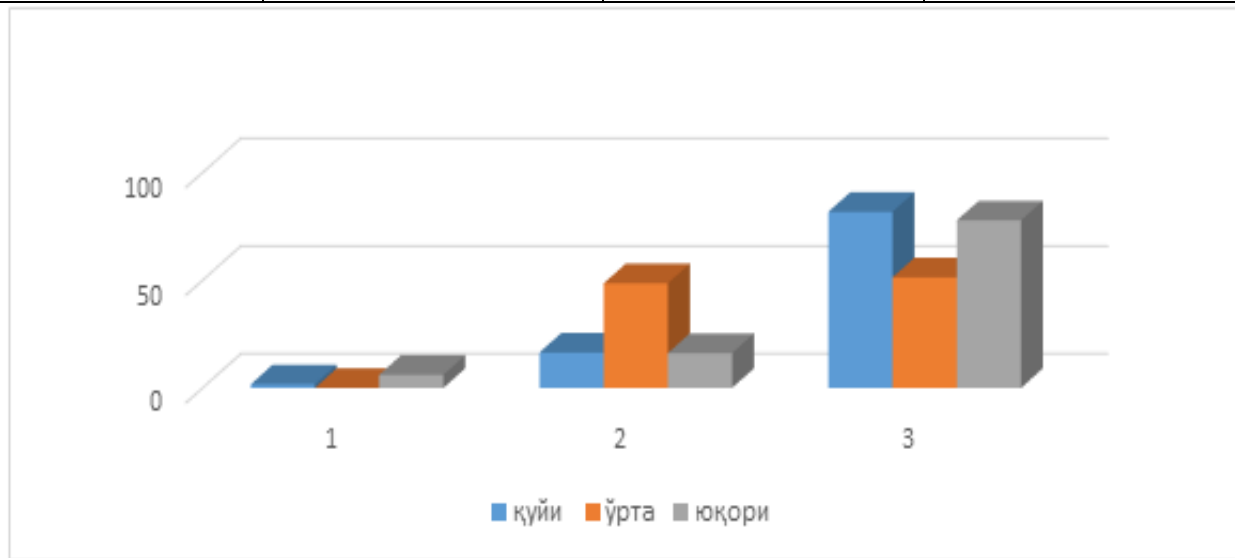
according to the characteristics of this methodology – the assessment of health as a value, its combination as a lifestyle, the standard of Health, consists of such scales as its participation in promotion. The first scale of methodology is intended to assess to what extent they recognize health as a value.

**Research Results**

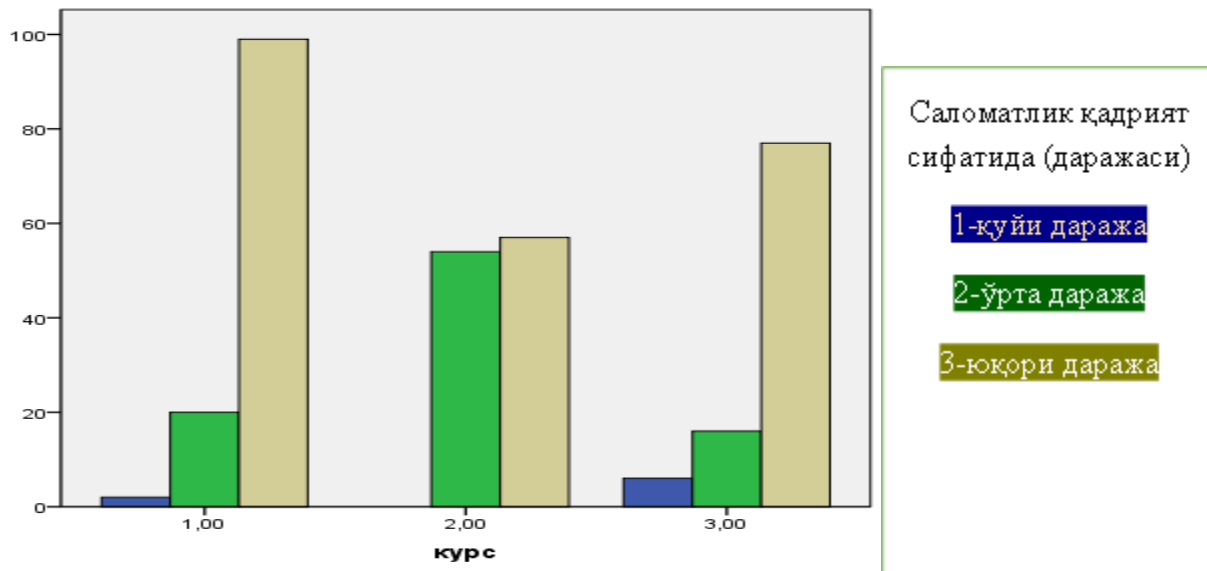
According to the nature of the methodology, it was found that the assessment of health as a value in the section of courses on health is present in most students when cross tabulation (diagram of the intersection of variables) is carried out in all courses to look at health as a value:

**TABLE 1 CROSS TABULATION OF HEALTH AS A VALUE IN THE SECTION OF COURSES (N=380)**

Courses	Health as a value (level)		
	1-lower	2-middle	3-high
1-курс	1.7%	16.5%	81.8%
2-курс	0%	48,6%	51.4%
3-курс	6,1%	16,2%	77,8%



**Picture 1 Index of the relationship of students to health cross-section assessment of health as a value in the section of courses cross-section**



**Picture 2 The level of relationship of students as a value to health**

According to the percentage expression of students' attitudes towards health as a value according to the educational stage, those with lower grades (1st course – 1.7 percent, 6.1 percent in the 3rd course), intermediate level (16.5 percent 1st courses, 48.6 percent 2nd courses, 16.2 percent 3rd courses); those who reacted as higher (81.8% percent 1st courses, 51.4 percent 2nd courses, 77.8 percent 3rd courses) were observed. Since the educational stage or age indicator does not play a determining role in the formation of an attitude to health as a value, relying on empirical indicators. Here it would seem that an individual should have his own understanding in the environment related to his health, the manifestation of behavior, his control and regulation. For this reason, treating health as a value does not necessarily require an expressive experience. If implicate had been formed, human beings would have accepted without hesitation the so-called "smoking is a harm to health." In turn, it is not for nothing that the unanimous end of expressive observations in students gives an impetus to the formation of an attitude towards health as a value in them. Even in daily observations, it is not for nothing that people of different ages for health are engaged in wellness and exercise. In sync with the analytical materials, we carry out a review of the indicators obtained from the surface of the next three scales of the methodology. For this, an attempt was made to rely on differences in reliability between empirical indicators.

## CONCLUSIONS

1. It was confirmed that the study, research of the attitude of people to their health is one of the most important tasks facing today's science.
2. Despite the existence of various concepts, theories, directions, views, approaches, various fronts and aspects on the problem of developing the student's attitude to vale logical consciousness, psychologist scientists were able to develop correct, appropriate (rational, optimal) guidance and effective methods for determining the levels of vale logical consciousness of students of all ages.
3. In this chapter of the study, theoretical studies of the problem of Health in foreign psychology were analyzed research work of foreign and Uzbek scientists. In the process of professional

formation of students, the features of the development of vale logical consciousness, their capabilities and their psychological mechanisms were scientifically comprehensively revealed.

4. Research, Scientific in-depth analysis of the development of valelogical consciousness in students is a requirement of today. The importance of in-depth study and analysis of dynamic characteristics of the components of the development of valeological consciousness in the upbringing of the perfect generation, increasing its health and professional formation has been shown.

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**FORMATION OF INFORMATION AND COMMUNICATION  
COMPETENCE AMONG UNIVERSITY STUDENTS IN THE PROCESS  
OF TEACHING A FOREIGN LANGUAGE AS AN URGENT SOCIAL AND  
PEDAGOGICAL PROBLEM**

**Ruziev Khurshid\***

\*Researcher,

Samarkand State University Veterinary Medicine of Livestock and Biotechnologies,  
UZBEKISTAN

Email id: ruziyev1986@icloud.com

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**ABSTRACT**

*The article thoroughly considers the issues of organizing all levels of higher education on the basis of information and communication competence, teaching young people to think comprehensively while providing deep and reasonable knowledge, developing students' ability to learn independently in the educational process, organizing education based on innovative technologies, and activating students and students in education, optimization of education based on the principles of technological approach.*

**KEYWORDS:** *Communication, Competence, Modernization Goals, Informatization, Mastery Training, Ready-Made Knowledge, Scientific and Pedagogical Literature, Mastery, Communicative Mastery.*

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**INTRODUCTION**

The current stage of development of education in Russia is characterized by two main directions: Russia's accession to the Bologna process since 2003 and informatization of almost all social institutions. Russia's acceptance of the goals of modernization of the unified European educational space of Bologna necessitates the transition of Russian education from teaching knowledge to teaching creativity.

Yu.V. Gromyko explains the specifics of creativity-oriented learning by the fact that it is not aimed at the assimilation by students of “ready-made knowledge” (those that someone has prepared for assimilation), but at “monitoring the conditions under which this knowledge arises.” The reader allegedly himself creates the concepts necessary to solve the problem [60, p. 38.]. An analysis of the scientific and pedagogical literature showed that the concepts of “competence” and “skill” are often used by a researcher as equal that is, having the same meaning. At the same time, the concept of “skill” is interpreted as primary in relation to competence [120, p. 13.]. However, morphological analysis and analysis of the functional meaning of these terms indicate the need for their differentiation. In this regard, there is a need to study the concepts that make up the essence of the master-oriented approach, as well as the terms “competence” and “skill”.

At first, the concept of “mastery” (competence) arose and was used, and later the term “competence” was introduced. Scientists began to distinguish between these terms in the 60s of the XX century. The adjective “competent” was used in everyday life and literature before; the



explanation of the word “competent” is given in dictionaries. The problem of distinguishing between the concepts of "mastery" (competence) and "competence" is revealed in the works - V.I. Baidenko, G.E. Belitskaya, L.I. Berestova, N.A. Grishanova, I.A. Zimina, N.V. Kuzmina, A. K. Markova, J. Raven, G. K. Selevko, Yu. A. Tikhomirov, P. I. Tretyakov, R. White, O. N. Ushakov, B. I. Khasanov, N. Khomsky and Based on the analysis of the works of these authors, IA Zimnyaya proposes to single out three stages in the development of a master-oriented approach in education.

The first stage - 1960-1970 - is characterized by the introduction of the category of "competence" into the scientific apparatus, the creation of prerequisites for distinguishing between the concepts of "competence" and "skill". From this moment, the study of various types of language competencies begins from the point of view of transformational grammar and the theory of language learning, and the introduction of the concept of “communicative creativity” by D. Hymes.

The second stage - 1970-1990 - language learning is associated with the use of the categories "competence" and "skill" in the theory and practice of teaching professionalism, communication in management. During this period, the content of the concepts of “social competencies / skill” is being developed.

The third stage - 1990, and up to our time - for the general topic of labor psychology is characterized by the appearance of scientific works in which professional creativity has become the subject of a comprehensive special study. At this stage in the development of a master-oriented approach, a range of competencies is determined, which should be assessed as an expected learning outcome [78, pp. 9-10.].

A deeper study of the scientific literature showed that the problem of applying the concepts of "competence" and "mastery" extends to the existing options as to which concept should be considered a broader one. The totality of competencies proposed by the Council of Europe makes it possible to speak about the expediency of designating under “competence” a certain area of the surrounding reality or activity in which a person must have mastery (competence). As P.I. Tretyakov notes, “competencies are competencies that are relevant to practice“, that is, “it is the competence of this or that group that gives rise to mastery” [168, p. 115.]. He proposes to consider competence as a link between knowledge and practical actions in a problem-solving situation.

O.N. Ushakova emphasizes the need to use the terms “competence” and “mastery” not as synonyms, but as closely related concepts, namely: by the formation of competence she understands the formation of a certain range of knowledge and skills that need to be acquired, and mastery - is embodied as the level of formation of certain knowledge and skills, as something that a person has mastered quite well [171, 364-p.]. The main content of the differences proposed by O.N. Ushakova corresponds to the opinion of V.I. Hasan. Comparing the concepts of "competence" and "mastery", Hassan explains the differences in them as follows: competence is what is stated or defined as something that must be achieved (what the trainee should strive for), while mastery is what is achieved by a particular person from the desired or prescribed [176, p. 24]. Views of O.N. Ushakova and B.I. Khasan are closer to us, since the definitions proposed by them seem to be the most accurate and correct.

In our opinion, the definition of the concept of "mastery" proposed by A.V. Khutorsky is one of the most controversial, but most theorists and practitioners of Russian pedagogical science agree

precisely with its definition. A.V. Khutorsky notes that "creativity is something more than just a certain set of knowledge... should include a personal attitude both to competence and to the subject of activity" [182, p. 60]. That is, according to the interpretation of A.V. Khutorsky, an individual, showing his personal attitude, may or may not want to have competence, to engage in one or another type of activity. At present, an analysis of the development goals of Russian education shows that the formation of a certain set of competencies is determined by the time and requirements of the development of economic and social institutions. Therefore, the reluctance to engage in the type of activity that is necessary for a certain profession implies the need to change the type of activity, that is, a change in profession.

We support the point of view of E.F. Morkovina, according to which the main difference between the concepts of "competence" and "skill" is that competence is the degree of mastery of one or another type of word collection, while skill is a sufficient set of requirements presented to a person so that he can resolve issues in this area [120, p. 20]. Studies of approaches to the definition and distinction of the terms "competence" and "skill" in their content are diverse, systemic and multifaceted. According to G.K. Selevko, "they characterize the range of certain skills and processes, are carried out at different levels, i.e. they include various mental operations (analytical, critical, communicative), as well as practical skills, rationality and acquire a meaning associated with motivation. The general creativity of a person can be represented as a complex consisting of cognitive, activity (behavioral) and relational (affective) components. Also, by "mastery" one can understand that a person has the appropriate competence, which includes his personal attitude to competence and subject of activity" [147, p. 139.];

In this scientific work, the concept of "competence" is considered with great attention, since we accept information and communication competence as a structural and defining part of the level of formation of information competence. In this regard, there is a need for a more detailed analysis of approaches to the definition of the concept of "competence".

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## EDUCATING YOUNG PEOPLE ON MANNERS IN FOLK EPICS

Saparov Abat Tursynbaevich Nukus\*

\*Assistant Professor,  
Department of Preschool Education and Defectology,  
State Pedagogical Institute,  
UZBEKISTAN  
Email id: saparovabat1981@gmailcom

DOI: **10.5958/2278-4853.2022.00253.1**

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### ABSTRACT

*Etiquette is one of the methods of normative regulation of human behavior, a special form of social consciousness and a manifestation of social attitude. The Uzbek folk oral creativity and epics are very rich and distinguished by its richness of meaning. The article talks about the direct positive influence of Uzbek folk epics on people, especially on the education and morals of young people.*

**KEYWORDS:** *Etiquette, Behavior, Folk Epics, Morality, Creativity, Attitude, Loyalty, Consciousness, Methods, Patriotism, Enlightenment.*

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### INTRODUCTION

Uzbekistan is an ethnographic country. In addition, Uzbek folk epics tell about the distant past of our ancestors. The hopes and dreams of our people are embodied in them. Human qualities such as bravery, courage, patriotism, loyalty to the motherland are glorified in our epics. That is why it is an eternal legacy. The examples of art not only bring pleasure to the listeners, but also plant the seeds of goodness in the hearts and spread the light of enlightenment. Etiquette is one of the methods of normative regulation of human behavior, a special form of social consciousness and a manifestation of social attitude. There are several descriptions of etiquette, which express its specific characteristics. Etiquette is one of the methods of regulating people's behavior in society. It expresses the norms and principles that determine the nature of the interaction of people in accordance with the concepts of good and bad, justice and injustice, merit and unworthiness in this society. It is provided by a person's inner confidence and conscience. The peculiarity of ethics is that it regulates people's behavior in all aspects of life, that is, in work, family, interpersonal and other relationships.

Etiquette is also introduced to groups and interstate relations. Ethical principles are universal, they cover all people, and they strengthen the basis of the culture of mutual relations created in the process of historical development of society. it can be political or other, but its moral side, moral essence is evaluated on the same level indicator. Moral norms continue to be processed in society by the power of traditions, universally recognized and supported order, and public opinion. . Compliance with the norms of ethics is controlled by everyone. In ethics, responsibility is moral and high, that is, it condemns or approves the behavior, in the form of moral evaluation, a person must first understand, accept by heart and he will have to regulate and direct his actions accordingly. Such assessment should be in line with universally recognized norms and principles, necessary and unnecessary, worthy and unworthy, and other concepts

accepted by everyone. Etiquette necessarily depends on the life of humanity, the nature of human needs. Will be, but determined by the level of social and individual consciousness. The sages gave great value to morality and called it the foundation of society. Over the centuries, many books, etiquettes and advices, narratives have been created on the subject of ethics. In the treasures of folklore, there are precious gems of ideas about morality, which cannot be counted and described. Etiquette is how a moral person behaves in public, how he treats others, how he organizes his life, life and free time, in short, the daily behavior and behavior of a person. , argues about what behavior should and should be. More precisely, morality exists as a person's inner world, beliefs, and qualities, while etiquette is manifested in the form of a person's conspicuous communication, behavior, and relationships. Morality requires a person to think carefully about how to act in various situations and to act according to the purpose, while etiquette requires that its rules become a habit, that is, to show this habit in any situation. The science of ethics discusses the complex problems between good and evil and sheds light on the path to human perfection. It is not wrong to say that just as every person is a world; his morals are also a very complex world. A perfect person with morals and manners embodies the best qualities of humanity: love, compassion, justice, religion, modesty, chastity, loyalty, devotion, generosity, faith, etc. appears in the verb. Another task of moral education is to raise a person's attitude towards society to a higher level. Faith and honesty, unity of word and work, humanitarianism will be the main features of the new society. Therefore, every citizen should deeply feel the responsibility of fighting for the benefit of the society and the people and its happiness and act on it. It is known that works of literature and art are created due to the needs of society at certain stages of its development, express and reflect the life of this society, develop together with this society and serve as spiritual wealth for the next generations. Does. A certain social society may disappear and be replaced by a new social system. But works of literature and art do not disappear, but because they reflect universal ideals and belong to a certain era and people, they are historical and eternal. It is possible to apply these ideas to the oral creation of the people, which appeared a little earlier than the written literature.

Folk epics and their genres have traveled a long and complex historical path. For thousands of years, the creator has created a rich literary heritage in various genres of folk folklore and epics. Folk art has developed and enriched as a historical category. Although the genre forms of folklore and epics are very ancient, they are always changing and developing. Because every literary form, poetic genre can undergo different changes in certain historical conditions, can be reformed from a formal poetic point of view. Genre forms in folklore, like literary types and genre forms in written literature influence each other and complement each other. More precisely, in folklore and epics, the synthesis of genres continues continuously. Genres of folk art do not develop uniformly. Maybe literature can develop unevenly based on the demand of the time and society. Proverb, which is considered to be the oldest genre form of folklore, has continuously developed in all eras and societies. But this opinion cannot be developed in relation to epics, which are considered a major genre of folklore. Because in the period before the October revolution and in the first years of the revolution, epics developed a lot, but now large epics are not being created at all, or the possibilities of this genre are found in other forms of written literature. Nevertheless, various poetic forms and genres have been created in folk art for thousands of years, and a certain literary tradition has emerged in folklore. Therefore, it is possible to scientifically study the problem of genres in folklore, classify the genres of folklore and epics, and determine their genre characteristics. In the education of young people, it is necessary to abandon the methods of moral ethics and act on the basis of oriental and national

norms of ethics, as well as to inculcate such qualities as respect for society, strengthening independence, humane treatment of people. The implementation of these tasks is important in the formation of students' attitude to society. It is known that the pedagogical views of the people have been formed over the centuries and have not reached us in the form of separate manuals or textbooks. It is reflected in the Qur'an and the hadiths. So, the survival of folk pedagogy so far has been mainly oral, and it has come down to us from each generation, adding to it its own experience, views, and qualities. Today, we have the task of collecting, studying and publishing the pedagogical views of the people, which for many centuries has been an educational manual, a means of fulfilling this task. , is essential for the preservation and restoration of our customs, rituals, customs, and traditions. It is important to note that in the eyes of the people, a person is not born good or bad in the womb - he is born the same. The difference between good and bad comes from upbringing, first of all, from parents, family, neighborhood, village, and then from society. The decisive role in this is played by the ancestral heritage of the ancestors - family pedagogy, folk pedagogy, as well as the traditions of folklore, values, folklore, and the efforts of society in this area. People say that if a child is brought up right from the beginning, he will become a good person in the future, and if he is brought up in a crooked way, he will become a bad person. One of the tasks of moral education is conscious discipline. Conscious discipline is manifested in a person's daily activities, behavior, communication with people, and general outlook. The culture and behavior of a conscious, disciplined person is connected in one way or another with his ideas about the meaning of his life, good and bad, and spiritual wealth. A person with conscious discipline correctly understands his moral duty, evaluates his behavior, and condemns wrong behavior. A self-disciplined person feels a sense of personal responsibility for an action along with an accurate assessment of his behavior. Alisher Navoi, a great thinker, enlightener and great poet of the Uzbek people, paid special attention to the work of educating young people. He urged the children to love science and work, emphasized the need to use the learned science and craft for the sake of the people and the country. Alisher Navoi put forward excellent ideas about science and enlightenment. He believed that intelligence and knowledge are one of the most beautiful and necessary qualities of a person, and the most important duty of every person is to acquire knowledge.

To sum up, the use of our national cultural heritage in the formation of the upbringing of the younger generation, the development of their consciousness and thinking is of great importance. On the one hand, if it is interesting to teach epics, on the other hand, it is natural that it gives birth to a literature teacher much more difficult. It is necessary that the teacher within the specified period of time to give information about the characteristics characteristic of folk friends in general, to fully familiarize the reader with the given piece from the textbook, at the same time to analyze this piece in detail, and to form an understanding of artistic images in accordance with the requirements of the program. It is no exaggeration to say that the written work of the Uzbek people raises the morals of humanity, and the characters in this written literature will make a significant contribution to becoming a role model for young people in the future.

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**IMPORTANT PRINCIPLES OF FOREIGN LANGUAGE LEARNING TRAINING SYSTEMS IN THE DEVELOPMENT OF STUDENTS' PROFESSIONAL COMMUNICATIVE COMPETENCES**

**G. M. Nizamov\***

\*Researcher,

Samarkand State University Veterinary Medicine Of Livestock And Biotechnologies,

Email id: gofurnizamov8@gmail.com

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**ABSTRACT**

*In a certain sense, teaching systems in the article play the role of a tutor and help each student to find the most convenient way to learn a foreign language based on such methods of teaching as demonstrating, explaining and explaining the situation, organizing exercises and practical application of the educational material in speech.*

**KEYWORDS:** *Demonstration, Explanation And Interpretation Of Teaching Situations, Practical Application And Organization Of Exercises And Educational Material In Speech, Learning A Foreign Language, Video Film, Voicerecording, Multimedia, Modeling.*

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**INTRODUCTION**

Multimedia systems of foreign language teaching, as a didactic work, according to their capabilities, include examples of both print, video, and audio recordings. However, in learning a foreign language with the help of multimedia systems, in contrast to traditional educational tools, first of all, it is necessary to model (in sample communication situations) the original language environment in which the student is learning the language and culture of the country, observing, supposedly traveling. . At the same time, personalization, motivation and other problems of teaching are solved in a new way. In this case, personalization is carried out not only through different methods of presenting information, but also with the help of different methods of individual passage of educational material. Teaching systems, in a certain sense, play the role of a tutor, teaching each student a foreign language based on the methods of teaching, such as demonstrating, explaining and interpreting the situation, organizing exercises and practical application of the educational material in speech. helps to find the most convenient way of learning. The principles of mastering the educational material based on contact with the modeled environment and the principles of mastering them through reading are implemented.

The basic principles of problem-based learning are also implemented in multimedia teaching systems. This is done by setting problematic tasks (finding, knowing, understanding, expressing opinions, etc.), looking for ways to solve them, and guiding them, so that the student can come to independent thinking and, therefore, to act accordingly. Such an approach is becoming more and more relevant, because it makes sense to teach communication through cognitive methods through the ability of students to independently find a solution to a problem situation, relying on the teacher's guidance, support and correction.

In this case, the set of possibilities for using multimedia tools in teaching to communicate in a foreign language is as follows: electronic service correspondence; searching, processing and

storing reference information for preparation of abstracts and presentations; development of mutual relations in discussion groups with business communication partners; The phenomenon of open communication space on the Internet and the ethics of electronic communication and commerce; the decoration and clarity of texts for websites and presentations as a means of communication in an intercultural space; overcoming communication barriers in the transition from electronic communication to face-to-face communication.

Interactive video. The program is a film in a foreign language, and students are affected by the situations offered by the computer (answering the questions of the characters of the film, controlling their actions) and in this way change the script, in which they, as it were, take part in the development of events.

The experience of using ICT in teaching a foreign language shows that they correspond to the principle of developmental teaching and help to solve the following educational tasks: understanding language phenomena; development of linguistic skills (in language and speech exercises); automation of language and speech movements; creating communication situations.

All the listed features of ICT help to solve the main task of language education, which is the formation of communicative competence in students.

In addition to teaching tools aimed at using information technology tools, traditional tools should also be included in the system of teaching tools. This is due to the specific functions of traditional teaching tools, which cannot be provided by a computer or are not appropriate from a psychological and pedagogical point of view: teaching programs, textbooks and training manuals, methodological guides for teachers. "instructions, methodological instructions for conducting practical and laboratory work, manuals for independent, inspection and control work, books for reading outside the auditorium, textbooks for electives, demonstration manuals, original publications to ensure the linguistic aspect of teaching, etc.

The main principles for which a detailed list (specification) has been developed for the German language are a level approach to the presentation of linguo-didactic units and a communication-oriented approach to the selection of teaching content. In this case, the apparatus of text formation at the level of sentences, namely grammar and lexicon, is not considered the goal of teaching as such, but is a tool for fulfilling the goals of communication. In the development of the European level system, large-scale studies were conducted in various countries, assessment methods were tested in practice. As a result, an agreement was reached on the issue of the number of levels allocated to organize the process of language learning and the assessment of its level of knowledge. There are 6 major levels that represent the lower and higher sub-levels in the traditional three-level system, which includes beginner, intermediate and advanced levels. The scheme of degrees is made according to the principle of sequential branching. It begins by dividing the level system into three major levels - A, V and C. In turn, they are A1 (Survival level - Breakthrough), A2 (Waystage), V1 (Initial level - Threshold), B2 (Beginner high level - Vantage), S1 (Professional proficiency level - Effective Operational Proficiency), S2 (Perfect proficiency level - Mastery) are divided into ost levels.

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## ANALYSIS OF THE PROBLEM OF MENTAL DEVELOPMENT IN PSYCHOLOGY

**Samarova Shokhista Rabidjonova\***

\*Associate Professor,  
Candidate of Psychological Sciences,  
Department of Psychology,  
Chirchik State Pedagogical University,  
UZBEKISTAN  
Email id: SamarovaSR@mail.ru

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### ABSTRACT

*The article analyzes the problem of mental development through scientific research work carried out by foreign scientists.*

**KEYWORDS:** *Intelligence, Mental Potential, Creativity, Reproductive, Heuristic.*

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### INTRODUCTION

In order to establish a legal state and civil society based on the principles of democratic governance in the Republic of Uzbekistan, the issue of raising the mental potential of young people to a high level in the conditions of radical reforms in socio-political, economic, cultural and scientific spheres, determining the mental potential of students in professional development and studying the factors The positive solution of the problems of raising a harmonious generation in these conditions, in which effective activities are organized along the way, is one of the foundations of a single, common social goal of the population of the Republic.

Mentally developed, highly capable and talented students are a huge force that moves the scientific and technological progress of society. They have the power to bring the national capabilities of the ring to the level of the world standard in value, spirituality, spirit and science, culture, art and crafts. From this point of view, it is advisable to approach the problem in search of talented young people, to give them reasonable guidance, to take a certain direction, because the individual characteristics inherent in any of them, internal strength, hidden opportunities to open up, improve, develop, find effective means of influencing, that is, to purposefully orient them in accordance with the need, demand.

Research of human mental development does not remain one of the most important tasks facing science today, but this problem has been the focus of attention of thinkers, enlightened scientists since ancient times. Even this issue attracted the attention of outstanding philosopher scientists who lived and worked in the ancient world. According to their point of view, "nus" is the Supreme, and therefore, along with its own intelligent composition of the human spirit, Platon and Aristotle emphasize that the most optimal way to know the universe as well as being [1-2].

By the middle age, the meaning and essence of the concept of "intelligence" was further expanded, based on the products of science, enriched with new signs. For example, in Scholasticism, which was considered one of the most common teachings of that time, the concept of divine intelligence began to be investigated, and the higher, higher, higher cognitive

abilities were explained by this term (term). According to famous philosopher I.Kant's teachings, intelligence (German verstand) is the structural cognition of the structure of all existing concepts in US, and already intelligence (German - vernest) is the cognitive ability of the structure of metaphysical ideas.

To explain the essence and progress of intelligence, streams of different characteristics from ancient times reigned, which were united on the basis of certain thoughts, reflections, and also argued around the same approach. There were two different views among scientists in explaining the essence of intelligence, interpreting and substantiating it.

The problem of intelligence remains one of the most studied topics in both former Soviet psychology and foreign psychology. Although different approaches to the interpretation of the essence of intelligence in Uzbekistan, former Soviet psychology and abroad, but the general goal is one and the same, it consists in revealing the intellectual development of a person, his characteristics, originality. In many sources, in the former Soviet psychology, it has become a tradition to consider mental talent or ability.

In the psychology of the USA and Western European countries, the concept of intelligence was used to quantify ability, characterize it. Kettel, Termen, Spirmen and others, who were considered major psychologists of their time, developed various specific intellectual tests in order to measure the level of human ability in the late 1X - early 20th centuries.

Research into the structure (structure) of intelligence has found expression in the research of a number of scientists, in addition to Spirmen. Including the American psychologist F.Frimen comes up with the idea that intelligence consists of six (6) contents and shows them as follows: [3]

1. Resourcefulness in relation to numerical operas.
2. Vocabulary wealth.
3. Reading to distinguish similarities and differences between geometric shapes.
4. Speed or pace of speech
5. Ability to think.
6. Memory

The famous scientist Thorstoun (1938), with the help of statistical methods, studies various aspects (aspects) of general intelligence and, summarizing them, calls them "primary mental potentials". The researcher highlights seven (7) different differences in mental capacity:

1. Ability to count.
2. Verbal verbal conciseness (inflexible), fast reading through speech.
3. Perception of verbal information or understanding of perceived words.
4. The ability to perform spatial operations or chamfering.
5. Memory.
6. Thinking (discussion) to resourcefulness.
7. Speed or pace of perception.

As in all psychological schools, in American Psychology, the problem of intelligence has been widely studied. When researching the problem of intelligence, American psychologists, unlike other psychological schools, focused on the following issues:

- \* Dependence of intelligence on age;
- \* Involvement in gender and order of arrival in the world;
- \* Ethnos, elat, nationality;
- \* Dependence on the socio-economic status of the family;
- Awareness of parents and others.

As we know, in the science of World psychology, special attention is paid to the problem of intellectual activity. That is why in foreign psychology and former Soviet psychology, a lot of research has been carried out to study this problem. As many know, the former Soviet psychologist D.B. Bogoyavlenskaya had determined that there were 3 (three) levels of intellectual activity:

- \* Reproductive;
- \* Heuristic;
- \* Creative

Below we will try to reflect on the creativeness with which a high level of intellectual activity is calculated, since this thing is considered to be a very poorly studied, but significant front in Psychological Science. In the general case, the concept of creativeness encompasses the characteristics of process in the past, present or later. As a result of this process, a person or a group of people creates, discovers, and creates elements of novelty, something that did not exist before. X.E.The trick shows four areas of study of creativity and seeks to interpret each of them [4.5]:

- Creativity as a result;
- \* Creativity as a skill;
- Creativity as a process;
- Creativity as a property of the individual.

Despite the fact that in the science of World psychology there are a number of scientific concepts about intelligence and intellectual activity, scientific research in this regard serves to determine the mental progress of a person, predict it, measure it, reform the path and means of development, regardless of some controversial situations.

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## INSTITUTIONS OF PERSONAL POLITICAL SOCIALIZATION

**Baimatov Rustam Buronovich\***

\*Teacher,  
Department of Social Sciences,  
Karshi State University,  
Karshi, UZBEKISTAN  
Email id: r\_baimatov@gmail.com

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### ABSTRACT

*This article analyzes important aspects of the process of political socialization of a person, as well as the role and importance of social institutions in this process. Also, the role of political and ethical persons ensuring the stability of the society was discussed.*

**KEYWORDS:** *Political Socialization, Political Subject, Political Relations, Political Values, Political Institutions, Political Culture, Political System, Ideological Position.*

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### INTRODUCTION

In any society, both the object and the subject of politics are people. No matter how important role social groups and social-political institutions play in political life, they all consist primarily of real individuals. Therefore, first of all, the interests, needs, interests and will of people should determine the direction and nature of political processes. It is necessary to take into account these needs and interests in the state policy and reforms implemented in the country. Then the citizens will not be indifferent to political events, actively support social reforms, feel their involvement in their lives, and most importantly, become active participants. In addition, the political consciousness and culture of people will rise through this.

True, in order for everyone to understand the essence of political processes and become an active subject of political processes, he must have deep political knowledge and culture. These features help each person, especially the youth, not to become a prisoner of the political games of various forces, and politics to effectively carry out its tasks in life.

It is known that no one is born with political experience and culture in advance, but acquires them throughout his life, that is, a person is politically socialized. Political socialization is a person's involvement in the world of politics, the formation of political imagination, goals and plans, the formation of the ability to participate in political processes, and the rise of political culture. Also, his formation of skills to the existing political system and the performance of certain tasks in it is the formation of qualities and characteristics. In order for young people to quickly adapt to the demands of political life, to adequately satisfy their interests in political relations, it is necessary for them to be politically socialized. Otherwise, they may lose themselves in intense political relations and may not adequately satisfy their interests.

The formation of a person as a political subject, that is, his political socialization, gradually rises from the bottom to the top, from simple to complex. It has been more than a century that the problem of forming skills of a person for socio-political life has been researched, and different opinions have been expressed in this regard by many experts. Despite different approaches, most

scientists understand political socialization as the ability of a person to find his place in the political space and perform certain political functions in it.

A person's political knowledge and skills are formed mainly depending on his subjective status and political ability, as well as the activity of political socialization institutions.

Political feelings, symbols, images that are felt from childhood (mainly three to five years old) become more complicated and become political concepts as the imagination grows. Later, a person acquires information processing skills, the ability to resist pressure, and demonstrates the ability to express his individual approach to cultural norms and traditions, ideological positions. This means that he is constantly refining his views on values, the acceptable course of political behavior, and his ideological position.

All social structures in society: family, school, state, party, religious and public organizations are important institutions of political socialization to one degree or another. The functions of political socialization are also performed by mass media and political reality.

Especially the family is the main and defining subject of the political socialization of the individual. In the family, the moral and spiritual image of a person is formed, which determines his political views in his entire life. Research shows that the strongest effect on a person is shown between the ages of 3 and 13, and during this period, the upbringing and education of the child is almost completely under the control of the family.

In the political socialization of an individual, the educational system, especially the school, plays an important role. Because, first of all, his audience includes all young people. Second, the school performs important collective functions, such as integration and cohesion, that the family cannot perform.

Starting from school, political knowledge begins to be realized with a specific purpose and in a meaningful way. In the schools of all countries, through the festive events where national flags are waved and anthems are played, children develop feelings of pride and pride in national symbols. This creates a sense of citizenship and patriotism in them.

Later, at the stage of higher education, by deepening and deepening the political knowledge of young students interested in political reality, their political consciousness and culture will be raised, and their political beliefs will be formed. In higher education institutions, students learn about the role of the state in social development, perceptions of power, relations between the individual - society - the state, the principles and directions of state policy, and the essence of various legislative documents. In this, of course, teaching social sciences at a high level, being able to connect theoretical knowledge with real life is of great importance.

It is also an important task to carry out in harmony with political education and training. Only as a result of deep, clearly given education and properly organized political education, political knowledge becomes political belief. Therefore, political education should be aimed at forming a person's life position and preparing him for political activity in a purposeful and systematic way, increasing his political activity. In order to turn the youth of our country, where a democratic society is being built, into an active subject of politics, it is necessary to further improve the quality and effectiveness of political education and upbringing. Then young people will be ready for social changes, quickly adapt to the complex socio-political situation, align their interests with the interests of others, actively participate in solving social problems in cooperation with society members.

In modern times, the mass media has a huge influence and has become the most effective means of shaping the minds of society members, including their political consciousness. Especially its influence on the minds of young people is getting stronger every year. A long time ago, the French sociologist A. Mol stated that: "with the emergence of the mass media, the previous cultural values of the society and the individual lost their importance. Even the education system has not played a role in the society as it used to". Now it is not the knowledge they get in educational institutions, but the news they get from mass media that is important for young people. They believe more. There was no internet when these ideas were made, otherwise the scientist would have come to a more alarming conclusion.

In addition, the mass media, accompanying a person throughout his life, including after graduation, has a significant impact on his understanding of social and political reality.

Thus, the mass media is a powerful force that has a strong influence on the individual, which is addressed by thousands of audiences every day, and the question arises as to how this force can be effectively used in the political socialization of the individual.

When talking about the influence of the mass media on the process of political socialization, first of all, it is necessary to pay special attention to one important aspect, that is, while the mass media provides communication between the people and the government, the effectiveness of this communication depends on the political, economic opportunities and conditions created for the free operation of the mass media on the one hand. to what extent depends, on the other hand, on the extent to which the mass media can perform their duties. After all, the existence of democratic procedures is an objective basis for the political socialization of a person. The establishment of democracy in society cannot be imagined without a free press operating on the basis of the principles of transparency. Only such a press can represent the interests of each person. For this, each type of mass media should be raised to a new level in terms of quality, their material and technical base should be up to date, and most importantly, knowledgeable, confident, courageous, principled personnel who are devoted to their profession should work in this field.

Large-scale political and social reforms are being implemented in new Uzbekistan. The focus is on turning every person into an active participant in political processes, encouraging initiative, increasing the role of institutions of democratic society, and expanding the powers of self-governing bodies. As a result, every person is becoming aware that he is responsible for the fate of the country, he has a sense of commitment to the life of society, and most importantly, he is obliged to contribute to the development of society. This is in line with the requirements of a democratic state and civil society. "It is known that the true essence of democracy is self-management, building one's life according to one's ability, one's thinking and conscience, and taking responsibility for the consequences."

Political parties and other institutions of civil society also play an important role in the political socialization of an individual. After all, one of the main indicators of a person's political maturity is his political activity. Socio-political institutions open doors of opportunity for people who are not indifferent to socio-political changes and events in society, and who want to express their attitude to social reality, to express their wishes.

In short, in a democratic society that guarantees the rights and freedoms of every citizen and encourages them to engage in political activity, every citizen becomes an active participant in political processes. The stability of democracy depends on the essence of political socialization

of individuals who are the driving force of society. Political socialization of a person occurs under the influence of objective and subjective factors, in which political institutions play an important role.

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## SOCIAL AND EDUCATIONAL-CULTURAL ENVIRONMENT IN MOVAROUNNAHR IN XIV-XV CENTURIES

**Begaliev Ravshanjon Jumanovich\***

\*Doctoral Student,  
Islamic Studies And Islamic,  
Civilization Studies Department of ISESCO,  
International Islamic Academy of Uzbekistan,  
Tashkent, UZBEKISTAN  
Email id: r.begaliev@mail.ru

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### ABSTRACT

*In this article, the military policy carried out by the mongol khans in the movarunnahr region in the first and second quarter of the 14th century, the great services of amir temur in teaching peace in the country and its unification, as well as the fundamental reforms he carried out in the development of public administration, social and cultural-educational environment, councils, the facts about amir temur's diplomatic relations with other countries and the effective work of subsequent timurid princes for the destiny and development of the country are highlighted.*

**KEYWORDS:** *Movarounnahr, Shamsiddinkulol, Sayyid Baraka, Zainiddintayabadi, Alauddin Bukhari, Amir Temur, Chigatoy, Tughluqtemur, Mongolia, Bayazidjaloyir, Bayonsulduz, Khojibarlos, Amir Husayn, "Tuzuklar".*

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### INTRODUCTION

In the 14th and 15th centuries, Movarounnahr<sup>1</sup> became politically stable, and important works were carried out in the social, cultural and educational spheres. At the same time, it was observed that there was an escalation of ideological conflicts in the country, a wide spread of various factions among the masses, and even state borders could not stop them. Therefore, in this period, deep study of doctrinal issues, preserving the pure faith of the people of Sunnah, and deep understanding of Imam Moturidi's school and its scientific heritage have become one of the serious tasks before the scholars of the country. Therefore, in this period, deep study of doctrinal issues, preserving the pure faith understanding of Imam Moturidi's school and its scientific heritage have become one of the serious tasks before the scholars of the country.

One of the scholars who undertook such a responsible task was Muhammad ibn Muhammad Alauddin Bukhari, who made a great contribution to the development of the Ahl al-Sunnah, in particular, the Maturidi School of belief through his scientific work.

Alauddin Bukhari belongs to the last quarter of the 14th century and the second half of the 15th century. If we pay attention to the scientific environment of the period when Alloma lived and worked, it can be observed that the reforms in the social, cultural and educational spheres directly carried out by Amir Temur and the Timurid rulers were of great importance in these centuries.



It is known that Amir Temur expanded the country by subjugating many countries and was able to implement a large territorial strategy. His son Shahrukhmirza and his grandson Ulughbekmirza continued the good work started by Amir Temur, their work not only in construction, but also in the field of education served as a cultural bridge between different peoples.

Amir Temur was born on April 9, 1336 (Shaban 25, 736 Hijri) in the village of Khoja Ilgor near Kesh (now Shahrissabz). His full name is TemurKoragon ibn Amir TaragaiNoyan ibn Amir Burkul ibn Ilaniz-Bahodir ibn IjilNoyan ibn KaracharNoyan ibn Sugu-chechan ibn Erdamchibarlos ibn KachuliBahadir ibn Tumanakhon ibn Baisungurkhan ibn Kaidukhan ibn Dutumaninkhan ibn Buqakhan ibn Bozunjarkhan ibn Alonquva. [1]

Temur's father, Muhammad Taragai, was one of the prominent begs from the Barlos tribe, who had great influence in the social and political life of Central Asia, and served in the army of Kazan Khan from the Chigatai Khans. His mother, Takina Begum, was a descendant of Ubaydullah ibn Mas'ud, a famous Bukhara jurist known as Taju-sh-shari'a. His father first heard from Sheikh ShamsuddinKulol that Timur would be the ruler of the world, and paid great attention to his son's education.[2] Amir Temur was interested in learning from a young age, first in primary and then in higher madrasas, he mastered the sciences of his time. "During his studies, he thoroughly studied the history of world countries, Islamic teachings and jurisprudence, geometry, mathematics, geography and astronomy and enriched his spiritual world. Everything that was read was firmly fixed in the memory of young Temur. He memorized not only the Holy Qur'an, but also the great thoughts of Arab and Turkish masters.[3]

Amir Temur has been interested in martial arts since he was young and mastered it thoroughly. Timur was very interested in military work from his youth. He quickly became known as a skilled horseman and fearless warrior. Young warriors from the Barlos tribe begin to gather around him. Timur served some amirs with his subordinates and trained in battles.[4] As a result of his efforts to unify the country and establish justice, he will learn the secrets of the military field and gain great experience.

In 1360 and 1361, the Mongolian Khan TughluqTemur from the Chigatoi khanate took advantage of the difficult political situation in Movarounnahr and tried to subdue it. He invades the oasis of Kashkadarya without any resistance. Haji Barlos, who was the governor of Kashkadarya oasis at that time, instead of fighting the enemy, fled to Khurasan and was killed there.[5]

In this regard, Amir Temur says in his "TuzuklariTemur": "ToggluqTemurkhan, after taking an army and crossing the Khojand River with the intention of conquering the property of Movarunnahr, sent a label to me, Amir KhojiBarlos and Amir BayazidJaloyir, and demanded that we go to him. They discussed with me: "Should we go to Khurasan with our people or go to TogluqTemur Khan?" I showed them this way: "If you go to TogluqTemurkhan, there will be two benefits and one loss. Crossing over to Khorasan has two disadvantages and one benefit." They did not enter my council (moved with their people) and went to Khurasan.[6]

In order not to be mistaken, Amir Temur writes a letter to his piri Abu Bakr Tayobadi. A letter came from his teacher with the following content: "From the fourth caliph (Hazrat Ali ibn Abu Talib), may God bless him, a person asked that if the sky-bow, the earth-bowstring, events are arrows-bows, people are the targets of those arrows, and the shooter is If God is great, may his

power be even greater, where will people flee? The Caliph replied: "Let the people flee to God." Similarly, run to TogluqTemurkhan and take his bow and arrow." [7]

Based on the advice of Piri, Amir Temur went to TughluqTemur Khan, entered his service and was appointed the governor of Kesh (Shahrisabz) province. Amir Temur takes an important place in the social and political life of Movarounnahr from this moment. After TughluqTemur returned to his country, he sent his son Ilyashhoja to Movarounnahr as governor. Of course, Amir Temur was not aware of this. A year later, in January 1361, TughluqTemurkhan again appeared in Movarounnahr with a large army. First, BayazidJaloyir, then BayonSulduz and KhojiBarloslar bow before TughluqTemur.[8] A little later, after BayazidJaloyir was killed, the remaining Movarounnahr emirs fled in the direction they encountered. Amir Husayn fled to Hisarregion.[9] Despite the bitter cold of Qahroton winter, TughluqTimur sent an army against Amir Husain on Hisar. In the battle on the banks of the Vakhsh River, when the victory was going to Amir Husain, the governor of Khuttalan, Amir Kaykhusrav, who joined him, crossed over to the Mongols with his soldiers, and Husain was weakened and forced to flee to Balkh. Then Amir Husayn joins forces with Amir Timur to form a common ally against the Mongols. Amir Temur married Amir Husayn's sister OljoyTurkonOgho and established a relationship with her.

Despite their continuous oppressive actions in Movarounnahr, the Mongols were unable to gain complete control over the country. Temurbek and Amir Husayn, allies against the Mongols, strengthened the victory with blows from different sides.[10] The rest of the Mongols fled to Khojand. So, in the same year, the Mongols were expelled from Tashkent. The rest of the Mongols fled to Khojand. So, in the same year, the Mongols were expelled from Tashkent. [11]

With that, Ilyashhoja's day ended. He wanted to go back to Mongolia and form a new cavalry army, but he was killed by the head of the Dughlats, Amir Qamariddin, and took over the throne.[12] The population was also tired of the oppression by the Mongols for many years, and eventually the protests against the Mongol invasion grew and spread throughout the country.

In the meantime, Amir Husain wanted to take advantage of the situation and subjugate Movarounnahr to seize power. With the help of his friends, Amir Temur realizes his ulterior motive. "I have been tested by Husainbek's work and actions, he broke the covenant and oath and intended to destroy the master. I am obliged to you, do his daf." [13]

Having noticed the situation in advance, Amir Temur quickly gathered a large army and went to a decisive battle. On March 13, 1370, he summoned his senior emirs: JokuBarlos, SayfiddinBarlos and Abbas Bahadir, and held a closed council; it was decided to start marching on Balkh, against Amir Husain, and press the enemy around Balkh.[14]

After becoming the sole ruler of Movarounnahr, Temur began to strengthen his state politically and economically. First of all, during this period, Timur needed a strong capital - a residence that could withstand the attacks of independent local rulers. For this purpose, he came to Samarkand in 1370. Here he starts building city walls, castles and palaces.[15] Amir Temur chose the city of Samarkand as the capital of the country because of the height and lowness of the city of Kesh, where he was born and grew up.

When Amir Temur began his career as the ruler of Movarounnahr, he first of all focused on the need to establish order in the country and achieve its territorial unity. Amir Temur soon defeated his ally, the grandson of the Turkish emir of Kazakhstan, Husayn, in 1370.[16]

Amir Temur, while sitting on the throne of the country, realized that it was necessary to stabilize the internal political situation in a short time, and to prevent the Mongols from making destructive attacks again. Before carrying out military campaigns, his first step was to make a peace, to try to establish good neighborly relations. Because he participated in many battles against the Mongols before coming to the throne of Movarounnahr, and he knew very well that the disagreements between the emirs would lead to the decline of the country.

First of all, Amir Temur developed a program for himself to rule the country. He called this program of laws "Tuzuklar". "Tuzuklar is a complex of (departmental) administrative and military laws and regulations used in the administration of the state during the time of Amir Temur", Arab researcher MazharShihabassesses.[17]

Anyone familiar with "Tuzuklar" will see that Amir Temur was also well aware of the works devoted to state administration. It can also be said that the chief's pirs (ShamsiddinKulol, Sayyid Baraka and ZayniddinTayabadi) also contributed greatly to the creation of these "Tuzuklar". "My elders wrote to me: "AbulmansurTimur, follow four things in the affairs of the kingdom, namely: 1) council (with yourself); 2) consult (with others); 3) make a firm decision with vigilance and deliberation; 4) be careful.

Because a kingdom without council and advice can be compared to an ignorant person whose actions and words are all wrong; May his words and deeds bring regret to his head. Therefore, in managing the kingdom, work with advice and counsel, so that in the end you will not repent and regret. [18]Therefore, the advice given by his elders to Amir Temur not only helped him in managing the kingdom, but also became important in all areas of his life.

In another part of this work, about the letter he received from his peers, Sahibqiron says: "This letter guided me like a pioneer." [19]

At the same time as the fight against the Mongols, Amir Temur stabilized the internal situation in the country and united the territories up to Khorezm in a short period of time. "He marched a total of 4 times in order to annex Khorezm to his state, and in 1388 he conquered it." [20] Amir Temur managed to subjugate many countries as a result of his three-year, five-year and seven-year military campaigns, which began in 1386. [21] He quickly conquered Khorasan and Iran, India, Iraq, Syria and Egypt, Romania and the Caucasus and expanded the territories of his country. [22]

The battle between Temur and Bayezid's troops took place on July 28, 1402 near Ankara. [23] that is why this battle is known in history as the "Battle of Ankara". Amir Temur wins over Bayazid in this battle. [24] In May 1404, Timur returned to Samarkand from Asia Minor and hesitated about his military campaign to China. Sohobqiran fell seriously ill during his march to China and died on February 18, 1405. [25]

During his 35-year rule, Amir Temur conquered 27 countries and managed to create a strong centralized empire. It should be emphasized that Sahibqiran was greatly encouraged by his family members, relatives and elders during his troubled days. Amir Temur's pirs not only gave advice on state affairs and social and political life, but also influenced his spiritual world.

"In the year of Dongquz, seven hundred and eighty-five (1383, summer), Dilshad Ago, the venerable of Hazrat Sahibqiran's harem, died. And after a few days, the owner of ulhazrat, QutlughTurkon, was born, his name was good and he built madrasas and houses, the poor and the poor used to benefit day and night from his kindness, he went to heaven and his grave was

buried in the shrine of prince Qusam ibn al-Abbas. They dug close and put... Hazrat's blessed heart became cold from the world, and I did not care about the importance of the world, whether it is in the world of kingdoms and kingdoms or not. Ulama and mashayikh and sadot and sulaha, such as SayyidBarakadek and KhwajaAbdulmalik and ShaykhzadaSagarji, joined forces to kill him, and opened their tongues with sermons and exhortations in the face of patriotism, consoled his memory with verses and ahadith, and said, "The grief of the poor and needy It is better for you to be busy with all things and justice and good, sorrow and labor will not yield anything." I told many words and stories, and the blessed heart of ulHazrat was again inclined to the poor, the poor, and the opinion and the party, and was engaged in the conquest of the country. [26]

Amir Temur's support from his mentor Sayyid Baraka led to his victorious campaigns and the country's economic, social, cultural and educational growth.

After his victorious campaigns, Amir Temur brought many scholars, poets, craftsmen and artisans to Movarounnahr. Under the influence of these reasons, good works were carried out in many cities and regions such as Samarkand, Bukhara, Kashkadarya, Tashkent.

Temur called a gathering of scientists and scholars, gave a speech as usual, and asked scientists and scholars to help him with their advice in managing the country and citizens, building various structures and public buildings. [27]

At that time, many scholars gave their valuable advice on the development of the country in the Sahibqiran Palace. Among the scholars who served in Timur's palace were MaulanaAbdujabbarKhorazimi, MaulanaShamsiddinMunshi, Maulana Abdullah Lison, MaulanaBadriddin Ahmad, MaulanaNughmonuddinKhorazimi, Khoja Afzal, MaulanaAlauddinKoshi, Jalal Hakim and others. [28]

Relying on the support of scientists, Amir Temur was able to fundamentally change the social, cultural and educational life of the country and achieve comprehensive progress. Amir Temur's attention to the development of science also stimulated the emergence of new sciences in various directions.

The centralized Amir Temur empire is an important period in the history of Uzbek statehood. According to the builder of the Sultanate, the state should first of all protect the interests of all social classes in the country and should be strictly governed by advice, council, entrepreneurship, laws and justice. [29]

In conclusion, it can be said that Amir Temur was able to unite all the peoples living in Movarounnahr and establish peace and justice in the whole country. As a result, many problems among the population were solved positively. His slogan "Strength is in justice" gained importance in social life. The entrepreneur's interest in science and the introduction of the council of scientists as a program in the state administration served to increase the reputation of scholars in the people and to expand their scientific activities.

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## PESTER POWER- THE MOST POWERFUL WEAPON OF KIDS

Ritika Chaudhary\*; (Dr) Harsh Purohit\*\*; (Dr) Harish Handa\*\*

\*Research Scholar,  
FMS-Wisdom, State Bank of India School of Commerce and Banking,  
Banasthali Vidyapith, INDIA

\*\*Professor of Finance and Dean,  
FMS-Wisdom, State Bank of India School of Commerce and Banking,  
Banasthali Vidyapith, INDIA

\*\*\*Professor,  
Department of Commerce,  
Shaheed Bhagat Singh College,  
Banasthali Vidyapith, INDIA  
Email id: cs.ritikachaudhary@gmail.com

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### ABSTRACT

*The internets have taken up the majority of children's leisure time, drastically altering their media habits. Even the dinner table, where parents used to instill many positive values and wholesome ideas in their children, has been supplanted with watching television. Children today are so technologically aware that they practically know how everything works on the internet, and their browsing habits expose them to more of these sites and products around the world that they may then demand from their parents. Children's growing consumerism is blamed for the emergence of Pester Power. Due to the deluge of new TV (television) content, this trend has emerged. Nowadays, almost all marketers seek to promote their goods directly to the young target audience. The composition of Indian families has shifted from joint families to nuclear or extended families as a result of influences from the west. Indian consumerism has been greatly influenced by exposure to the globalised world and changing family dynamics. Kids are ruling the consumer market as three distinct segments are represented by them. The research aims to study the influence of cartoon character, celebrity endorsement on child' pester power. The study also proves that there is positive relationship between humour in advertisements with child buying behaviour.*

**KEYWORDS:** *Child As Consumer, Cartoon Character, Celebrity Endorsements, Humour In Advertisements.*

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### INTRODUCTION

In recent decades, the world has undergone enormous change. With a growing tendency toward small, nuclear families, families' structure are transforming across the globe. These developments have also affected India. The composition of Indian families has shifted from joint families to nuclear or extended families as a result of influences from the west. Indian consumerism has been greatly influenced by exposure to the globalised world and changing

family dynamics, and as a result, the current generation of Indian consumers is very different from those of the past. Marketers are concentrating on New Consumers - The Children.

Families' spending habits are influenced by the kids these days. They have a lot of control over the family budget when it comes to decisions like vacation destinations, car purchases, and restaurant choices. Therefore, influencing kids also means influencing the whole family's purchasing decisions.

Due to the massive increase in the number of available television channels, OTT platforms and usage of digital media, marketers are increasingly focusing on kids as their target market. This is due to two key factors: first, children now have more discretionary income and more influence over parent purchasing decisions than ever before; and furthermore, there is an expanding market niche dedicated exclusively to kids and kid's product lines as a result.

Kids are ruling the consumer market as three distinct segments are represented by them: kids are receptive to marketing campaigns aimed at influencing household purchases (the influence market), having their own money to spend (the present market), and becoming future customers (Future market)

Impact of young kids varies depending on the good or service, product sub-decision, phase of the decision process, type of socialization of children, sex roles orientation of families, demographic characteristics like age and gender, as well as the interviewee chosen for research of relative influence (Belch et al., 1985). This effect is mostly being driven by the media, which offers many different informational channels. These many channels are increasing children's exposure. Winick and Winick (1979) believe that TV is an essential part of a child's development by referring to it as a family member. With the introduction of specialty channels like Cartoon Network, Hungama, and Pogo, among others, marketers now have a way to draw in children's attention and offer goods that are created just for them. They link famous people and cartoon characters to their products, making it simple for their young customers to remember and retain knowledge about them. The practice is mostly seen in establishments like McDonald's that give children tiny toys as a sign of appreciation (Williams and Veeck, 1998) or pair a cartoon figure with a junk food product.

Marketing professionals agree that digital (internet and mobile) is the best way to connect with this group of consumers, especially in urban areas. According to a recent study by Cartoon Network called New Generations 2011, 79% of kids between the ages of 7 and 14 now own a mobile phone, and their disposable income has increased significantly over the past 10 and five years, by over 200% and 59%, respectively. The age group's access to the internet has increased fourfold over the last ten years. Kids and youngsters access to the internet has increased fourfold over the last ten years. The top internet activities for kids are gaming, listening to or downloading music, using social media, and searching.

Thus, the digital media is proving to be a wonderful platform for advertisers to generate buzz about goods ranging from clothing to entertainment through newsgroups, chat rooms, and blogs. The peer group, which puts pressure on them, is another source of information for children. Peer pressure is therefore the influence that a peer group, observers, or an individual uses to persuade others to alter their attitudes or behaviors in order to fit in with social norms. Since young people spend a lot of time in schools and other set groupings, peer pressure is most frequently linked to young people. Therefore, this strategy is used by marketers to identify role models for young people and get them to use or wear their product in order to generate buzz. Research has

consistently demonstrated, according to Goldstein (1998), that peer influences have a greater impact on children than media.

## **PESTER POWER**

Every parent wants the best for their child, and they will do whatever it takes to make that happen. As a result, it is becoming clearer that advertising nowadays primarily targets kids because they have the most impact over family decisions. The child has a significant influence over the purchases that are made at home, even if most of the time the parent is the customer because he pays the bill. The term "Pester Power" or "Nag Factor" refers to a child's capacity to procure goods or perform services by pestering their parents until they give in.

Children's growing consumerism is blamed for the emergence of Pester Power. Due to the deluge of new TV (television) content, this trend has emerged. Nowadays, almost all marketers seek to promote their goods directly to the young target audience. The objective of advertising to children is to captivate them and excite them about the company's product line so that, in the end, both kids and parents will choose the company's product first. The goal of today's advertisers is to develop devoted customers at a very young age. This promotes the growth of a solid consumer base and brand education, both of which are crucial for future brand choice. Parents seek advice from their kids before making any significant purchase decisions because they want to receive their child's approval on the topic, whether they are selecting the colour of a car, a mobile phone, or just regular toothpaste for the house. In addition, they understand that refusing their kid's demands could have negative consequences. This dread causes parents to typically give in to most of their children's demands, frequently at the expense of their own preferences. The youngster will never lose in a fight, even though they might not always win!

### **Why Pester Power is increasing?**

Television and, more lately, the internet have taken up the majority of children's leisure time, drastically altering their media habits. Even the dinner table, where parents used to instill many positive values and wholesome ideas in their children, has been supplanted with watching television. Children today are so technologically aware that they practically know how everything works on the internet, and their browsing habits expose them to more of these sites and products around the world that they may then demand from their parents.

Another significant factor in the increase of pestering power is the alteration of family structure. The lack of parental involvement in children's lives and the presence of working parents are indicators of this. To make up for their lack of quality time with their kids, parents who are driven by guilt lavish them with a variety of ostentatious gifts. Additionally, as parents get more wealthy, they give in to their kids' demands rather than going through the time-consuming process of resisting them.

Also, emergence of the so-called "Six-pocket syndrome," in which a child is spoiled by almost six persons, including the mother, father, grandmother, grandfather, uncle and aunt. As evidenced by current demographic trends, parents are choosing to have fewer children, which results in the single kid of this family receiving an excessive amount of affection and attention, making the child resistant to hear "no" in response to a request.

Schools provide a large audience of young people and convey the support of the educational system and teachers. Marketers are eagerly utilizing this platform to promote their goods in a

variety of ways, such as through exclusive agreements with fast food or soft drink companies to offer their product in a school, posting advertisements on computers, buses, and other places in exchange for money, and financially supporting school events.

Parents are very motivated to get their kids ready for adulthood, or at the very least for self sufficiency. This ambition manifests itself in the form of teaching children life skills so they can function independently of their parents. One of these skills is knowing how to shop. It is evident that parents' desires and encouragement, along with the fact that they give their children pocket money, cause children to become consumers in our culture at a very young age. The majority of kids have pocket money, which has the effect of making them a relatively large market for goods like candy, soft drinks, and toys because they buy them for their own satisfaction and self-sufficiency.

Because adults have a greater understanding of brands, models, and the most recent trends, they are the direct predecessors of children's purchasing behavior, which shows that parents consulted them even when making purchases of goods unrelated to the children, such cars. Additionally, youngsters claimed their parents purchased them things that made them happy.

Another major development is the introduction of mobile advertising to kids. Young people can now be contacted by advertisements at any time of the day, not only when they are sat in front of a television or computer. The information is interactive, just like online marketing. Compared to other online advertising, mobile advertising can more specifically target youngsters. Since it can monitor where they are in proximity to particular fast food or retail locations. Two out of three people between the ages of 12 and 27 had a mobile device that could connect to the internet in 2012, such as a tablet or an ipad Touch. Of all people between those ages, 41% owned a smart phone.

All of these marketing techniques entice kids, and they persuade parents to buy the product that catches their attention the best.

## **Pester Power- in Indian Context**

Thanks to the rapid spread of information around the globe, we are living in a time of rising consumerism, and India is no exception. Free market competition is also strengthening. Children have become one of the most influential groups that have recently arisen. The spread of digital media and the economic prosperity of the family appear to be the most important contributors to the increase of pester power besides all other elements. As a result, numerous channels are now swamped with advertisements for goods from companies like Parle, Nestle, Britannia, Kellogg's, ITC, Hotwheels.com. Soni and Upadhya (2007) came to the conclusion that the five best items for which children bug their parents are fast food restaurants, fashionable apparel, chips, chocolates, games, and toys. Children can pest their parents in a variety of ways. Soni and Upadhyaya (2007) reported that girls spend significantly on clothing and footwear (58%) as well as hair accessories (12%) and makeup (22%). Boys spend a significant amount of money on video games, toys, games, apparel, and other items.

Restrictions are already in place in Sweden, Ireland, Greece, Italy, Denmark, and Belgium. They have also been recommended in the majority of other EU nations including the USA. In India, self-regulatory organisations like ASCI are in operation, defining the rules and criteria for advertising. "To safeguard against the indiscriminate use of Advertising in situations or of the promotion of products which are regarded as hazardous or harmful to society or to individuals,

particularly minors, to a degree or of a type which is unacceptable to society at large," is one of ASCI's stated objectives under Chapter III.

Research investigations in India have shown that television is increasingly becoming a major source of knowledge and enjoyment for millions of Indian families. It is obvious that a rising amount of advertising are now targeted at this prospective target group due to the growing influence of media on youngsters. Television advertisements that are aimed at children are quite effective at achieving their intended purpose of encouraging product sales, despite the fact that the method is indirect.

According to a study by Kaur P. and Singh R. (2006), although Indian youngsters don't have the same level of purchasing power as their Western counterparts, they are nevertheless the centre of attention in their families and have the ability to persuade them to travel frequently. They simply don't need much else, according to Swain and Sahu's (2007) observation that "The wireless Internet is their primary nervous system."

## **Literature Review**

According to Moore and Lutz (2000), perceptions toward a brand were influenced by how well-liked an advertisement was by young children (aged seven to eight). Additionally, they discovered that older kids' (10 to 11 year olds) enjoyment of an advertisement affected their attitudes toward the brand through a variety of persuasive channels, which is similar with the literature regarding adults' sentiments toward the brand. Similar findings were made by Phelps and Hoy (1996), who discovered that third- and sixth-graders' perception regarding the advertisement affected their attitudes toward both known and unknown brands as well as their purchase intentions. Children's reactions to advertisements are referred to as their attitudinal impact (Rossiter, 1977).

Children enjoy amusing advertising, particularly those with upbeat music, humour, and cartoon characters, according to the literature that has been published to date (Goldberg and Gorn, 1978). Children have been seen to be drawn to catchy jingles and catchphrases (Bartholomew and O'Donohoe's, 2003). Today, television and advertising have an impact on everyone's life. It's a big business to market to kids, who may be exposed to both conventional products (like toys and cereal) and nonconventional ones (like video games).

The best strategies for using advertising to target youngsters have been sought for by marketers for decades. In order to target youngsters, marketers have employed a variety of advertising techniques. These involve techniques such as the portrayal of humour, action, emotion, product look, or the highlighting of new product features (Barcus 1980; Kunkel 1992). Additionally, research has shown that kids don't pay much attention to information about a product, such as its price, performance, or features (Van Evra 1998). To target children, advertisers instead use compelling visuals that combine live action and animation (Edell 1988). Because tweenagers are thought of as the new teenagers in terms of thinking, the youth market has changed (aspirations, values and experience). Furthermore, according to McNeal (1999), the ratio of parents who consult their kids about purchases they are making for the entire family has been progressively rising over time. As a result, kids are increasingly being asked to be involved in making purchases as they get more educated and clever about buying ("shopping savvy") (as suggested by Kuhn and Eischen, 1997). Parent-child relationships become increasingly important as time goes on in stressed homes (Sabino, 2002).



According to research, parents can directly influence their children's purchasing decisions by conversing with them about their wants and needs, providing them pocket money, and accompanying them on shopping outings (Ward et al 1977). This encourages consumer socialization in kids from an early age.

Researchers and marketers have begun to place a lot of emphasis on the effects that TV shows and commercials have on youngsters. Because of their cognitive immaturity, according to Berns (2004), children are now frequently utilized as promotional tools. He further on this idea by claiming that kids are more prone to accept the veracity of TV characters and pictures than adults. Advertising and programming content are the two routes of communication that educate kids and teens about items and persuade them to buy them, according to Woodward et al. (1997) and O'Guinn and Shrum (1997). Another result made by O' Guinn and Shrum (1997) is that youngsters are more likely to pick up on consumer behaviour if it is targeted at them through persuasion in advertisements and other TV shows.

The study by Schulman and Clancy (1992) on the most popular after-school pastimes with kids shows that watching TV had the most appealing scores, while shopping came in second. Children's purchasing habits are also somewhat influenced by cartoon character and celebrity endorsements. According to a recent study by Dotson and Hyatt (2005), businesses' associations with particular mainstream sports, music, and celebrities have increased their level of impact on kids. The vast majority of kids watch cartoons and other kid-friendly TV programs like quiz shows, sports shows, etc. Superman, Spider-Man, and other celebrities are used in advertisements to entice children to purchase the product due to their emotional connection to these figures. Kid's magazines have exploded in popularity. These magazines often have children's editions of the adult counterparts.

Rajput, Jawaid, and Naqvi (2013) An investigation was conducted to determine the effect of celebrity endorsement on Pakistani youths' impulsive purchasing habits. Non-probability convenience sampling was used for the statistics, and survey research methodology was used. A sample of 150 young people from Islamabad city, both male and female, was used. Results indicate that impulsive buying style is significantly impacted by star support. It also highlights the effect of celebrity endorsement on the impulsive shopping habits of young people in Pakistan. As a result, the advertisement used celebrity endorsements to encourage teens' impulsive purchasing behavior.

To determine the effect of television advertising on 100 adolescent girls in classes 9th through 12th, Kotwal, Gupta, and Devi (2008) conducted a study. They saw the girls were interested in and considered the TV commercials to be both entertaining and educational. The main justifications for enjoying an advertisement were the details it offered regarding the discount, unique presents included, brands, and product quality. In order of importance, loving advertising was also influenced by non-informative elements including celebrities, catchy slogans, humourous visual effects, good music, and action.

According to Chitralakha (2012), 75% of kids preferred animated commercials. Cartoons and other forms of animation are popular among kids. This explains why over time, there has been an increase in the number of shows featuring animated cartoons. Children were also influenced by advertising that highlighted their favorites. Kids appear to follow their favorite athletes or movie stars in close to 70% of cases. 42% of children indicated they preferred ads with plenty of color, while 50% of children said they preferred ads that are hilarious.



## **Objectives of the Study**

1. To study the impact of cartoon characters on pester power
2. To study the impact of celebrity endorsements on pester power
3. To study the influence of Humour in advertisements on child buying behavior.

## **Research Methodology**

The current study's design is primarily descriptive in nature. There has been usage of both primary and secondary data. The primary information was gathered using questionnaires that were distributed to parents living in Noida, Uttar Pradesh through Google form and some of them handed over personally and others very filled by personal interview with the respondents. Kids of different age group were targeted. Random and Convenient sampling method was used. So out of 300 respondents, 134 kids were boys and 166 kids were girls. Age group targeted were 9-15 years old. Only those parents whose kids were in this age bracket were approached to fill the questionnaire.

## **Limitations of the Study**

The study was conducted on 300 children in Noida region, Uttar Pradesh, India. If the same research is carried out elsewhere in the nation, the results might be different. The conclusions cannot be generalized due to the small sample size. Secondly these questionnaires are filled by parents, keeping in view their kids and their buying behavior and pester power strategies. This data lacks kid's own perception and view.

## **Analysis of Results**

The research aims to study the influence of cartoon character, celebrity endorsement on child's pester power. The study also proves that there is positive relationship between humour in advertisements with child buying behaviour.

## **Hypothesis 1**

**H01: There is no relationship between advertisements with cartoon character and pester power**

**AH: There is significant relationship between advertisements with cartoon character and pester power**

**TABLE 1 DEPICTING CORRELATION BETWEEN CARTOON CHARACTERS AND PESTER POWER**

		Pester power	Cartoon Character
Pester power	Pearson Correlation	1	.306**
	Sig. (2-tailed)		.000
	N	300	300
Cartoon Character	Pearson Correlation	.306**	1
	Sig. (2-tailed)	.000	
	N	300	300

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The above table shows that there is a significant positive relationship between advertisements with cartoon character and use of pester power by kids to buy those products, **where r= 0.306**.

The null hypothesis argues that there exists no significant relationship between advertisements with cartoon character and pester power whereas Alternate hypothesis suggests that there exist significant relationship between advertisements with cartoon character and pester power. So the above table supports the alternate hypothesis, there exist significant relationship between advertisements with cartoon character and pester power

**H02: There is no relationship between celebrity endorsements and pester power**

**AH: There is significant relationship between celebrity endorsements and pester power**

**TABLE 2 DEPICTING CORRELATIONS BETWEEN CELEBRITY ENDORSEMENTS AND PESTER POWER**

		Celebrity endorsements	Pester power
Celebrity endorsements	Pearson Correlation	1	-.159**
	Sig. (2-tailed)		.000
	N	300	300
Pester power	Pearson Correlation	-.159**	1
	Sig. (2-tailed)	.000	
	N	300	300

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The above table shows that there is a significant negative relationship between celebrity endorsements and use of pester power by kids to buy those products, where **r= -0.159**

The null hypothesis argues that there exists no significant relationship between celebrity endorsements and pester power whereas Alternate hypothesis suggests that there exist significant relationship between celebrity endorsements and pester power. So the above table supports the alternate hypothesis, there exist significant negative relationship between celebrity endorsements and pester power

**H03: There is no relationship between Humour in advertisements on child buying behavior.**

**AH: There is significant relationship between Humour in advertisements on child buying behavior.**

**TABLE 3 DEPICTING CORRELATION BETWEEN HUMOUR IN ADVERTISEMENTS AND CHILD BUYING BEHAVIOR**

	Child buying behavior	Humour in advertisements
Child buying behavior	1	.214**
Pearson Correlation		.000
Sig. (2-tailed)		300
N	300	300
Humour in advertisements	.214**	1
Pearson Correlation	.000	
Sig. (2-tailed)	300	300
N		

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The above table shows that there is a significant positive relationship between Humour in advertisements on child buying behavior, **where r= 0.214**

The null hypothesis argues that there exists no significant relationship between Humour in advertisements on child buying behavior whereas Alternate hypothesis suggests that there exist significant relationship between Humour in advertisements on child buying behavior. So the above table supports the alternate hypothesis, there exist significant relationship between Humour in advertisements on child buying behavior.

**CONCLUSION**

Today's parents have a lot of concerns about pester power, despite the fact that it is viewed as a very effective advertising technique. Along with the benefits it brings to the table for the advertisers, Pester Power also has a lot of negative impacts. First, it was shown that, in many circumstances, it exacerbates the child-parent conflict. Not every parent has the resources to satisfy every request made by their kids. After being affected by commercials, kids annoy their parents a lot and not all of their demands can be met. This could potentially lead to health problems. As a result, parents may be compelled to purchase non-nutritional food items for their children, which could pose a serious health risk. This could result in bad eating patterns. Another important worry is that the child might process information incorrectly, which could hurt their ability to learn. Children frequently accept what they perceive. Their capacity for reasoning is lower than adults. Instead than treating advertising as a means of promotion, they view them as entertainment. Additionally, kids appear to mimic the actions of their role models. Most kids

look up to and emulate athletes and movie stars as role models which may result in dangerous or unsafe act. Marketers should act ethically while making advertisements for the kids and promoting products to kids. Also government should take strict actions against marketers who promote products to kids which are not appropriate for them.

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## **SPIRITUALITY WITH SOCIAL RESPONSIBILITY: A STUDY OF SIKHISM, ITS PRINCIPLES, PRACTICE AND INSTITUTIONS**

**Dr. Jaswinder Singh\***; **Dr. Amanpreet Singh Gill\*\***

\* Principal,

SGTB Khalsa College, Delhi, INDIA

\*\*Associate Professor (Political Science),

SGTB Khalsa College, Delhi, INDIA

Email id: amanpreetdu@gmail.com

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### **ABSTRACT:**

*Sikhism, Sikh Religion, Sikh Movement, Sikh People are such terms which are used interchangeably to describe the history, principles, institutions, practices and practitioners of Sikh religion. This paper intends to study this young religion as a progressive social movement drawing its inspiration from the life and teachings of ten Sikh Gurus and the sacred compositions of Guru Granth Sahib. At the same time, its followers are not immune to social, political realities of South Asia and how they have negotiated with changing times in the region remains to be seen. With this objective, this paper attempts to provide a brief insight in to key principles and growth of Sikh movement.*

**KEYWORDS:** *Sikhism, Gurus, Faith, Sgpc, Mughals, Mislis, Gurdwara, British Colonialism.*

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### **INTRODUCTION**

Sikhism is a distinct religion of Indian origin. To understand what it is, many of its aspects need reflection. It is a faith system, a philosophy and a well-defined cultural identity. Sikhs are a people, a community, a nation and an ethnicity according to various interpretations. Sikhism is the youngest religion and Sikhs are one of the smaller minorities of the world. In spite of very small number and relatively small area of population concentration, they have a global presence. Study of Sikhism includes Sikh history, lives and teachings of the ten Gurus, Guru Granth Sahib and other Sikh Scriptures, Sikh institutions, 18<sup>th</sup> century Sikh struggles, rise of the Sikh rule, Gurdwara reform movement, Sikh literature and many more.

### **Fundamental Principles of Sikhism**

Sikhism is a unique religion. It is the first monotheistic religion born on the soil of the Indian subcontinent. All other major monotheistic religions have their origin in Middle East, not Sikhism. It is a creative response to the institutions and practices of Hinduism, Buddhism (Siddhas) and Islam in medieval Punjab. We can learn about the core characteristics of Sikhism from the sacred compositions of Sikh Gurus and *Sants* of Bhakti movement included in *Guru Granth Sahib*. We can learn it from the lives of Sikh Gurus and other prominent Sikhs. Guru Nanak's *Japu Ji* is the clear manifesto of Sikh religion.



Sikhism believes in formless God. It does not believe in a God which is born, grows up and dies. It believes in the idea of God who is not born, shall not die, and has no body or shape or form, who is not subject to the laws of time and space.

It believes that God is present everywhere and it is in all living and nonliving parts of this world. At the same time, it is not confined to living in its creation and is a transcendental being. Universe is the creation of God and it is infinite.

Sikhs have faith in ten Gurus only. Their teachings, their lives, places associated with their memories are sacred for Sikhs. Seven Gurus have composed sacred *Bani*, three Gurus (Guru Hargobind Ji, Guru Har Rai Ji, Guru Harikrishan Ji) have not. Life of all Gurus is source of inspiration for Sikhs. Two (Guru Arjan Dev Ji, Guru Tegh Bahadur Ji) have sacrificed their lives voluntarily for the freedom of religion and faith and protection of the weak. All Gurus, except Guru Harikrishan Ji, were married and they led responsible family life. Three out of ten Gurus got *Gurta Gaddi* from their father. After Guru Gobind Singh Ji, there is no Sikh Guru in human form. It is blasphemous to treat a living being after Guru Gobind Singh as the Guru of Sikhs. This is similar to the Islamic principle of *Khatam-i-Nabuat*, that Hazrat Muhammad (PBUH) is the last prophet. Guru Gobind Singh Ji is the last Sikh Guru, and Guru Granth Sahib is the Guru Eternal, in the form of word, not in the form of body.

*Guru Granth Sahib* occupies a central place in the Sikh faith. It is written in Gurmukhi, covering 1430 pages. It was compiled and edited by Guru Arjan Dev Ji in 1604. Originally, it included the sacred hymns composed by Guru Nanak Dev Ji, Guru Angad Dev Ji, Guru Amardas Ji, Guru Ram Das Ji and Guru Arjan Dev Ji who is the single biggest contributor of this holy text. Guru Arjan Dev Ji included the sacred compositions of prominent names of Bhakti and Sufi movement like Sheikh Farid, Sant Kabir, Sant Raidas, Sant Namdev and many other glorious names. Originally, it was known as *Adi Granth*. In 1706, Guru Gobind Singh Ji added the compositions of Guru Tegh Bahadur Ji also. Although Guru Gobind Singh Ji himself composed sacred hymns, he did not include these in *Granth Sahib*. In October 1708, he declared that the line of Guru in human form ends with him, and the *Granth* shall be the Guru Eternal for Sikh *panth*. Hence, it came to be known as *Guru Granth Sahib*. Since then the *Guru Granth Sahib* is considered to be a living Guru by the Sikhs. The Sikh sacred space is incomplete without *Guru Granth Sahib*. It is recited daily in Sikh households and Gurdwaras. It is part of morning and evening prayers. Its compositions are sung all day in Gurdwaras. All Sikh ceremonies of birth, marriage and death are performed by reciting *shabads* from *Guru Granth Sahib*. *Guru Granth Sahib* is a legal personality also. A Gurdwara is considered Gurdwara only when there is reciting of *Guru Granth Sahib* inside the place.

Gurdwaras form an essential and vibrant part of Sikh community. In historical times, the place where Sikhs gathered as *Sangat* for *Kirtan* and reciting the name of Guru was called *Dharamsal*. Guru Amardas Ji appointed a number of Sikhs as *Manjidars* to preach the teachings of Gurus among the Sikhs of remote cities. (Seetal 2014: 90-92) The first *Dharamsal* developed around these places. Guru Hargobind Ji visited the places associated with the memories of Guru Nanak Dev Ji. These were the first Gurdwaras outside Punjab. Guru Tegh Bahadur's visits in east India also revived the memories of sacred sites associated with the name of Guru Nanak. Guru Arjan Dev Ji had established an institution of *Masands* for the federalization of the Sikh community. These *Masands* initially played a great role in securing religious and community space for the Sikhs in all such cities, away from Punjab. Later on, a majority of *Masands* began to misuse their influence and tried to emerge as alternative centres of power among Sikhs. The institution of

*Masands* was abolished by Guru Gobind Singh Ji in 1699 by establishing Khalsa *panth*. The rise of *Dal Khalsa* and later day rule of MahrajaRanjit Singh played great role in providing land grants to Sikh sacred places. The responsibility of looking after this space lay with *Nirmala* and *Udhasi sants* who provided Gurmukhi education to children, provided medicine, food and shelter for the needy and preached the message of *Guru Granth Sahib* among the *Sangat*, but they also developed corrupt practice after the decline of Sikhs Empire and emerged as a class loyal to British imperialism. In 1920, as result of corrupt practice of such *Mahants*, the Gurdwara reform movement started under the leadership of Akali Dal. As a result of collective struggle of the Sikh *panth*, Gurdwaras were liberated from *Mahants* and began to be run according to the rules and regulations of the *Shiromani Gurdwara Prabandhak Committee* (SGPC). SGPC is the only religious body in the world which is elected according to the principles of representative democracy. Gurdwaras in India and abroad have now emerged as lifeline of Sikh community.

Sikhism does not accord a privileged position to any class or caste in the matters of performing religious duties. Everyone can recite from the *Guru Granth Sahib*, everyone can perform *Ardas* on behalf of the *Sangat*, everyone can distribute *parshad* in *Sangat*, and everyone can perform *kirtan*. However, there is a very small minority of priests, who have special responsibilities at Golden Temple, Five *Takhats* and other historical Gurdwaras.

Worship of the dead is a part of traditional folk religions. Sikhism, however, does not believe in it. Under the influence of Sultani faith system, which is a mixture of Islam and folk religion, people of Punjab began to worship some tombs or *samadhs* of *Pirs*, *Faqirs*, *Naugazis*, etc. Among Hindus also, there was practice of worship of *Dehura* or *Muth*, a place where a *Jogi* is buried. Guru Arjun Dev Ji especially prohibited Sikhs from indulging in such practices of worship at tombs. Guru Gobind Singh Ji wrote that his Sikh shall not have faith in grave, tomb or the burial site of *Jogis*. He taught this lesson to his Sikhs by example. When he paid obeisance to the tomb of Dadu Dayal at Naraina (Rajasthan) in 1707, he was fined by Sikhs for committing the act of worship of the dead.

Sikhism is very often considered a variant of the Bhakti movement. It is true that both share the basic premises of devotion for God without the need for mediation by a priestly class, but Sikhism has a fundamentally distinguished identity. Sikhism, unlike Bhakti, is a movement of social change as well.

Bhakti has preached equality of all before the eyes of God, irrespective of caste, colour, etc. It has no clearly defined program of realizing that equality in society. Bhagat Namdev has put this aspect in his sacred composition where, addressing God Beethul, he said that if you give salvation after death, nobody cares for such salvation. Sikhism through multiple institutions like Langar, Khande Ki Pahul, collective struggle against rulers, democratic participation in the affairs of community and Gurmukhi based prayers books has made great dent in the caste and privilege based character of prevalent society. It still suffers from limitation like caste based endogamy. Caste based Gurdwaras are new problems of Sikhism, but these only reflect the existing reality of village society and do not have any sanction from the scriptures. SGPC has started a movement for termination of caste based Gurdwaras in villages.

Sikhism does not treat religion and politics as separate spheres. Sixth Guru Hargobind Ji announced the concept of Miri (Political Power) and Piri (Spiritual power) by wearing two swords. He built Akal Takhat to declare that Sikhs are under the authority of Akal Purukh only. Sikh Gurus did not confine themselves to the finer questions of Spritualism but they had active

engagements with the social and political issues of their times. It started with Guru Nanak's criticism of Babur in his sacred compositions collectively called 'Baburvani' and continued up to Guru Gobind Singh's Persian letter to Aurangzeb 'Zafarnama' in 1705. With Baba Banda Singh establishing himself as the first Sikh ruler of Punjab (1711-1716), it reached practical conclusion. Sikhs paid heavy price for setting rule in this brief period. Eighteenth century Sikh struggles also drew their motivation from the blessings of Gurus. The establishment of Shiromani Akali Dal in 1920 was firm declaration that the idea of MiriPiri shall continue to guide the Sikh politics.

Apart from the philosophy of Spiritualism, 'this worldly ethics' is part and parcel of Sikhism. Sikh philosophy does not treat this world as an illusion or source of evil. It believes that this world is created by God himself and it the living abode of God. One should live with honor in this world and perform one's duties towards the society and family. One should engage with the world and its responsibilities positively. When too much attachment with the pleasures of this world stands in the way of reciting the name of God, then one should keep a balance.

Medieval society did not treat women as full human beings. They were considered as possessing inferior capacity for reason, greater vulnerability to evil, not capable of performing the role of leadership or social responsibility. They were not considered fit to attain spiritual upliftment. Sikhism changed this perception about women. Guru Nanak Dev Ji wrote ins sacred compositions about the virtues of women and he also strongly censured any taboos relating to birth and pollution. Guru Angad Devji 's wife Bibi Khivi Ji played great role in organizing the institution of Langar at Khadoor Sahib. Guru Amardas ji censured the practice of Sati in his Bani and discouraged the women from the practice of parda(screen). He appointed women among the first preachers of Sikhism. Sikh history remembers its brave women personalities like Mata Bhago Ji, Bibi Harsharan Kaur, Rani Sahib Kaur, Rani Sada Kaur with great reverence.

Sikh Guru strictly prohibited the practice of renunciation and celibacy. Marriage and responsibility towards family are essential and one can attain spiritual salvation while leading the life of householder. While Buddhism and Nath Siddha tradition considered women as impediment to the path of salvation, Sikhism treats women as respectable partner in all walks of life. Guru Amardas ji issued a special injunction against leading the life of Udhasi. Householder is supposed to earn his living with honesty and share its proceeds for the service of community and needy.

Observance of purity and pollution is prohibited in Sikhism. Guru Nanak Dev Ji's Asa di Var is best statement on such issues. He criticized the practice of Sutak (pollution due to birth) as the process of birth is taking place everywhere in the nature continuously. Such rejection of idea of pollution relating with women was a great service of Sikhism to the cause of women up-liftment. Guru Gobind Singh ji asked his Sikhs not to believe in the concept of Patak. If someone dies in the bed, without touching earth, it is believe that the deceased shall not attain salvation. The house where such death takes place is considered polluted with Patak. Sikhism does not believe in such pollution.

Guru Nanak Devji rejected the idea of religious practices and symbolism if these were not based on truthful conduct. He exposed the hollowness of sacred rituals of religion when he found that the followers of these regions were doing all this without having faith or sincerity in what they were doing. As a result, Sikhism does not consider ritualism as sacrosanct beyond the value of cultural practices

Unlike all major religions of the world, Sikhism is free from the practice of auspicious fasting. It believes that the human body should not be denied food and water to attain spiritual salvation. On the other hand, it believes in the balanced fulfillments of the natural needs of body. Various shabads in Guru Granth Sahib declare that we don't believe in vrat (Hindu way of fasting) or ramzan (Islamic month of fasting). It should be remembered that fasting in certain religious systems is not voluntary but compulsory.

Sikhism believes in mercy towards animal and living being. But it believes that life and death is according to the will of God and man cannot pretend to be savior of life of animals in the name of vegetarianism. Both herbivores and carnivores are the creation of God and life is present everywhere. Even water is a living organism (Pehla Pani Jio ha jit harya sabh kish hoye: Guru Nanak Dev Ji). The only eating taboo in Sikh rehat maryada is regarding Kuthha that is meat prepared according to Islamic manner. Sikhs are not Vaishnavites either.

Apart from Kutha, Tobacco consumption is a major taboo for Sikhs. Tobacco was introduced in India by Portuguese during the reign of Akbar. Very soon it became popular with all walks of Indian society. According to Satbir Singh, Guru Har Rai Ji was the first Guru who asked his Sikhs to avoid tobacco. (Singh 2004:312) Guru Gobind Singh ji made it a special point to spread awareness among people regarding its ill effects. He included consumption of tobacco among five sins (Kuraht).

Sikh Gurus discouraged their Sikhs from developing any faith around performance of miracles. According to Kartar Singh Duggal, the working of miracles is not looked upon with favour in Sikhism (Duggal 2009:86). Like Islam, Sikhism considers performance of miracles below the dignity of Spiritualism. Guru Angad Dev ji at Khadoor Sahib discouraged Guru Amardas ji from paying any attention towards the demands of farmers for miracles. Guru Har Rai ji asked his son Ram Rai not to perform such things like miracles before Aurangzeb. Ram Rai ignored this advice and he was dismissed from the Guru's household. Guru Tegh Bahadur Ji refused to perform miracles before his martyrdom, because for him, it was matter of dishonor for the spiritual persons. Guru Gobind Singh ji at Agra declared that the best miracles can be performed with the use of sword only. He was suggesting that power is the greatest miracle and sword is the source of all power. Although some instances of miracles have been associated with the lives of Gurus due to the influence of folk religion, the history of Gurus makes it amply clear that miracles have no religious sanction in Sikhism.

## **Growth of Sikh Movement**

Sikhism was not a religious movement like Bhakti movement only. It was a kind of conscious program to bring social change in Indian society. It was due to this success with social change, that Sikhs emerged as people with distinct culture and separate identity. Establishment of Sikh rule under Baba Banda Singh Bahadur, then rise of Sikhs misls and the glory of Lahore kingdom under Maharja Ranjit Singh was sufficient to prove that Sikhs were sovereign people. This distinct identity was achieved after a long and unequal struggle against the might and oppression of Mughal empire, especially after the death of emperor Akbar in 1605. It started with the martyrdom of Guru Arjan Dev Ji in 1606, the first martyr of Sikh history.

After the death of Akbar, Jahangir developed a policy of animosity towards Guru Arjan Dev ji. He declared that Guru Arjan Dev ji had supported prince Khusrou in his rebellion against Jahangir. He accused Guru ji for bringing Hindus and Muslims into the fold of his faith. Guru Arjan Dev ji was arrested, fined and tortured according to Mongol law of Yasa va Siasat. He attained his



supreme martyrdom in Lahore on the banks of river Ravi on May 30, 1606 and his martyrdom started new chapter of resistance against Mughal authorities. Guru Hargobindji declared to wear two swords, one to symbolize religious authority and other to symbolize political authority. He built Akal Takhat in 1609 and began to lead Sikhs towards the path of Sovereignty. He started new militarization of Sikhs to fight against any potential threat coming from Mughal Empire. He was detained at Gwalior fort for a very long period. As a result of militarization, Sikhs came in to conflict which resulted in number of battles (1628, 1630, and 1634). Guru HarRaiji sent his Sikhs to provide a safe passage to Dara Shikoh while he was being chased by Aurangzeb's armies. Mughal authorities always suspected that Guru Tegh Bahadurji was trying to raise rebellion against the state. He was detained on different occasions and finally he was arrested at Malikpur while he was proceeding to Delhi for advocating the cause of religious freedom of Kashmiri pundits. At Delhi, he was martyred along with three Sikhs, Bhai Mati Das, Bhai Sati Das and Bhai Dyal Das, on November 11, 1675. Guru Gobind Singh ji realized that a major transformation of Sikhs is required to fight against the oppression of Mughal state and to conserve a separate identity of Sikhs. He asked them to keep unshorn and wear arms on their bodies. With the formation of Khalsa Panth (1699), he kindled hope of political sovereignty among Sikhs. According to Jaspal Singh, author of Raj da Sikh Sankalp, many researches clearly point out that establishment of Khalsa Raj was the main objective behind Khalsa Sajna( Singh 1990: 222) He had to face armed conflict with surrounding hill states. A long siege of Anandpur Sahib by the joint forces of Suba Sirhind Wazir Khan and other Mughal generals along with an alliance of hill principalities forced him to leave the city which resulted in the enormous tragedy of martyrdom of young Sahibzada Zorawer Singh and Sahibzada Fateh Singh and death of Mata Gujri ji on December 22,1705. At Nander, in September,1708, Guru Gobind Singh ji sent Baba Banda Singh Bahadar ,along with five Sikhs , to open rebellion against Wazir Khan of Sirhind. Baba Banda Singh swooped the skies of Punjab like a hawk and destroyed the city of Sirhind after the victory of Chaparchiri( May 12,1710). Very soon he established the rule of Khalsa in the vast expanses of Punjab. This rise of Baba Banda Singh ended in tragic and steep decline after the siege of Gurdas Nangal in December 1715. It took three Mughal emperors to defeat the rule established by Baba Banda Singh. He was martyred at Mehrauli along with his infant son. (Narang 2009:108). 700 Sikhs captured at Gurdas Nangal were slaughtered at Delhi. Their faith in the Guru was so firm and flawless that it became subject of praise in the contemporary accounts by Persian writers and officials of East India Company. Sikh movement after Baba Banda Singh faced enormous persecution by Mughal authorities. Being unshorn became an unlawful activity. In order to distinguish Hindus for Sikhs, Bahadur Shah had issued a royal proclamation that non Muslims of royal court must shave off their beards. A special drive took place where non Muslim officials were forced to remove their beards and sometimes their costly cloths also. (See Kes History of Sikhs 2020)

18<sup>th</sup> century after the death of Baba Banda Singh Bahadur and establishment of Sikh kingdom under Maharaja Ranjit Singh symbolizes the phase of collective sufferings of Sikh community. Why Sikhs were targeted by state and its agencies for torture and oppression?

18<sup>th</sup> century Sikh struggle symbolized Sikh's suffering for upholding a particular value system. They were fighting for religious identity; they were resisting the oppressors, fighting for the protection of weaker and striving towards gaining political sovereignty:

1. Religious Identity: Sikhs suffered for protection of their freedom of faith (of their and of others).they fought for faith:

a. Articles of faith: for example Bhai Taru Singh sacrificed his life but did not allow his hair to be shorn. Sikhs with long hair and beard were killed by authorities and their long haired heads were prized. (See Gill 2020)

b. Places of worship: Every foreign invader made it a point to desecrate Harimandir Sahib and defile sacred pool. Baba Dip Singh laid down his life for the protection of Harimandir Sahib in 1757. Bhai Mani Singh gave up his life to protect the right of Sikhs to assemble at Harimandir Sahib in 1738. Killing of Massa Ranghr in August 1740 by Bhai Mehtab Singh and Sukha Singh was also linked with the honour of Harimandir Sahib.

## 2. Resistance to oppression

18<sup>th</sup> century struggle revolves around apparatus of oppression by Mughals and their vassals and the resistance shown by Sikhs. Sikhs did not comply with the oppressive order of authorities . Bhai Taru Singh of Van village and Baba Garja Singh Bota Singh episodes are clear evidence that Sikhs were fighting against state repression almost single handed. The first Sikh Ghallughara (1746) also had its background in the Sikhs refusal to suffer the unjust orders of Lakhpat Rai.

## 3. Protection of Weaker

18<sup>th</sup> century Sikh struggle did not confine itself to problems of Sikh community only. It considered itself as the chosen people in their fight against oppressors. They fought for weaker sections of all religions. Bhai Taru Singh of van fought to protect the honour of poor fisherman Rahim Bux's daughter from the clutches of Jafar Begh, army official of Patti. Jassa Singh Ahluwalia and other leaders of Dal Khalsa recovered 2200 prisoner women from the custody of Ahmed Shah Abdali in 1760.

## 4. Empowerment

Sikh movement in 18<sup>th</sup> century was a movement of empowerment of peasants, menial classes, so called untouchables and women also. These were the people who were traditionally considered non-warrior classes were defeating the so called warrior races like Afghans and Turks. A Kalal (Liquor distiller caste) like Jassa Singh Ahluwalia, a shepherd like Tara Singh Gheba, a carpenter like Jassa Singh Ramgarhia were fighting against Asia's most powerful authorities. Sikhs without any central authority were learning to handle their collective national issues through a loose institution like Sarbat Khalsa held at Akal Takhat twice every year.

## 5. Political Sovereignty

Sikhs believed that Punjab naturally belonged to them and the right to rule over Punjab was given to them by Guru Gobind Singh Ji himself. These Sikhs were people of common origin, had no royal connection, had no idea of political power in history, rejected the Mughal governor Zakaria Khan's offer for Nawabi , because they believed that Guru Gobind Singh ji had promised them patshahi. In 1748, Sarbat Khalsa at Akal Takhat declared the formation of Dal Khalsa and began a systematic struggle for the establishment of Sikh rule. In 1799, Maharaja Ranjit Singh was declared the Maharaja of Punjab and with him, Sikhs began to be recognized as a ruling power in India and Europe.

In 1849, Sikhs came under the yoke of British colonialism. But British recognized their talent for army and they opened new opportunity for recruitment. Through recruitment, Sikhs used colonialism as an opportunity for gaining exposure to foreign lands like South East Asia, Europe and Canada. In First World War, when Sikh population was one per cent of India, their share



among the Indian army fighting abroad was more than ten per cent. This exposure made them admirer for west and they began to adopt lands like US and Canada as their future home. Today there is sizeable presence of Sikh in western hemisphere and turbaned men and women are serving these nations at offices of great responsibilities. Currently, Sikhs have global presence and global recognition in all spheres of life like politics, business, culture and economy. They have emerged as the brand ambassadors of Guru Nanak' Dev's ideal of selfless service.

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## HISTOLOGICAL ANALYSIS OF THE STATE OF THE SCAR AFTER OPERATIONAL DELIVERY

**Kurbaniyazova Venera Enverovna\***

\*Assistant,  
Department of Obstetrics and Gynecology,  
Samarkand State Medical University,  
UZBEKISTAN  
Email id: ortikovtulkin576@gmail.com

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### ABSTRACT

*In recent years, there has been a trend towards an increase in the number of women of reproductive age with a scar on the uterus. According to literary sources, on average, their number is 30% of the total number of operative deliveries, which makes us, thinks about the state of the postoperative scar during the next birth and the method of delivery.*

**KEYWORDS:** *Uterine Scar, Caesarean Section, Operative Delivery, Histology, Atrophy, Replacement By Connective Tissue.*

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### INTRODUCTION

**Purpose**—Histoanalysis of the postoperative scar on the uterus in women after surgical delivery;

**Material and Methods:** The study was conducted in the obstetric department of the clinic No. 1 of the Samarkand Medical University. The work is based on the analysis of the results of a comprehensive examination of 103 patients of reproductive age with one scar on the uterus, which were divided into 2 groups and 4 subgroups in the period from 2018-2020. Histological analysis was carried out at the Department of Pathological Anatomy.

**Results:** In subgroup 1, the thickness of the uterine wall in the area of the scar varied from 2 to 6 mm, the median value was 3.5 (3.0; 4.0) mm; in the comparison group, the wall thickness varied from 0 to 5.4 mm. In subgroup 1, 97.6% of patients had satisfactory scar vascularization, while 2.4% had poor scar vascularization. Histological analysis showed thinning of the scar due to replacement with connective tissue.

**Conclusion:** Thus, the thickness of the uterine wall in the area of the scar, measured by ultrasound and histological analysis, are quite significant diagnostic criteria for determining the usefulness of the scar on the uterus and choosing further tactics.

### Relevance

One of the notable features of modern obstetrics is the liberalization of indications for CS and, accordingly, an increase in the proportion of abdominal delivery. The increase in the frequency of CS in recent years is due to the expansion of indications for this operation, among which relative ones in the interests of the fetus predominate. However, abdominal delivery in the interests of the fetus should be absolutely safe for the mother [4, 11, and 17]. Firstly, it concerns the uncomplicated course of the operation itself, the early postoperative period, as well as subsequent pregnancies and childbirth. An analysis of the results of surgical delivery shows that

an increase in the number of CSs does not solve the whole complex of various problems of maternal and child health, and an increase in the frequency of this operation drastically reduces obstetric professionalism.

Abdominal delivery is gentler for the fetus in a situation where it can suffer (premature placental abruption, placental insufficiency, etc.) [1,3,8]. Other factors that affect the incidence of CS include: relative safety of the operation, reduced risk to the fetus, absence of pelvic floor muscle injuries, convenience for the obstetrician, low incidence of intracranial hemorrhage, and, finally, the desire of the patient [2,7,13].

From a morphological point of view, the concept of "scar on the uterus" occurs when a pronounced proliferation of hyalinized or fibrous tissue is detected. According to morphological data, a full-fledged incision zone in its structural and functional properties is close to normal myometrial tissue. The muscular component significantly predominates over the connective tissue. The nature of the location of the vascular network is not changed. Inadequate regeneration of the myometrium, leading to the formation of an incompetent scar, in the vast majority of cases is characterized by excessive growth of connective tissue. Myocyte dystrophy, destructive changes in muscle tissue in the form of necrosis and necrobiosis, and circulatory disorders are detected. Sclerotic changes in blood vessels prevent the full regeneration of muscle tissue. These changes lead to metabolic disorders and local tissue hypoxia, which leads to the development of coarse connective tissue with hyalinosis [7, 9, and 11].

**Purpose of Work:** Histoanalysis of the postoperative scar on the uterus in women after surgical delivery.

## MATERIAL AND METHODS

The study was conducted in the obstetric department of the clinic No. 1 of the Samarkand Medical University. The work is based on the analysis of the results of a comprehensive examination of 103 patients of reproductive age with one scar on the uterus, which were divided into 2 groups and 4 subgroups in the period from 2018-2020. The patients of the studied groups were comparable in age, the age of the patients was from 18 to 35 years, the average age was  $24.5 \pm 4.1$  years.

Group I included 63 women with a clinically "well-to-do" scar on the uterus, which, in turn, were divided into 2 subgroups: subgroup 1A included 42 pregnant women who, after a complete clinical and laboratory examination and the consent of the patients, were delivered through the natural birth canal; I The subgroup consisted of 22 pregnant women who, after a complete clinical and laboratory examination, refused to give birth through the natural birth canal.

Group II consisted of 37 patients who were admitted to the hospital on an emergency basis, were also divided into 2 subgroups: 2 A subgroup included 13 women admitted to the department in the second stage of labor and self-delivered through the natural birth canal; 2 The subgroup consisted of 24 women with clinical signs of insolvency of the scar on the uterus who underwent repeated operative delivery.

A study was made of the features of the anamnesis and data of ultrasound diagnostics in women with a scar on the uterus in order to identify risk factors for the formation of an inferior scar. A histological examination of the scar area was performed.

## RESULTS

The patients of the studied prospective groups were comparable in age, which ranged from 18 to 35 years; the average age was  $24.5 \pm 4.1$  years. Indications for operative delivery according to the anamnesis were most often breech presentation of the fetus - in 25.3% of patients, in second place - fetal hypoxia and premature detachment of a normally located placenta - in 11.6%, in third place - clinically narrow pelvis - in 9.6 % of women. The reasons for surgical intervention were also weakness of labor activity - in 8.2% of patients and severe preeclampsia - in 8.9% of women in combination with other extragenital diseases. In subgroup 2, the most common cause of operative delivery was fetal hypoxia - in 14.6% of women, in second place were several reasons at once (9% each): clinically narrow pelvis, infertility, transverse position of the fetus, high myopia. The third place in terms of the frequency of causes (6.9%) was occupied by the weakness of labor activity.

It is noteworthy that 57.6% of patients from the 1st subgroup and 43.1% of the pregnant women of the 2nd subgroup were previously delivered surgically in hospitals of the first level without sufficient qualification and follow-up ( $p = 0.025$ ), which can be a risk factor the formation of an inferior scar.

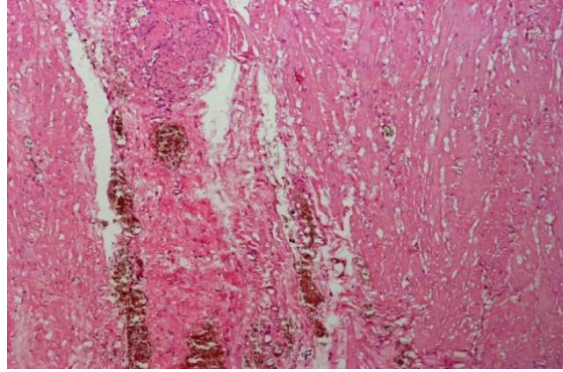
All women in the study were multiparous and multiparous. For the vast majority, this pregnancy was the second - in 41.7% of women; 3.8% of patients had a history of 5 pregnancies or more.

In subgroup 1, the thickness of the uterine wall in the area of the scar varied from 2 to 6 mm, the median value was 3.5 (3.0; 4.0) mm; in the comparison group, the wall thickness varied from 0 to 5.4 mm. In subgroup 1, 97.6% of patients had satisfactory scar vascularization, while 2.4% had poor scar vascularization. In the comparison group, satisfactory vascularization was found in 87.6% of patients, which is less than in the main group ( $p = 0.0032$ ), scanty - in 2.9% of women, single vascular loci - in 7.6%, avascular zone of the scar - in 1.9% of patients.

In subgroup 1 A, the scar on the uterus was excised intraoperatively and subjected to histological examination. In the 2B subgroup, the inferiority of the scar on the uterus in all patients was confirmed histologically after the operation, when the material was taken for research.

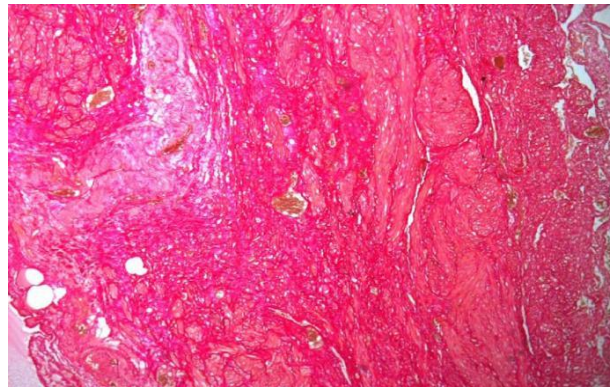
In patients who were delivered naturally, a piece of material was taken after childbirth during the revision of the uterine cavity.

Staining with hematoxylin and eosin revealed obliteration of the arterial lumen; many newly formed thin-walled vessels, and a chaotic arrangement of individual muscle fibers (Figure 1).

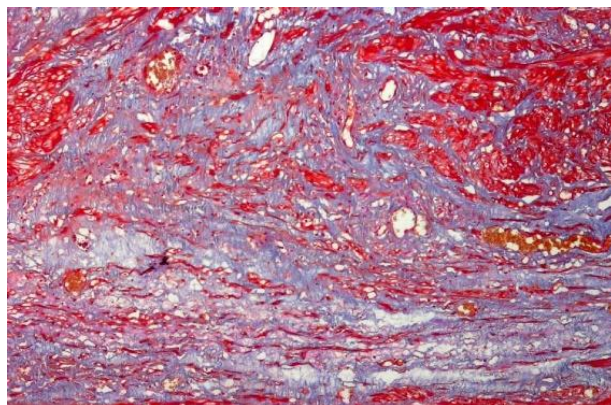


**Figure 1 - The area of the excised scar on the uterus, formed after the previous caesarean section; x100, stained with hematoxylin and eosin**

Van Gieson staining made it possible to detect areas of demuscularization, proliferation of connective tissue, and the presence of small newly formed vessels (Figure 2). Mallory staining revealed pronounced demuscularization, the presence of small newly formed vessels and the predominance of the connective tissue component over the muscle component (Figure 3).



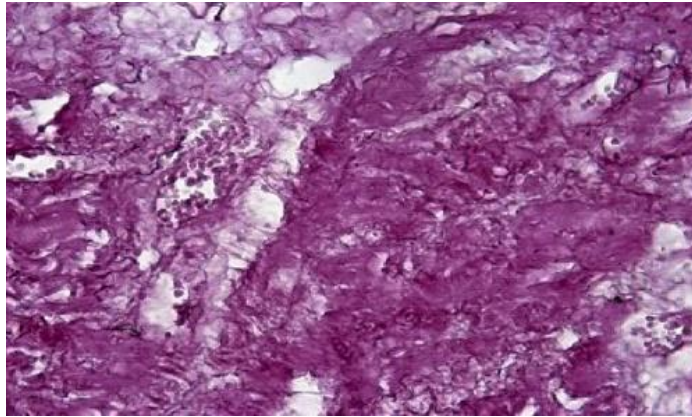
**Figure2 - The area of the excised scar on the uterus, formed after the previous caesarean section; x100; staining according to the Van Gieson method**



**Figure 3 - The area of the excised scar on the uterus, formed after the previous caesarean section; x100; mallory staining**



Weigert stain was used to identify elastic fibers in the area of the uterine scar (Figure 4). Areas of demuscularization, atrophy of muscle fibers, and the absence of an elastic framework in the area of growth of loose connective tissue were revealed.



**Figure 4 - The area of the excised scar on the uterus, formed after the previous caesarean section; x200; Weigert staining**

Histological analysis in patients who delivered naturally, the presence of blood vessels and myometry in the area of the scar was determined, which led to the viability of the scar. In patients with operative delivery, the scar area was more often replaced by connective tissue, which made it less extensible. This fact could serve as the basis for the failure of the scar in the third trimester of pregnancy.

## CONCLUSION

Thus, the thickness of the uterine wall in the area of the scar, measured by ultrasound, is a fairly significant diagnostic criterion for determining the usefulness of the scar on the uterus. But an accurate diagnosis can only be made by histological examination. Thinning of the myometrium in this area indicates the inferiority of the scar, thinning of the scar and its replacement with connective tissue is a threat of scar failure and has a risk of uterine rupture along the scar.

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## LIFE STYLE MARKETING FOR ENVIRONMENT AND SUSTAINABILITY

(Dr.) Suvasis Saha\*

\*Professor,  
Department of Business Management,  
University of Calcutta, INDIA  
Email id: dr.suvasis123@rediffmail.com

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### ABSTRACT

*Any idea of 'Life style for Environment Movement' is put forth in front of the Nation which also wants to follow this goal not only for itself but 'Inside-Out' for the Global stake holders and beyond. This goal is having two uncompromising elements one is 'Branding' and the other is 'Marketing' as a strategy for marketing of social idea or social marketing, under such a circumstance will usher a paradigm shift from present standing wherein the nation state which embraced the GM seeds and the culture of genetic engineering, gene -editing experiments are going on regardless of its impact of safety, health and environment is facing wrath of the environmental activists. The goal is to perfect the people, planet and profit. )*

**KEYWORDS:** 'LIFE', Generation Z, Ethos, Pathos, Logos, 'CLT', Consumerism, Dharma, Liberal Consumerism, Responsible Consumerism, Critical Consumerism, Radical Consumerism, Radical Trust, 'TPB', 'TRA', 'UCR', Mint Green, Green Wash, Green Myopia.

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### INTRODUCTION

The Hon'ble Prime Minister of India on World Environment Day announced 'Lifestyle for the Environment(LIFE)<sup>1</sup>, his construal framework is inviting ideas and suggestions from academics, universities and research institutions etc to influence and prod the stakeholders and consumers which include individuals, communities and institutions across the world to consciously consider environment as integral component of lifestyle itself.

Questions that arise are the following that need to be answered with academic and research orientation.

- 1) Why such a thought? Since the country must be in a amenable position to absorb this type of Positioning?
- 2) If it is so, what will be the group and their orientation?
- 3) How to navigate the bends to reach these goals.
- 4) What are the consumerism quagmires that it will have to address?

1) **Why such a thought? Since the country must be in a amenable to absorb this type of positioning?**

A.) Economy dictates thoughts.

Per capita income will be in top 10% of all economies<sup>2</sup>. India's annual Gross Domestic Product (GDP) growth forecast for the financial year 2022-23 has been downgraded by the Federation of Indian Chambers of Commerce & Industry (FICCI) at 7.0% with a minimum and maximum growth estimate of 6.5% and 7.3% respectively<sup>3</sup>. This is larger than the world's 2nd largest economy China whose growth rate of GDP is projected in the same time period at 3%. The country is going to see an economic boom in the years to come under the normal circumstances. On the hind sight one has to note that the institutional structures are failing (attendance to temples, churches and marriage rate down) this void will be filled by lifestyle marketing orientation. "India has risen from below through the energy and ingenuity of its people, almost despite the state. It is quite unlike the top-down success of East Asian countries, which was steered skillfully by the state"<sup>4</sup>. The nation's success with serious limitations of Institutions that are failing to emit positive externality has been three, democracy, people centered prosperity and social harmony. There are striking achievements that makes us proud in this 75th year of Independence, we have remained united despite so many predictions of our breaking up, and average life expectancy has risen from 32years during independence to 70 years. Literacy has grown from 12% to 78%.The extremely poor (defined by \$1.90 income per day) have declined from 70% to 21% in 2011. Electricity has reached 90% of the people to that of 50% in the year 1995. Lifestyle marketing is proper when the Maslows higher needs have to be attained namely the 'Affiliation and the Esteem'. In words of Molly Esselstrom, "when you are marketing to these higher level needs for a consumer, you're in a whole new field."<sup>5</sup>. The private sectors have more of successes to share than the public sectors and therefore the growth is private sector induced.

B) Is Life Style Marketing for Environment and Sustainability amenable?

According to the Levy and Zaltman, 'Companies are judged for their value to society and their relationship to such concerns as health, environmentalism, economic growth, freedom and so on."<sup>6</sup>. Thus is the entry of environmentalism and sustainability. **They are two sides of the same coin. Our economy is strong enough to nudge<sup>7</sup> the mass to now look for Life Style Positioning with Green and Greener products and services as offering to the society and this primarily in years to follow be the domain of the private sector.** The one line statement is a concept well amenable for India. The case to most of the readers will be of 'ifs and buts' since the Hon'ble Prime Minister has shown the path tandem to the Construal Limit Theory<sup>8</sup> with policy that are a thinking in a big-picture way, often referred as High-level or Central Approach. It definitely requires navigational bend or the Low-level construal(s) for the policy to blossom. One has to understand the Construal level theory (CLT) as every process of change starts from the High level Construal moves towards the lower Level Construal that is more the moving from the abstract towards the concrete traversing the temporal, spatial, social and hypothetical to uncover the possibility of happening from the non-happening.

Hind side, India is facing the most difficult situation in term of surface and groundwater which many of the developed worlds is not facing. The potable/sweet water finiteness, pollutions through CO<sub>2</sub> and Methane is bound to impact India and the Globe also. Just like land the sweet and potable water is also finite and it is essential for survival of human kind and business. Annual Per capita water has declined by 75% from 6,042 cubic meters in 1947 to 1,486 cubic meters in 2021. The water bodies have reduced also and in years to come in India it will further reduce owing to population stress over land and obviously the demand for buildings<sup>9</sup>. From being importer of Wheat, India is today exporting wheat which is output of inorganic production

process. Thus owing to mono cropping and inorganic process the crop production the sub-surface and underground water levels are declining. Added to it is the emission of CO<sub>2</sub> and methane which are the main sources of Green House Gas pollution.

The generation it will address is largely the 'Net Workers' or some who nurture a culture of commitment and trust; understand value in their own terms with urge to solve finding a customer within a customer and building a community which is more reliable than family or peers. Kotler has referred them as 'Netizen'. It is namely the Generation Z<sup>10</sup>, this is the generation born between 1995-2010. This is the generation that shows a consumption pattern of **uniqueness, unlimited options** and being **ethical** in their choices quite contrary to the early generation of 'Y' that focused on 'Experiences', 'Festivals' and 'Flagship' choices. Since generation 'Z' is ethical they have considerable faith in digging and truth and quickly unfollow the path of 'Y'. Green marketing here-in can chip in with this concept of green as the individual survival, good health and financial wellbeing is being questioned by the post corona phenomena. Green marketing is normally 'Normative' as it does not believe in individual taste and well being it believes in group well being. The market focus is on the delivering the certified green products at affordable cost, selectively following the mantra of 'Value Innovation'<sup>11</sup>. At this juncture Business Strategy with focus on Demographics-Psychographic Positioning - Life Style Marketing is amenable for the second 'Largest Democracy' of the world. **The author here-in is stating that it is a business strategy and not a market strategy that the nation has to follow as the country has to have sustainable policy. The market strategy is short term and the business strategy is long term focusing on national development of economy and asset contrary of market strategy.**

## **2) If it is so, what will be the group and their orientation?**

In the book 'Cultural Creatives' by Paul Ray and Sherry Anderson argue that largely under the radar of the mainstream media -50 million people of adult American population, cared much of the so-called hippie concerns of 1960<sup>12</sup>. These include 1) personal spiritual growth, 2) Human right and 3) ecology and serve as guiding principles for how cultural creatives conduct their lives and respond to the world around them. The present terminology 'LOHAS' is present in the book. The full form of this abbreviation is 'Lifestyles and Health Sustainability'. Incidentally it is worth mentioning that cultural creatives were initially unaware of themselves as part of the social force. They were a loosely yet connected **subculture** of primarily college-educated, middle class people who simply shared a distinct way of thinking of the world

### **From Subculture towards the Market**

LOHAS is a distinct market segment<sup>13</sup>, they are active at home and within their communities, they readily accept the sustainable products and services, support the programs pertaining to environmental and social consciousness and in this respect they walk the talk. This segment seeks out information to ensure the products they purchase and synchronize with their discerning environmental and social standard. They are skeptic of paid media; therefore they frequently consult the Internet and social among other sources of information. They definitely are the ones' seeking social and esteem needs.

When we care we share. **The purpose is arousal of the drive.** Sometimes it is High Arousal or Low Arousal. The **emotions** are two Positive and Negative. Building a matrix we get the matrix stated below:

	HIGH AROUSAL	LOW AROUSAL
POSITIVE	<b>Cell 1</b> Awe Excitement Amusement	<b>Cell 2</b> Contentment
NEGATIVE	<b>Cell 4</b> Anger Anxiety	<b>Cell 3</b> Sadness

(The table is modified and adopted from Jonathan Berger Pg109)14. The author is marketing academic and professional; therefore, it is advised that one should operate in or between Cell(s) 1, 2, and 4.

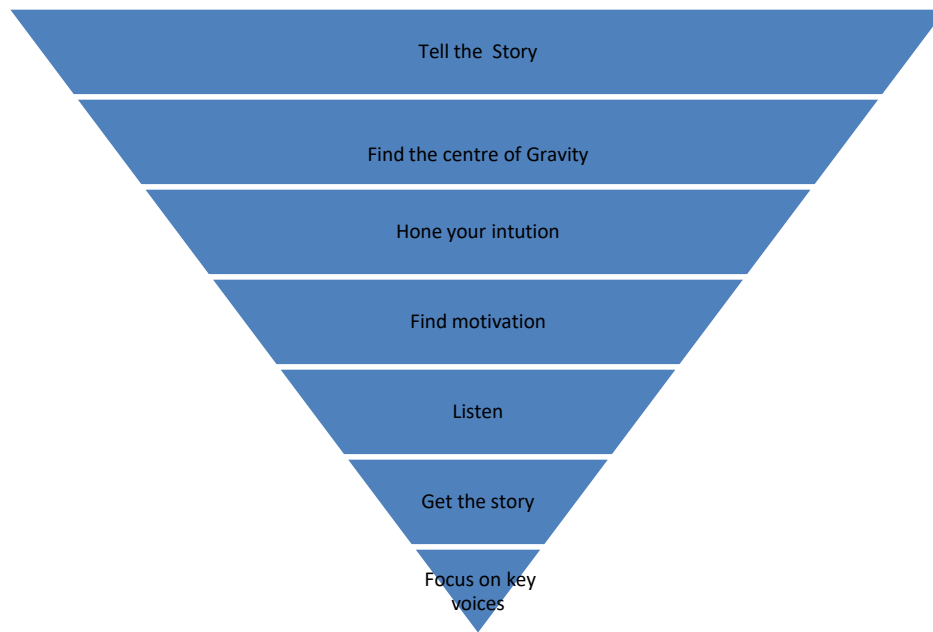
A key factor in driving products to **catch on is public visibility**. If something is built to Show, its built to grow. This phenomena play out all the time in social media communication. In other word the 'Herd' mentality is followed. The audience adhere to it resolve their uncertainty. Social proof even plays a role of some kind of testimony. This idea convergence is remarkable. It states that it is difficult to copy what cannot be seen. Making things more observable makes them easier to imitate, which make them more likely to become popular. Under the circumstance, one has to make the product and ideas more public. One needs to obtrusively present and demonstrate along with subtle questions and answers, thereby create behavioral residues that stick around even after one espoused the idea.

**The issue at hand is whether the product or idea helps the person or others. One has to craft the content looking at the usefulness.** The issue could be any, from idea generation to health or saving money. The billion dollar question is how to make the content and its execution seems to the audience a good deal. The value generated should be incredible both monetarily and otherwise. The knowledge and its subjective nature need to be packaged, such that it is discreetly shift able and usable

**One need to build a psychological cover that allows the audiences to talk** about a product or idea with no trace of that being an advertisement. It should have components which have lesser components of contradictions or conflict and more of agreement with the target audiences and along with it elements of dramatization. Information travels under the guise of what may seem like idle chatter. One needs to make it more than a story by installing in it the 'Virality'. One need to make the message so integral as people cannot tell without it.

Rather than a top down the strategy should be bottom up and it should look like





(Sourced: Modified from Winsor John., pp.177)

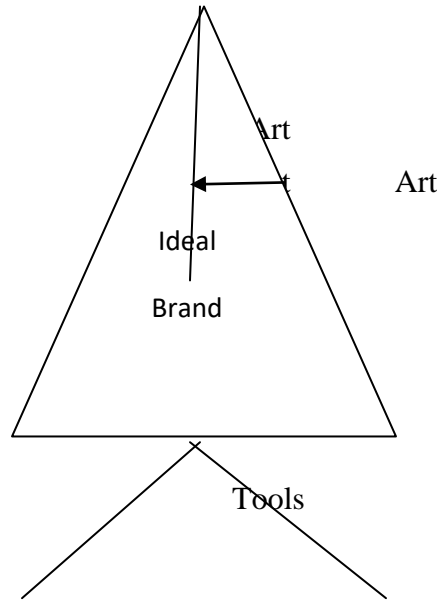
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### 3) How to navigate the bends to reach these goals?

The radical trust is true for consumer related models of the man<sup>17</sup>: 1) the economic man, 2) passive man, 3) the cognitive man and 4) the emotional man and more so for the passive, cognitive and emotional. While understanding what to purchase they are guided by the ideal brand pyramid. Here in it refers to the social marketing of this concept 'Life Style Marketing for Environment and Sustainability". **One has to understand that any social marketing program is worth the attention**

**by the audience when it has the voice of value or money.** It becomes a **brand** in itself for audience to buy. One has to draw in the ideal brand pyramid.

Aesthetic=Logos



Function= Ethos

Behaviour= Pathos

#### The Ideal Brand Pyramid

**(Sourced:** Modified from Fisher and Sherry pp 56)

The Aristotle's philosophy exactly of Rhetoric, Poetic and Aesthetic, does not fit here (i.e., literal sense is not working). The ethos stands for 'What is being presented'? Similarly, Pathos stands for Emotion, which is indirectly asking of who are the people involved and what is psychosocial, intellectual and emotional participation? The Logos is 'how it is being presented?' 'Lifestyle Marketing' of the green should have aspirational value here in it is the aesthetics.

The function that is being presented is the outcome of technology and attribute/functions. One has to understand that the attributes do not matter unless they deliver benefits for the 'Unique Consumer Response' (UCR). The UCR will be different for different person and is hard to be pin-pointed. However, one can broadly state that when 'Value Innovation' is done then the degree of UCR is more. Value innovation is a state where cost/ price is notably less and value offering is phenomenally high. The value offering becomes phenomenally when the technology base changes.

Using the Construal Level basis, following the guidelines of High Level Construal it is possible to sell Green and Sustainability as a life style if the following three<sup>19</sup> becomes the core mission of the Life Style Marketing firm.

- 1) Customer Group
- 2) Customer Need
- 3) Required Technologies

But the academic interaction that has been called for by the Hon'ble Prime Minister is to materialize the long term by the short-term, i.e., having a low level construal. This requires defining Environment and Sustainability. "The complete range of external conditions under which an organism lives, including physical, chemical and biological factors, such as temperature, light, the availability of food and water, and the effects of other organisms"<sup>20</sup> is referred as 'Environment'. Sustainability has been defined as "the degree to which activity can be sustained without causing harm to environment or the depletion of non-renewable resources."<sup>21</sup>

On the platter of the firm the Green Product or Services are defined by Elkington, Hailes and Makower<sup>22</sup>, the following are the characteristics of green product:

- Are not dangerous to people or animals.
- Do not damage the environment in manufacture, use or disposal.
- Do not consume a disproportionate amount of energy in manufacture, use or disposal.
- Do not cause unnecessary waste.
- Do not involve unnecessary cruelty to animals.
- Do not use materials from threatened species or environment.

While what will be the '**Dharma**' (**characteristics**) of the product is very clear. It is important to know that the navigational bends to the Life Style of Green Marketing is slightly different. An international study found that while consumers said that they like ecological friendly products (attitudinal data) but behavioral data showed that only  $\frac{1}{3}$  of the respondents (behavioral data) actually bought such product, most of the respondents did not know which lifestyle changes (psychographic) are the best means to reduce global warming<sup>23</sup>. One finds that behavioral data for assessing the life-style of Environment is the yard stick Here in the author submits that while 'foot-in-the-door technique'<sup>24</sup> may happen but cannot be the basis of conclusion for the Life Style Environment Marketing as internalised. This strategy is based on the technique that individual look at their prior behaviour compliance with minor request and conclude that they are the person's to say 'Yes' to such request. While the (basic) need, namely, power, affiliation and achievements are true as motivators in case of Life Style Environmental Marketing they may not be so as compliance of norms are important pertaining to the 'Green'. On the march will be the strategies of the firm then the rules as stated by Sun Tzu<sup>25</sup> are the following:

- 1) Occupy strong natural position.
- 2) Always seek the High Ground.
- 3) Make an estimate of the situation.
- 4) Discipline can build allegiance.

A brief deliberation of each is worth understanding as methodology of looking into is worth the analysis. The natural position refers to area(s) or core-competence leading to unique green product (say the case of Baba Ramdev offering the bottom of the pyramid 'Dant Kranti' the ayurvedic toothpaste an offer of price and value perception. It could also mean going back to one's root. The perception here is "what we are matches what we really are?" All who tried copying has failed; often they have failed owing to not understanding the subtleties.

The concept of high ground is based on firm's ability to own a position wherefrom one can see the activities of other competitor and not vice-versa and this would enable the firm to control the activity (ies) of the competing firm(s). Transposed on business this means positioning and occupying a key strong point in mind. The firm occupies this position because it is the leader or because of significant differentiation.

As one is on high ground the eagle like approach will be liked by firm, it will attack where real superiority it senses exists. The estimation will lead one to the following questions:

- 1) What position the firm owns?
- 2) What is the target position the firm wants to hit?
- 3) Who do we have to outmaneuver?
- 4) How much resource expenditure and time will it take?
- 5) Can we stick it out?
- 6) Will the result justify the expense?

These questions will lead to proper estimation of the situation the disciplining by the leader is required because he/she /agency role is not to be liked or unliked in case of the 'Green'. At times hard and non popular decision need to be taken. The firm/its manager has to understand that techniques and people both matter Being fair and impartial does not mean being impersonal. At times, hard decisions must be made ceasing which the firm/its manager abdicates the authority leading to failure in bringing change in 'Life Style Marketing for Environment and Sustainability'.

#### **4) What are the consumerism quagmire that it will have to address ?**

Jack Welch of General Electric once observed " The value decade is upon us. If you can't sell a top-quality product at the world's lowest price, you are going to be out of the game", this line may look simple or common knowledge yet it is not so, contrary to Michael Porter both do not go together, but Jack Welch says so. Welch subtly is stating that high differentiation and low cost is the success to consumerism. Mastering the art of 'High Differentiation' and 'Lowering the Cost' brings concept **of 'Super Value Challenge' a term coined by Kotler. The Super Value Firms are the aspirational target of all. The Life Style is in Super Value Creation and Delivery in relevance to Green and Sustainability.**

**Concept of Consumerism is important pivot- 'Consumerism is a movement of consumers' seeking redressal and restitution against gaps in value expectations that they have accumulated while acquiring a standard of living'.**

Consumerism is the idea that increasing the consumption of goods and services purchased in the market is always a desirable goal, and that a person's well-being and happiness depend fundamentally on obtaining consumer goods and material possessions<sup>25</sup>

Antonides and Van Raaij have distinguished different types of general consumerism in reference to underlying political and social commitments<sup>27</sup>. The following are the types enumerated below.

- 1) Liberal consumerism which focuses on looking after the rights and increasing the powers of the consumers in the markets.
- 2) Responsible consumerism, that focuses on the societal responsibility of consumers.

- 3) Critical consumerism which focuses on questioning some features of the prevailing consumption system, e.g. demanding legislation and government action for better and safer products.
- 4) Radical consumerism that focuses on attacking the capitalist ideology of consumption, i.e., the inequity that prevails in the social system.

The four types of consumerism stated above of Antonides and Van Raaij as mapped by the author on market domain turns out as stated in the table below

Types of Consumerism	Domains of marketing
Liberal consumerism	Defining the market and understanding the value.
Responsible consumerism	Determine the value proposition.
Critical consumerism	Deliver the value.
Radical consumerism	Monitoring the value

The problem is in understanding the Responsible Consumerism, Critical Consumerism and Radical

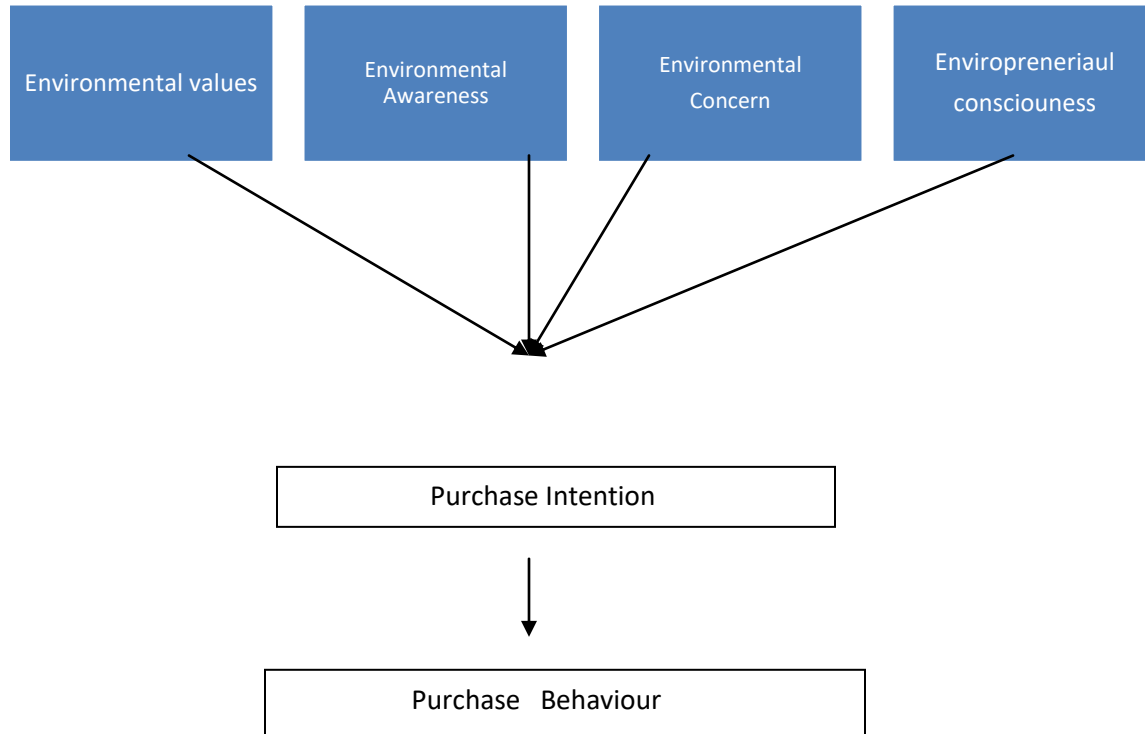
### Consumerism

Superimposed on it is the dawn of 'Green' consumerism- a growing preference among consumers for goods and services that are environment friendly- there seems to be little doubt that pursuit of economically responsible and environmentally friendly policies and practices across the entire spectrum of an organisation's activities is likely to become an increasingly important organisational imperative in the year's ahead.<sup>28</sup>

Green consumers are all searching for value. Value is the transformation of benefits and therefore is individual and is guided by his or her attitude. It owes its action to the Theory of Reasoned Action (TRA)<sup>29</sup>. This is followed by Theory of Planned Behaviour (TPB)<sup>30</sup> which states the inter-relationships between individual's beliefs and society norms with green buying behaviour. "The value of campaigning is declining and the value of **actual delivery and execution is rising**. Independent unbiased sources of analysis and assessment are emerging and the feasibility of bouncing off perceptions and opinions amongst family and friends and just likeminded fellow citizens is increasing exponentially"<sup>31</sup>. In the work of Rambalak Yadav, one finds that he has proven that there is a positive impact of TPB on green purchases in case of India. According to TPB work of Ajzen, three constructs are important in predicting intention, namely attitude, subjective norms and perceived behavioural control. The 'Sustainability' component in the Life Style Marketing for Environment refers to a concept shown below:



This leads to the Fact of Life Cycle Analysis<sup>32</sup> and the Green Marketing and the future for the commercial world will be sustainability, therefore the Hon'ble Prime Minister is true as the pathway shows.



(Source: Modified from Green Marketing pp.59 -Minakshi Taygi)

**There exists some pitfall to the Life Style Marketing for Environment and Sustainability.**

Three issues need to be highlighted while we talk now after presenting facts enabling the navigational bends:

1. Green Wash
2. Mint Green
3. Green Myopia.

In the age of using alternative energy while having 'Green Life Style' approach sometimes leads one to deeper issues of Green Wash<sup>33</sup> as state makes changes in the ordinance to favor issues of green relevant to the product. Green Wash is a term used to describe products of businesses, organisations, and individuals who exaggerate or make false claims about the environmental benefits of their products or services.

The ordinance has given benefit of subsidy in reference to the usage of solar panels this itself is a quagmire as one goes deeper into finite issues. The silicon chips require fresh sweet water for production while availability of such water is diminishing and polluted rivers are in progress.



Government of India like many other countries has asked (petroleum firms that) 'petrol' be mandatorily blended with 10% of Ethanol. One of the sources of 'Ethanol' in India is Jatropha plant. Jatropha plantation is remunerative for farmer as it has become a cash crop. But it is known that cultivation of the crop lowers the ground water table.

The reduction of fossil fuel usage is a goal for the 'Mint Green' market; therefore 'Petrol' usage in car is to be reduced. i.e., 'Mint Green market'. The 'Mint Green' is a concept to look for sustainable ways to replace an existing product or service (this is contrary to the 'Dark Green' where in one ponders whether it is desirable to produce the so called Sustainable substitute, if so under what condition?).

The Motor Vehicle act of replacing erstwhile old cars and the incentive of lower road tax is provided as one purchases Electric Cars which is not without question. The most electric cars run on dirty fuel in India this is '**Thermal Based Electric Source**' of the car. Again this change will bring enormous wastes periodically. The LCA (life cycle analysis is being overlooked) should be done as 'Green Life Style Marketing and Sustainability' is emphasized. Hybrid Hydrogen power sourced vehicles would have been a better alternative for the mass rather than this knee jerk electric cars?

The Green Myopia<sup>34</sup> is a passion for the industry in which they forget to address the need of Blue Ocean strategy which also states that 'Value Innovation' added with customerisation is essential for the success of the product and the service. Green marketing must satisfy two objectives: Improved environmental quality and customer satisfaction. Misjudging either or overemphasizing the former at the expense of the latter is what can be called "Green Marketing Myopia." The 'LED Bulbs' are answering the green lifestyle with a better alternative. Good architecture answers the problem of reducing the use of finite energy and depending on the nature to address the problem. We design houses and fall into loop and de loops to handle the energy demand. Doing things right cannot be the solution for green, doing the right thing is the solution for green as time and space are becoming small and sustainability is knocking the door of the 'Green Life Style'. The Sri Aurobindo Ashram in Pondicherry has a guest house where the 'Air Condition' is not required despite its location being next to the sea and the weather being sultry. The author is unable to recall the name and admits it as his limitation in this writing. It is a marvelous piece of architectural work.

## Summary;

Every change in the social arena is subject to construal (mental) of super ordinate or central to the lower level of subordinate thought (short and ground level) in order to see the morphosis of change to occur in has the social space. But the change happens when the space allows the time to be proper to give it a say. The time of change is apt for the leader to think and design as India has outmatched the GDP growth rate of the second largest economy of China. It is FICCI stating that the GDP will be 7%. At the same time the country is going through. It is among the 10 largest per capita earning economies. At the same time is the shortage of ground and surface level potable water and increasing level of Methane and Carbon Foot Print. The lifestyle goes with building the brand and the interaction to be developed with the Z generation.

The sustainability with lifestyle is a function of Green Supply Chain and the Green Marketing. While navigational bends have been stated to reach the national objective, pitfalls also occurs and these need to be guarded as one sails on the boat of the green life style that is sustainable also.

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## EDUCATION IN SHARLOTTE BRONTE'S "JEYN EYRE"

Safarova Zilola Tolibovna\*

\*Senior Teacher,  
Department of English Literature  
Bukhara State University, UZBEKISTAN  
Email id: safarovaenglishteacher@gmail.com

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### ABSTRACT

*The Victorian age in English literature was rich in novels of "Bildungsroman", which illuminated the life of orphans. This article discusses the signs of the novels of formation and the issues of education in Sh.Bronte's work "Jane Eyre". It also analyses the social conditions of the orphan children.*

**KEYWORDS:** *Bildungsroman, Sh.Bronte, Novel, Education, Orphan Hero, Lowood School.*

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### 1. INTRODUCTION

In many English Bildungsromans, it is depicted that children are given to the girls' or boys' monastery, or in a special boarding schools. But in such novels, the image of children's parents is not fully embodied, as the main focus is to show the effect of education taken in those places in the lives of children. They usually grow up looking for fun and a cheerful life, because strict discipline is established in such educational institutions making the life hard them. Therefore, children living there always strive for freedom or try to experience different feelings in freedom. This is observed not only in English literature, but also in the literature of other nations.

In the middle of the XIX th century, an English writer Charlotte Brontë started the first female Bildungsroman with her work "Jane Eyre". As in many Bildungsromans Jane Eyre is described as a person who strives for independence from an early age, she was a lonely but proud girl able to stand against the oppression and injustice of the world in which she lived.<sup>1</sup> Jane's interest in learning and education is shown to the reader from the beginning of the work.

### 2. Main Part

Tired of family humiliations, Jane wants to go to Lowood, a school for poor and orphaned girls, and get an education there. She hopes to live a happier life, being away from injustice. From the conversations with Bessie, the housekeeper, she had found out that the young ladies were brought up to be "*exceedingly genteel and precise*".<sup>2</sup> So, Jane leaves for Lowood School, hoping to ease her sorrows. However, there the situation was even worse. The "*educational measures*" against Jane continue here after Mrs. Reed describes Jane to the headmaster, Mr. Brocklehurst, as a lying, ill-mannered, and disobedient girl.

The first days of Jane at school was described as follows: "*As yet I had spoken to no one, nor did anybody seem to take notice of me; I stood lonely enough: but to that feeling of isolation I was accustomed.*"<sup>3</sup> Here it can be seen that Jane's loneliness is not a new feeling for her, as she was alone from the time she lost her parents and the same condition accompanied her in the new place.

During her school years, Jane realizes how difficult life is for the weak and alone children. Later she establishes a friendship with Helen Burns, an older girl. During one of the class activities, her new friend is criticized for her poor condition and dirty fingernails, and as a result she is beaten severely. The teachers treated very rudely to the girls as it can be seen in the following passage:

*“You dirty, disagreeable girl! You have never cleaned your nails this morning!”*

*Burns made no answer: I wondered at her silence. “Why,” thought I, “does she not explain that she could neither clean her nails nor wash her face, as the water was frozen?”<sup>4</sup>*

Later, Jane tells Helen that she can't bear such public humiliation and also shares her unpleasant experiences of how awful Mrs. Reed treated her, but Helen tells her that she could be happier if she didn't live with such anger.<sup>5</sup> From these words of Helen, it can be felt that girls are brought up in the school as submissive and quietly resigned to their fate. The author gives a vivid picture of the school and its conditions in the novel, and makes the reader understand that the situation in which orphan girls live is not enviable. The description of the school building can also tell a great more: *“I looked round the convent-like garden, and then up at the house—a large building, half of which seemed grey and old, the other half quite new. The new part, containing the schoolroom and dormitory, was lit by mullioned and latticed windows, which gave it a church-like aspect; ...”<sup>6</sup>*

In our opinion, the shape and colors of the building are used to express symbolic meanings. The “big building” symbolizes the life and world surrounding the main heroes, where they should fight to find their place. The half of this large building is grey and old, while the other half looks much newer, suggesting that a new future will grow out of the old life. Admittedly, there is a description of special bedrooms prepared for the girls living in these kinds of boarding – schools. Such bedrooms become the second home for the most girls, as they rarely leave this school and see other places. However, the conditions created for children were not always satisfactory. Likewise, the author also mentions a new building containing a study room and a dormitory. It was noted that the new building was lit by mullioned and latticed windows, which gave it a “church-like” appearance. These “church-like” descriptions were chosen by the writer to create the atmosphere of the gothic novels.

The image of the room, which served as a bedroom for all girls, is given as follows: *“Overpowered by this time with weariness, I scarcely noticed what sort of a place the bedroom was, except that, like the schoolroom, I saw it was very long.”<sup>7</sup>* As we can see, both the classroom and bedroom are depicted as a very long room making the reader understand that many girls lived and studied together in one room. Thus shared all their sorrows and pains with each other. Apparently, this long school dormitory was cold room where the girls were woken up early in the morning by the ringing of the bell. The girls, who woke up shivering from the cold, were reluctant to get washed, after which, they would line up and go to a cold and dimly lit classroom. Such images are not presented directly, but expressed through the experiences of the main character. For example, in the following sentence, Jane describes the waking and washing up process as follows: *“I too rose reluctantly; it was bitter cold, and I dressed as well as I could for shivering, and washed when there was a basin at liberty, which did not occur soon, as there was but one basin to six girls, on the stands down the middle of the room. Again, the bell rang: all formed in file, two and two, and in that order descended the stairs and entered the cold and*

*dimly lit schoolroom.*<sup>8</sup> From this passage; one can vividly imagine the conditions of the boarding school.

Jane describes her first months being very difficult, as she always lives with a fear not to make a mistake. Because there were many rules in the school, and it was very hard to follow them all. The following passage reflects what was going through her heart in that period: *“My first quarter at Lowood seemed an age; and not the golden age either; It comprised an irksome struggle with difficulties in habituating myself to new rules and unwonted tasks. The fear of failure in these points harassed me worse than the physical hardships of my lot”.*<sup>9</sup> Here we can feel the difficulties that all the girls were to overcome in order to survive in that place. It is not only the fear of Jane; it is the sufferings of hundreds of the young innocent girls living in Lowood.

From this passage it is clear that countless and absurd rules existed in the school, and girls who failed to obey them were punished severely, which made the school life even more difficult. Mr. Brocklehurst, a headmaster, visits the school rarely, however, having a very mean and vindictive personality, he enjoys the power he possesses, making girls tremble with fear in his presence, and using various punishments on the girls. Brocklehurst wants the pupils of Lowood School to be humble and pious and moreover, he cruelly limits their food rations. As a result, most of the time it becomes impossible to eat the awful food served to the girls. The following passage can be cited as proof of our point: *“Ravenous, and now very faint, I devoured a spoonful or two of my portion without thinking of its taste; but the first edge of hunger blunted, I perceived I had got in hand a nauseous mess; burnt porridge is almost as bad as rotten potatoes; famine itself soon sickens over it. The spoons were moved slowly: I saw each girl taste her food and try to swallow it; but in most cases the effort was soon relinquished. Breakfast was over, and none had breakfasted”.*<sup>10</sup>

One day, Mr. Brocklehurst visits the school and observes the discipline of girls. Jane accidentally drops the writing board on the floor, causing a loud noise and drawing everybody's attention. She is then forced to stand on a high chair in the middle of the room at the behest of Mr. Brocklehurst and is called a sinner and a liar. Having already received a negative comment about Jane by Mrs. Reed, Mr. Brocklehurst warns the girls and the teachers to stay far from the girl, stressing out that she may have bad influence on them: *“You must be on your guard against her; you must shun her example; if necessary, avoid her company, exclude her from your sports, and shut her out from your converse. Teachers, you must watch her: keep your eyes on her movements, weigh well her words, scrutinise her actions, punish her body to save her soul”.*<sup>11</sup>

In this passage, Mr. Brocklehurst urges everyone to beware of Jane, not to communicate with her. He intends to isolate her from everybody, emphasizing that the teachers have to constantly monitor her, pay attention to her actions and words, and if necessary, punish her body in order to educate her spirit.

Standing on a chair is shown as a common form of punishment, used to make the girls obedient by insulting them in front of others. They are often condemned to stand on the chair for a long time for even minor mistakes. In some cases, they had to stand on this chair outside in the cold weather. Lowood School trained girls to become teachers and governesses under a strict regime, and girls were constantly reminded of their low social status.

Sundays in the winter would be especially tiring. The girls would walk two miles in the cold to Brocklebridge Church, the patron of the school. During the service there, the girls would become paralyzed from the cold. While coming back, they felt as if the cold was rubbing their skin. The



writer describes their situation as follows: “How we longed for the light and heat of a blazing fire when we got back! But, to the little ones at least, this was denied: each hearth in the schoolroom was immediately surrounded by a double row of great girls, and behind them the younger children crouched in groups, wrapping their starved arms in their pinafores”.<sup>12</sup> In the work, it is also noted that schoolgirls who lived in difficult conditions in most cases fell ill, and were sent home in a very hard condition, and sometimes they died there: “Many, already smitten, went home only to die: some died at the school, and were buried quietly and quickly, the nature of the malady forbidding delay”.<sup>13</sup>

Thus, 80 schoolgirls living in Lowood suffered from cold rooms, poor food and unsuitable clothing. Therefore, many of them became seriously ill when the typhoid epidemic broke out. Jane's friend Helen also ruined her health and died in her arms.

However, Jane never gives up, she doesn't lose her hope for a better life, does not tire of fighting, at the end of the novel she finds her place in society and becomes a successful governess (a woman who is hired to educate and raise the children of a rich family and lives in their household). Although she is a poor orphan girl, she is a self-respecting character who can stand firm in her views.

*My world had for some years been in Lowood: my experience had been of its rules and systems; now I remembered that the real world was wide, and that a varied field of hopes and fears, of sensations and excitements, awaited those who had courage to go forth into its expanse, to seek real knowledge of life amidst its perils.*

At those times, many middle-class families sent their young daughters to boarding schools with such harsh conditions. In her book “The Brontës and Education”, Marianne Tormahlen brings the descriptions of the conditions in boarding schools: “As the many tales of horror schools in nineteenth-century literature remind us, badly run schools posed dangers to children's physical and mental health, sometimes to their lives. It was hard for parents to ascertain just how well managed a school was”.<sup>14</sup>

### 3. CONCLUSION

In conclusion, by reading about all the events that happen to Jane Eyre from the beginning to the end of the novel, that is, the heroine's sorrows and pains in this school, her difficulties, her struggles to survive and be happy, and of course, her strong will. It shows how hard life is for poor and weak girls, and how painful it is to get an education. In addition, we see in the work that the girl, whose appearance is not very attractive, won the love of her master with the lack of her inner world, the beauty of her behavior. The author deliberately creates the character in the image of a woman who is not beautiful. Through this, he draws the reader's attention to human qualities, which are more important than external beauty, to the image of an educated person.

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**EMPLOYEES JOB SATISFACTION AT LOYAL WORLD  
SUPERMARKET IN MYSORE CITY - A CASE STUDY**

**Thriveni P\*; Dr Linus Benedicta D' Souza\*\***

\*Assistant Professor,  
Research Scholar,

Srinivas University, Mangalore Maharani's Women's Commerce & Management College,  
Mysore, Karnataka, INDIA

Email id: thrivenip1981@gmail.com

\*\*Research Guide,

Srinivas University, Mangalore, Karnataka, INDIA

Emil id: linusbenedictapinto@gmail.com

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**ABSTRACT**

*The focus of the study was to analyze the level of Employees Job Satisfaction. The primary data was collected from forty employees of Loyal World Supermarket in Mysore City by distributing structured questionnaire. The data was analyzed by using frequency and percentage analysis, followed by pie diagrams. The study entitled employees job satisfaction in the Loyal World is an academic endeavor, to enhance the knowledge of job satisfaction and its impact on employee productivity with special reference to the Loyal World. The study reveals that employee involvement is a major variable that contributes to employee's job satisfaction.*

**KEYWORDS:** *Job Satisfaction, Loyal World, Employees Productivity, Organizational Workplace Skill.*

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**INTRODUCTION**

Job Satisfaction is the condition or the state of nature at which the employees express their gratitude towards the organization (P. E. Spector1997). Job satisfaction creates a high level of motivation among the employees to involve in the various organizational activities. The high extent of employee participation may lead to employee job satisfaction, followed by employee productivity (Komal Khalid, et.al 2007). The organizational work-life balances, as well as optimal work stress, are the major factors influencing employee's job satisfaction. The style of organizational leadership, social relations, addressing of employee grievances, and unbiased working environment will be an added advantage to creating employee job satisfaction (Pavithra Dhamija, et.al 2017). It is further noted that superior-subordinate relationships social status and recreational activities in organizations contribute to employee's job satisfaction. (Ikechukwu Emmanuel, et.al 2019). Job satisfaction relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling of attainment of any goal or objective. Job dissatisfaction brings an absence of motivation at work.

**Company Profile**

World Group is a family-owned retail business with about thousand five hundred employees, that mostly operates in South India and generates annual sales of over three hundred crores. The

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largest industry, it serves as a grocery store or supermarket, but it also works in the hospitality, marketing, and real estate sector. With Loyal World Market, the convenience of a supermarket is mixed with the knowledge and service of a specialty store, and services are provided with a focus on the needs of the customer. To determine and provide what is best for the customer at an affordable price, supported by offers, the loyal world is designed to transform a store from just a place to shop for groceries into a destination offering discoveries, a place for human connection, and services at the highest level of human dignity. Many years (during 2000 or so) it was a much supermarket, rather a relatively bigger grocery shop in today's scale. That was time the word super market had a very different meaning and impression. The first branch of Loyal World in Mysore city at V V Mohalla started its business operations in the year 2014.

## **History and Evolution of Loyal world Supermarkets**

The family's commercial stream began in 1918 with traders who left southern India for Burma, Ceylon, and the Middle East. The first generation settled in Tamandu after returning from their cross-country travels during the Second World War.

Throughout the subsequent generations, the organization, which was founded on the strong democratic traditions of the country, gradually grew, with a significant presence in southern India and the Middle East. Under the main company Loyal World Stores, the two more significant groups are retail and wholesale ([www.loyalworld.co.in](http://www.loyalworld.co.in)).

The lack of a fantastic neighbourhood grocery store that served all financial classes and offered the ideal combination of products and ranges along with top-notch service and expertise at a relatively affordable price became apparent to us in recent years, amidst such development. This motivated us to launch Loyal World Market, a world of Goodness in 2014, the first grocery shop of its sort (Darrel Rigby, 2011). We intend to revive the need for people to want to see, touch, and smell their fresh food as in the past, which led to an effective and more focused state of value addition and customer interaction, in the age of technology and virtual markets

## **Conceptual Framework**

The global trend that has an impact on a few enterprises is job satisfaction. For better competitive levels and organizational success, job satisfaction among employees is crucial. The level of one's job satisfaction indicates how much one like or despises their current position. Job satisfaction, which is the positive emotional state brought on by the enjoyment of one's work, has a significant impact on organizational performance (Barriball, et.al 2007).

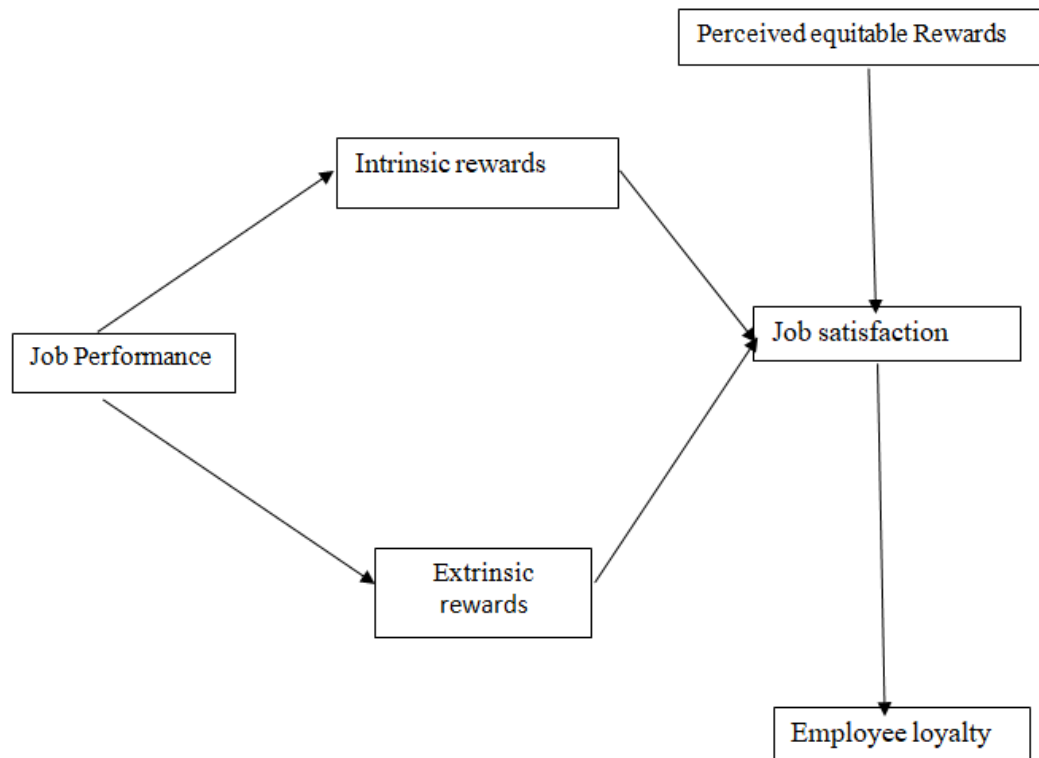
Employee productivity can be enhanced by achieving better happiness. Employee productivity will increase if the workers are happy with their jobs. Job satisfaction is the highest level of fulfillment that employees can experience with their work, employer, and organization, and it has the power to influence both parties' future growth and development (Juha Huttunen, 2019).

Job Satisfaction is a general attitude that is the result of many specific attitudes. It is essential to make a distinction between job satisfaction from job climate and job involvement. Job satisfaction is an effective or evaluative state while the concept of climate is a descriptive, cognitive, and non-evaluative construct.

## **Review of Literature**

It has been demonstrated that receiving financial incentives significantly affects how happy employees are with their jobs. Multiple theoretical models of job happiness were put forth by

Brikend Aziri (2011). A study worker's sense of success and accomplishment at work is referred to as job satisfaction. In general, people believe that it has a direct impact on both personal happiness and productivity. Working a job you enjoy, doing it well, and getting paid for it all contribute to job happiness. Additionally, job satisfaction signifies excitement and joy in one's profession. The study emphasizes how crucial Lawler and Porter's concept of job satisfaction is (Lawler and Porter, 1967).



**Figure shows Lawler's and porter's model of Job Satisfaction (Lawler and Porter 1967)**

There is a significant impact on how employees perceive the nature of their work and the degree of overall job satisfaction. It has been demonstrated that receiving financial incentives significantly affects how satisfied employees are with their jobs. According to Shweta Rajput, Mayank Singhal, and Shivkant Tiwari (2016), one of the main issues managers face nowadays when it comes to managing their staff is ensuring job satisfaction and employee loyalty. Hoppock introduced the phrase "job satisfaction" to the general public (1935). "Any combination of psychological, physiological, and environmental variables that cause an individual honestly to claim I am content with my job," according to Hoppock, is what constitutes job satisfaction. An offshoot of socio-psychology is job satisfaction. Job satisfaction or contented employees add up to employee loyalty, and the organization's brand image, and are therefore important factors in organizational branding. The following groups of numerous variables were found to influence job happiness in the study:

- Career Advancement
- Company Policies
- Compensation
- Morale values
- Creativity
- Independence (Autonomy)
- Security
- Social status
- Recognition
- Responsibility
- Working Conditions
- Superior -Subordinate relationship

The study's findings support the assertion that there is a sizable influence on how employees perceive the nature of their work and the degree of overall job satisfaction. Employees' total job happiness is significantly impacted by financial benefits.

A study done by Mayuri Chaturvedi and Sumedha Raavi (2018) conducted a study on Employee Job Satisfaction in different Sectors (Public, Private, and IT). From the study, it was found that irrespective of sectors of employment the factors affecting the satisfaction of the employee are good pay, promotions, good working conditions, workload and stress level, respect from co-workers, relationship with supervisors, and financial rewards. More importantly, work culture and superior Vs subordinate relationships predominantly determine job satisfaction.

Further, the study by Aparna J Varma, Kotresh Patil, Ravishankar S Ull, A. N Santosh Kumar, and T P Renuka Murthy, (2018) noted that the organizations are no longer will be sustainable in the term unless they have the support of enriched human resources. Job satisfaction is one of the most important tools, which can be used for employee enrichment. According to the report of the study, neither employee loyalty nor job happiness will be attained unless the company views its employees as assets. Employee commitment is a factor that includes avoiding excessive workload, treating the employee with respect, providing recognition and rewards, providing fringe benefits, and having positive management,

According to Maruti Sriram and Remya Latha Bhavan's observation in 2020, the dedication of the organization's management and personnel is influenced by job satisfaction. From the study, it was found that job satisfaction is influenced by the factors such as Job-Related Factors (Absenteeism, Job Role, Job Performance), Personal Characteristics (Age, Gender, and number of Years of Service), Work Environment (Recruitment, Selection, Promotion, Appraisal), Positive Relationship (Honesty, Caring, Positive Communication with co-workers), Organizational Structure (Growth Technology, Customer needs), Management Style (Morality, Employee Commitment), Job Stress, Leadership Career development, and rewards.

WasifInayat and Muhammad Jahanzeb Khan (2021), noted that Job satisfaction is the positive and negative feelings of an employee towards his job or it is the amount of happiness connected



with the job. It is highlighted that Job satisfaction is one of the complex areas, consisting of various kinds of feelings and conditions. As the environment becomes competitive and complex day by day, the importance of job satisfaction and its relationship with employees' performance increases along with organizational commitment. The study identified the following independent variables influencing job satisfaction.

- Quality of work
- Knowledge of job
- Man-hour (Organizational) Productivity
- Adaptability
- Dependability on the job
- Initiative and resourcefulness by the management and the employees
- Leadership qualities
- Interpersonal relations
- On-the-job performance

According to the study, increasing staff performance, including work quality, productivity, and leadership skills, is one of the more evident contributors to employees' job happiness.

### **Significance of the Study**

The present study aimed to analyze the level of employee job satisfaction. The current study also explored the factors influencing employee job satisfaction as well as transforming employees as organizational assets. The dissatisfied employees are found to be less productive and more prone to absenteeism and turnover or attrition. Organizations require initiating innovative measures to enhance employee productivity followed by job satisfaction.

The general job satisfaction feedback will assist in quantifying the percentage of satisfied employees and different areas of compensation, benefits, training, and superior-subordinate relation in connection with enhancing organizational performance.

### **Objectives of the study**

1. To analyze the satisfaction level of employees towards the salary.
2. To understand the working environment of the employees.
3. To analyze employee work freedom in the organization.

### **Research Methodology**

Primary data: Primary data was collected from the Employees of Loyal World through a structured Questionnaire. The statements included personal profile details as well as components of job satisfaction.

Secondary data: Secondary data was collected from the company records, publications in Journals, Newspapers, and websites.

Phases involved:

- Research approach: Survey method

- Research instrument: Questionnaire
- Contact method: Personal contact
- Data analysis: percentage analysis
- Sampling unit: Employees of Loyal World
- Sample size: 40
- Sampling method: Convenient sampling method for the present study, the sample consisted of 27 Female and 13 Male employees from the Loyal World in Mysore city.

**Data Analysis**

The processing of data implies editing, coding, classification, tabulation, and presentation of collected data so, that they are enabled for data analysis.

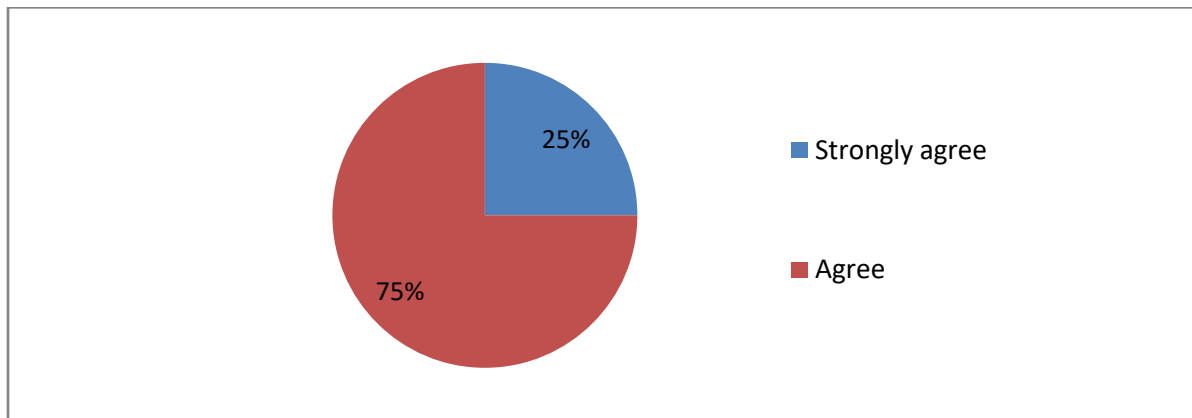
1. I feel proud to be a part of this organization.

**TABLE- 1: SHOWS THE EMPLOYEES LOYALTY TO THE COMPANY**

**Source: Primary data**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	10	25 %
2	Agree	30	75 %
3	Sometime	0	0 %
4	Disagree	0	0 %
5	Strongly disagree	0	0 %
	Total	40	100%

**Figure-1: Shows the Employees Loyalty to the Company**



**Analysis and Results:** According to the table and figure-1, it can be concluded that 25% of employees strongly agree to be part of this firm, while 75% of employees say they are proud to be employees of this firm.

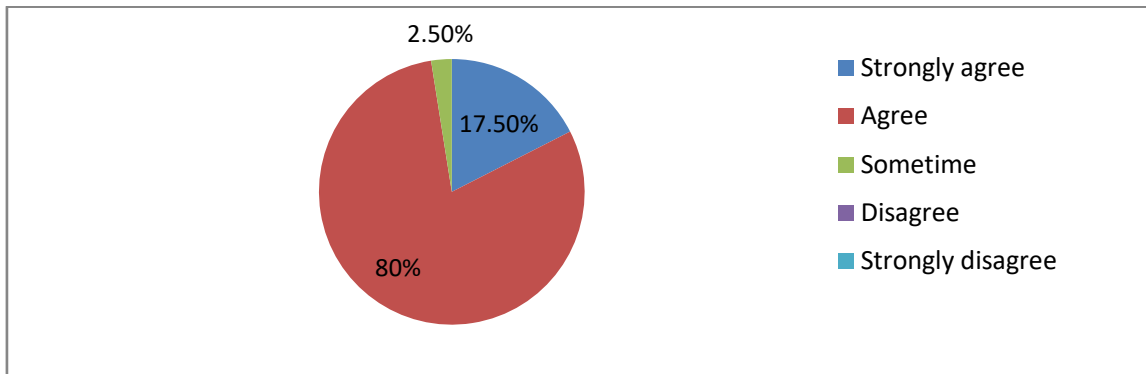
2. The success of this organization is because of the work-oriented employees.

**TABLE- 2: SHOWING THE QUALITIES OF GOOD EMPLOYEES**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	7	17.5 %
2	Agree	32	80 %
3	Sometime	1	2.5 %
4	Disagree	0	0 %
5	Strongly disagree	0	0 %
	Total	40	100%

Source: Primary data

**Figure- 2: Shows the Qualities of Good Employees**



**Analysis and Results:**

According to the table and figure- 2, 80% of employees say they agree success of this organization is because of the work-oriented employees, 17.5% of employees strongly agree, and 2.5% of employees say they occasionally agree.

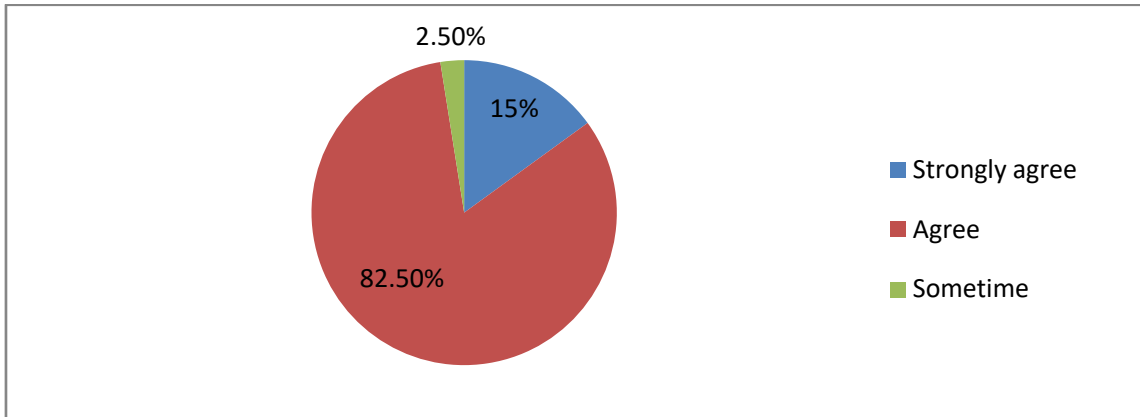
3. I refer to my friends that this is a good place to work

**TABLE: 3 SHOWS EMPLOYEES COMMITMENT TO THE COMPANY**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	6	15 %
2	Agree	33	82.5 %
3	Sometime	1	2.5 %
4	Disagree	0	0 %
5	Strongly disagree	0	0 %
	Total	40	100%

Source: Primary data

**Figure: 3 Shows Employees Commitment to the Company**



**Analysis and Results**

The data in the table above indicate that 82.5% of employees say they are willing to work for this company, 15% of employees strongly agree, and 2.5% of employees occasionally promote this company to friends because it is a good place to work.

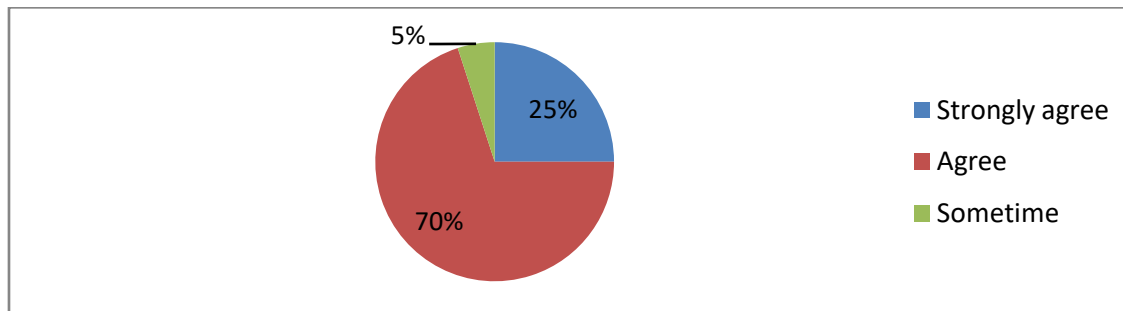
4. Is your job makes use of your skills and abilities.

**TABLE-4: SHOWS THE JOB SATISFACTION OF THE EMPLOYEES OF THIS COMPANY**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	10	25 %
2	Agree	28	70 %
3	Sometime	2	5 %
4	Disagree	0	0 %
5	Strongly disagree	0	0 %
	Total	40	100%

Source: Primary data

**Figure-:4 Shows the Job Satisfaction of the Employees of this Company**



**Analysis and Results:** Based on the data in the table above, it can be concluded that 25% of employees strongly agree that job makes use of their skills and abilities, 70% of employees y agree that job makes use of their skills and abilities and 5% of employees say they use their skills and abilities to do their job.

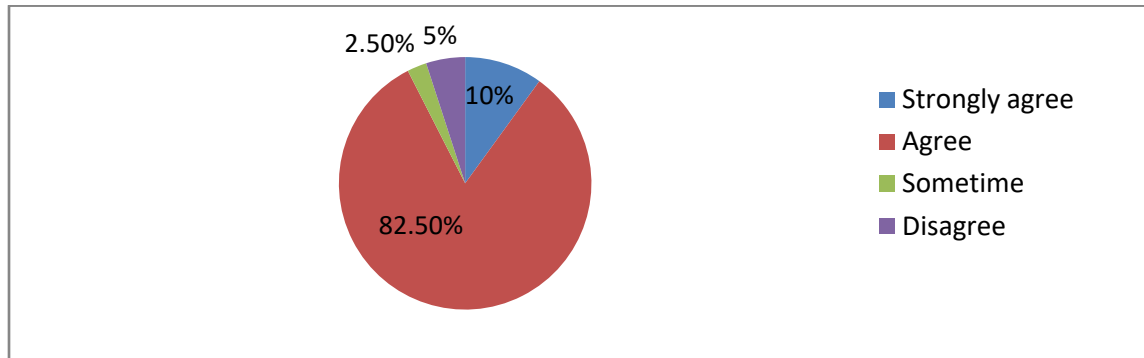
5. My job description matches my profile

**TABLE-5: SHOWS THE SELF CONFIDENCE OF THE EMPLOYEES**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	4	10%
2	Agree	33	82.5 %
3	Sometime	1	2.5 %
4	Disagree	2	5 %
5	Strongly disagree	0	0 %
	Total	40	100%

Source: Primary data

**Figure-5: Shows the Self Confidence of the Employees**



**Analysis and Results:**

According to the above table, 10% of employees strongly agree, 82.5 % of employees agree, 2.5 % of people occasionally disagree, and 5% of employees dispute that their job description matches their job profile.

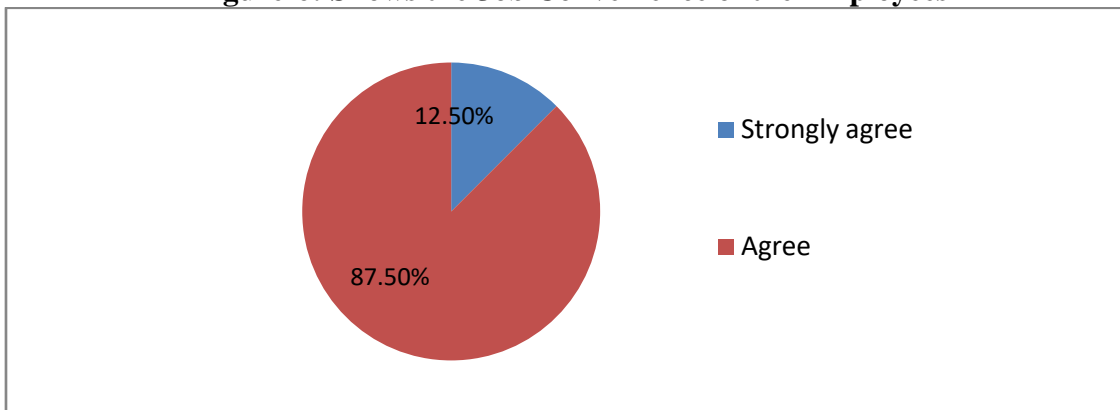
There is working time flexibility which I enjoy

**TABLE-6: SHOWS THE JOB CONVENIENCE OF THE EMPLOYEES**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	5	12.5%
2	Agree	35	87.5 %
3	Sometime	0	0 %
4	Disagree	0	0 %
5	Strongly disagree	0	0 %
	Total	40	100%

Source: Primary data

**Figure-6: Shows the Job Convenience of the Employees**



**Analysis and Results**

Based on the data in the table above, it can be seen that 87.5% of employees agree and 12.5% strongly agree that they have enough flexibility in their jobs.

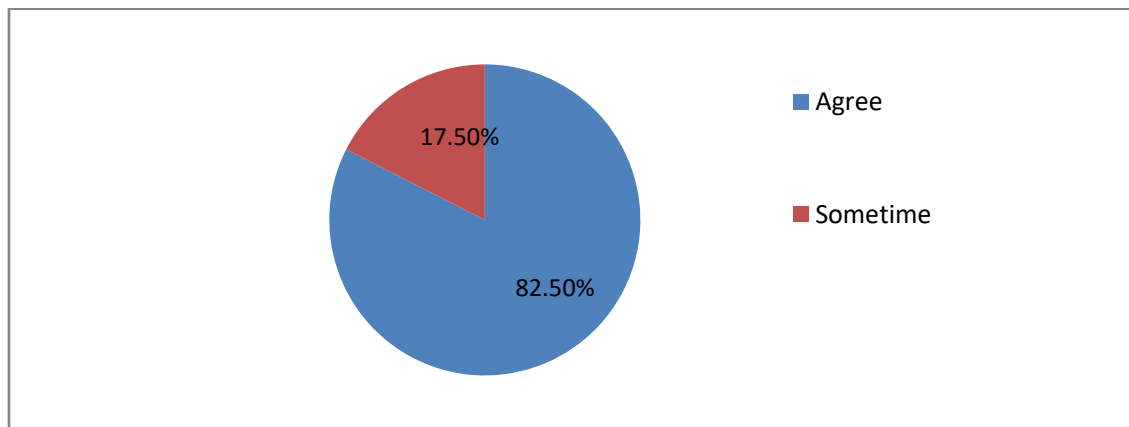
7. I do not experience work stress

**TABLE-7: SHOWS THE EMPLOYEES SATISFACTION**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	0	0 %
2	Agree	33	82.5 %
3	Sometime	7	17.5 %
4	Disagree	0	0 %
5	Strongly disagree	0	0 %
	Total	40	100%

Source: Primary data

**Figure: 7 Shows the Employees Satisfaction**



**Analysis and Results**

Based on the data in the table above, it can be seen that 87.5% of employees agree and 12.5% of employees strongly agree that they have enough flexibility in their jobs.

Payment (salary) is according to the performance.

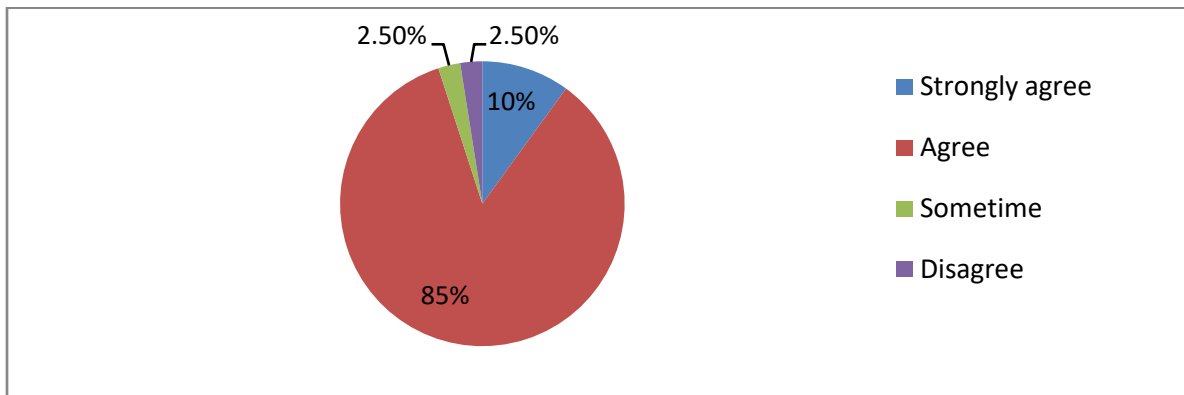


**TABLE- 8: SHOWS EMPLOYEES PAY SCALE ACCEPTANCE**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	4	10 %
2	Agree	34	85 %
3	Sometime	1	2.5 %
4	Disagree	1	2.5 %
5	Strongly disagree	0	0 %
	Total	40	100%

Source: Primary data

**Figure: 8 Shows Employees Pay Scale Acceptance**



**Analysis and Results**

According to the above table, 10% of employees strongly agree, 85% of employees agree, 2.5% of employees occasionally disagree, and 2.5% of employees dispute that their job description matches your job profile.

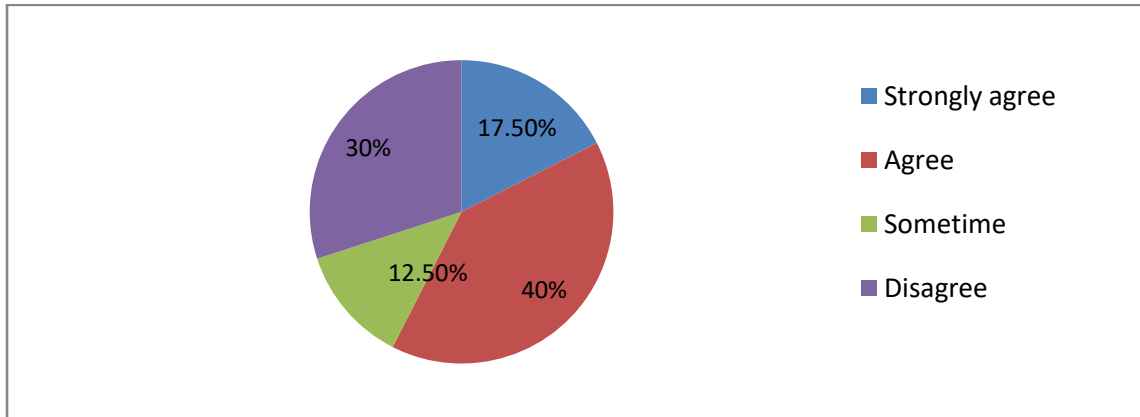
The company benefits meet my needs.

**TABLE: 9 SHOWS THE EMPLOYEES POSITIVITY**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	7	17.5 %
2	Agree	16	40 %
3	Sometime	5	12.5 %
4	Disagree	12	30 %
5	Strongly disagree	0	0 %
	Total	40	100%

Source: Primary data

**Figure: 9 Shows the Employees Positivity**



**Analysis and Results**

According to the aforementioned chart, 85% of workers feel that their compensation is appropriate for the job they do. Based on the data in the table above, it can be deduced that 17.5% of employees strongly agree, 40% agree, 12.5% agree occasionally, and 30% disagree that their employer meets their demands.

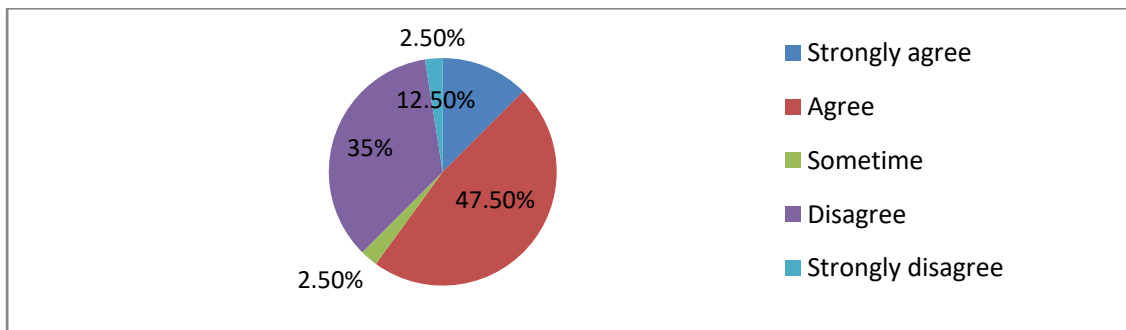
My job contributes to company productivity.

**TABLE: 10 SHOWS THE PROGRESS AND DEVELOPMENT OF THE COMPANY**

No	Particulars	Respondent	% of Respondents
1	Strongly agree	5	12.5 %
2	Agree	19	47.5 %
3	Sometime	1	2.5 %
4	Disagree	14	35 %
5	Strongly disagree	1	2.5 %
	Total	40	100%

**Source: Primary data**

**Figure: 10 Shows the Progress and Development of the Company**



**Analysis and Results**

According to the above table, 12.5% of employees strongly agree, 47.5 % of employees agree, 2.5 % of employees occasionally, 35 % of employees disagree, and 2.5 % of employees strongly disagree that their employer meets their demands.

## Findings

- 75% of the employees agreed that they are proud to be a part of Loyal World Company.
- 70% of the employees agreed that their job skills and abilities are used and they have got job satisfaction.
- 87.5% of the employees feel that they have flexibility, safety, and healthy working condition.
- 85% of the employees agree that they are happy with the salary of this organization.

In aggregate most of the employees are satisfied and happy with their involvement and recognition by the management.

## Suggestions

- Co-workers' coordination needs to be strengthened.
- Some of the employees feel that they have not been recognized so, they should be recognized by the management.
- Should foster friendly working relationships throughout the organization.
- Management should discuss the problems faced by the organization to take new ideas from them.
- The company's rules should be written such that, through word-of-mouth and other means, the workers at the bottom of the organizational pyramid might become assets and even organizational celebrities.

## CONCLUSION

This study will help to comprehend Loyal World's employee's relationship with the management. Each time management conducts a survey to determine the degree of employees work satisfaction, a new question should be asked to ensure that the employees will respond honestly and accurately. The management should solicit employee's feedback on their jobs to understand, how satisfied the employees are with their work. This will serve as one of the metric used to assess employee work satisfaction. Management must examine the situation and take into account any issue that the staff may be having, in addition to conducting exit interviews. According to the aforementioned survey, one of the most crucial factors in the organization's growth is employee involvement. Employee participation in the Loyal World is quite strong in every area. Working at Loyal World makes the employees proud to be their staff. The fact that the management appreciates the employee's efforts makes the workers happy. At Loyal World Mysore, the majority of employees are content with the company culture.

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<https://mysore.ind.in/loyal-world>

## PROBLEMS OF THE DEVELOPMENT OF PROFESSIONAL QUALIFICATIONS IN EDUCATION

Abdurahmonova Dildora Alijon qizi\*

\*Teacher,

Department of "Mathematics and Information Technologies in Education",

Tashkent State Pedagogical University named after Nizami,

Tashkent, UZBEKISTAN

Email id: dildora\_abdurahmonova@mail.ru

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### ABSTRACT

*The article is devoted to the analysis of the specifics of professional and pedagogical activity, the directions, types and forms of professional development of teachers of professional education; to the general determination of the importance of continuing education in the professional and pedagogical sphere.*

**KEYWORDS:** *Qualification, Professional Training, Teacher, Professional Standard.*

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### INTRODUCTION

In modern education, it becomes more and more obvious that no changes in education are possible without fundamental changes in the professional consciousness of the teacher. In turn, the change in the professional consciousness of the pedagogical community should be inextricably linked with cardinal changes in the attitude of various strata of society towards the pedagogical class.

As you know, everything is known in comparison. Therefore, in order to continue talking about the key competencies and the competency-based model of a teacher, it is necessary to compare the competency-based approach with traditional, subject-based learning, identifying its most well-known features. The competence approach in education is based on the following principles:

- Education for life, for successful socialization in society and personal development;
- Assessment to enable the student to plan their own educational results and improve them in the process of continuous self-assessment;
- Various forms of organization of independent, meaningful activities of students based on their own motivation and responsibility for the result;
- A matrix management system, delegation of authority, involvement of parents, students and people from the external environment in the management of the educational institution and the evaluation of its activities.

The position of the teacher changes fundamentally, he ceases to be, together with the textbook, the bearer of the "objective meaning" that he is trying to convey to the student. Its main task is to motivate students to show initiative and independence. He must organize independent activities



of students in which everyone could realize their abilities and interests. In fact, he creates conditions, a “developing environment”, in which it becomes possible for each student to develop certain competencies at the level of development of his intellectual and other abilities, in the process of realizing interests and desires in the direction of the goals.

The basic competence of a teacher lies in the ability to create, organize such an educational developmental environment in which it becomes possible to achieve the educational results of a child:

- ✓ Be able to define goals;
- ✓ Be able to include students in different types of work, taking into account inclinations, features, interests;
- ✓ Be able to use a variety of techniques and ways to include students in a variety of activities;
- ✓ Be able to organize and manage group project activities of students;
- ✓ Be able to be an expert;
- ✓ Be able to carry out the reflection of activities;
- ✓ Be able to organize a discussion and participate;
- ✓ The ability to create a creative atmosphere.

The achievement of professionalism and mastery is what every current student always strives for, and in order to master these skills, there must be purposeful work on oneself. All the skills inherent in a true professional are formed on the basis of practical experience. However, not every experience becomes a source of professional excellence. Such is only labor, meaningful from the point of view of its essence, goals and technology of activity. Pedagogical excellence is the harmony of personal and business qualities and professional competence of the future teacher. A professional, first of all, differs from the rest by the nature of constructive activity, taking into account near and far prospects. For example, when preparing and developing a lesson on a specific topic, the masters take the entire knowledge system of the student as a basis and plan the result that they want to get in a few years. Among the main difficulties that stand in the way of the future teacher are organizational and communicative activities. The ultimate goal of such a teacher is usually lost in the turmoil of everyday life, so the design is carried out taking into account only the immediate prospects. And the main reason for these difficulties is the lack of development of constructive skills, in particular, prognostic ones. The main difference in the structure of knowledge of ordinary teachers and professionals is the constant improvement of knowledge of the psychology of children.

Professionalism can be called such a property of people, in which there is a systematic, effective and reliably performed complex activity in various conditions. It reflects a certain degree of mastery by a person of the psychological structure of professional activity, which corresponds to the standards and objective requirements existing in society. To master professional skills, the teacher must show the ability, desire and character, readiness for continuous improvement. Even people who are not related to pedagogy understand that getting a diploma by a graduate is not yet a sign of his professionalism. After all, relatively recently he was called a "young specialist", meaning that he still needs some time to become a professional. Therefore, the presence of a diploma, a certificate that confirms the level of qualification of a graduate (and often just a body of knowledge in a certain professional field) is not a sufficient condition for the subsequent

development of professionalism. The basis of professionalism is professional competence. This issue was considered by both domestic and foreign scientists. There are quite a lot of interpretations of professional competence, it is "in-depth knowledge", and "the state of adequate task performance", and "the ability to actual performance of activities" and others. For the most part, this concept is used intuitively to express a high level of qualification and professionalism. Professional competence is defined as a characteristic of the quality of specialist training, the potential for the effectiveness of labor activity. In pedagogy, it is more often considered as "the level of education of a specialist". In short, this concept is between performance and perfection.

One of the main qualities of competence is the ability to independently acquire new knowledge and skills, as well as apply them in practice. Professional competence begins to form already at the stage of professional training of a future specialist. But if we consider training in a pedagogical university as a process of forming the foundations, inclinations, prerequisites, professional competence, then training in the advanced training system is already a process of developing and deepening professional components.

It is necessary to distinguish between the psychological meaning of the concepts of "competence" and "qualification". Assigning qualifications to a specialist requires him not to have experience in this profession, but to comply with the knowledge and skills acquired in the process of training with the educational standard. Qualification is the degree and type of professional training (training) that allows a specialist to perform work in a particular workplace. The specialist first acquires qualifications, and then the relevant professional experience will only begin to take shape. For the improvement of professional skills and pedagogical skills, the individual qualities of the future teacher are of no small importance. Pedagogical theory evaluates the teacher mainly as the leader of the educational process, which means that the teacher has mastered great skills and certain personality traits.

What then should be a modern teacher? For the most part, this is a comprehensively developed personality with a businesslike and creative approach to the learning process; his specialty, as well as in all related areas - psychology, philosophy and others, this is a person who loves children and his profession, striving to form a comprehensively developed personality in each of his students, and also this personality is quite fair, but demanding.

Being a teacher is a big responsibility, because they are responsible not only for the knowledge that they give their students, but also for their further preparedness for studying at higher educational institutions, for work and life in general. If a student chooses the profession of a teacher, he must be balanced, calm, have a correct and understandable speech for everyone, must find a common language with any student, be both fair and demanding to everyone equally, including himself, must be able to cooperate with colleagues at work, psychologists, doctors and parents of their students. Pedagogical activity and, as a result, professionalism requires the individual to constantly improve their knowledge and search for new technologies, methods and means that meet modern requirements.

A teacher-master has the right to be called only one who has dedicated his life to children, who himself has all the qualities that he instills in his students. The new generation can only be brought up by a teacher who thinks in a new way and works creatively. In the process of mastering the skill, the teacher must constantly communicate with more experienced colleagues, study and creatively apply their experience.

Pedagogical excellence also takes into account the personal qualities of a teacher, which include strong conviction, high morality, civic responsibility, humanism - in a word, he must be a model, an ideal for his students. Of great importance is the ability of the teacher to quickly find contact with people, communicate with them, avoiding conflicts, because communication is the basis of pedagogical activity.

The behavior of a teacher, his relations with colleagues, with students and their parents must be subject not only to national, but also to universal norms of morality. The teacher should build his activity on the basis of the norms (rules) of pedagogical tact and ethics, subordinating his behavior and worldview to them. Professional ethics helps the teacher, even in difficult situations, to remain calm, self-possessed, which ensures successful activity and increases his authority in the team.

Thus, having professional skills, adhering to professional competence and improving their pedagogical skills, an ordinary teacher can become a professional in his field.

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## AHMAD YUGNAKI'S ARTISTIC "HIBAT UL-HAQAIQ"

Shahnoza Muhitdinovna Rahmonova\*

\*Doctoral Student,  
PhD,

Alisher Navoi Tashkent State University of Uzbek Language and Literature,  
Tashkent, UZBEKISTAN

Email id: shahnoza.raxmonova86@gmail.com

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### ABSTRACT

*This article discusses the metrical characteristics and measuring capabilities of such epic poem "Hibatul-haqaiq" by the author Akhmad Yugnaki's. Analyzed the use of metrics for thematic improvement in the epic. In some places, attitudes were expressed towards existing views in literary criticism.*

**KEYWORDS:** *Epic, Genre, Meter, Aruz, Masnavi, Khazaj.*

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### INTRODUCTION

In Uzbek literature, one of the examples created in the context of pandnoma is Ahmad Yugnaki's work "Hibat ul-haqayq". Literary scholar N. Rahmonov informs that there are five copies of the work "Hibatul-haqaiq" and that these copies have minor differences from each other.<sup>1</sup> The oldest of these copies was copied in Uyghur script in Samarkand by a calligrapher named Zaynul Abidin in 1444, and went to Turkey for various reasons. The Arabic script of this book was copied in the old Turkish-Uighur script by a person named Abdurazzaq Bakhshi who moved from Turkestan to Turkey in 1480. Currently, all three copies are kept in Istanbul. Later, two more copies of this book were found, and now there are five copies of the book manuscript.

Alisher Navoi says about Ahmad Yugnaki in his work "Nasaimul-Muhabbat": "Writer Ahmad is also a member of the Turkish people. What is strange in A's work is mankuldur (that is, strange events are omitted). It is said that his eyes are full of eyes, and he is not at all visible. Being a blind man, he is not as blind as other blind men. But a person who is very intelligent and wise and ascetic and devout is a man."<sup>2</sup>

The information provided by Navoi about the poet's blindness, as well as the information provided by the scribes who copied "Hibat ul-haqayq", it is understood that the work was recited orally by a writer and written down by some scribe.<sup>3</sup> "Hibatul-haqaiq" consists of 254 verses and 14 chapters. The writer also provides information about this in his work:

*Туха қормас эрди адибнинг кози,*

*Тузаттим бу он торт баб ичра сози.*

(Content: The writer was born blind, but despite this, he composed the work in fourteen chapters).<sup>4</sup> However, the titles of some chapters have been omitted in the work. That is probably why the number of chapters has decreased. Ahmad Yugnaki continues the traditions of Eastern classical literature in the completion of "Hibatul-haqaiq". The work begins with a traditional praise, na't. The main objective is revealed in the fifth chapter. Adib Ahmad's goal is to draw

attention to the benefit of knowledge and the harm of ignorance, which is an important factor in educating a perfect person, characteristic of pandnoma literature, and convey to the reader<sup>5</sup>. Writer Ahmad believes that the key to human happiness is knowledge.

*Bilikbirlabilnursa'adatyoli,*

*Bilikbilsa'adatyolinibula.*

(Content: The path to happiness opens with knowledge, (so) be knowledgeable, seek the path of happiness).<sup>6</sup>

47. Bi-likbil-tibol-ti e-ran bil-gu-luk,

V - - / V - - / V - - / V -

Bi-lik-sizti-rik-la yi-tukkor-gu-lik.

V - - / V - - / V - - / V -

48. Bi-lik-like-r+ol-titiol-ma-ti,

V - - / V - - / V - - / V -

Bi-lik-size-saner-ka-**n+a**-tio-luk.

V - - / V - - / V - - / V -

(Content: The (name) of learned people became famous, but the ignorant (people) died alive, and this is a shame for him. Even if a learned person dies, his name will not be erased, and even if a person without knowledge is life, his horse is dead).<sup>7</sup>

So, the first, second, and third columns of the mentioned matla' bayts - sadr, ibtida, hashvlar are equal to the original sound form of faulun (V - -), and the last columns are aruz and zarb - the mahzuf form of faulun - active (V -). The phenomenon of wasl, which provides weight in four, is also important. In the cited stanza, the consonant "r" in the word "er" is combined with the consonant "ol" that comes after it, and the consonant "n" in the word "erkan" is combined with the consonant "a" in the word "ati" that comes after it to form a stem. The hija in the third stanza is read as "role", and the hija in the fourth stanza is read as "na".

45. Songakkayiliktekerangabilik,

Erankorkiaqlolsongakningyilik

(Content: A husband needs knowledge just as a marrow should have marrow, a husband's vision is intelligence, and a marrow's vision is marrow).

46. Biliksizyiliksizsongaktekhali,

Yiliksizsongakkasupulmaselik.

(Content: Without knowledge, it is as empty as a stump, and a stump without marrow is not beaten much).<sup>8</sup>

The four books of Adib Ahmed are written in a special book. The poet skillfully used the arts of takreer, tashbih, and tazad in the quartet and expanded the possibilities of weight. The rhyming words bilik, yilik, elik, chosen for the poem, increased the musicality of the quatrain.

15. Bu kun teksuvementinborudolyarin,

Eliktutachimg'aegirsamunga

(Content: If he reaches that day, let this day be praises (praises) to the one who will extend the hand of intercession on the Day of Judgment.)<sup>9</sup>

As in the byte, there was a delivery event with a weight requirement. Taslim is an aruz term meaning "emirmak" and refers to the method of dropping a letter from the stems of words to adjust their weight. <sup>10</sup>To better understand this phenomenon; let's analyze the byte based on the table:

Bu kun tek	<b>Su</b> vementin	dorudol	Yarin,
V - -	- - -	V - -	V -
Elik tut	Tachimga	Egirs	munga
V - -	V - - <b>V</b>	V - -	V -

In the second column of the first verse, we consider the hijabs "**su**", "**men**", "**tin**" to be long. Because in the Aruz system, the first appearance of a long syllable is represented by a closed syllable. Therefore, we marked these syllables with a hyphen (-). If we determine the meaning of the rest of the words in the verses, the following picture appears:

V - - / - - - / V - - / V -  
 V - - / V - - / V - - / V -

At first glance, it is a verse written in the weight of the mahzuf (columns and taqti: fauvlun fauvlun fauvlun fauwl V - - / V - - / V - - / V -). But why is the 1st syllable in the second verse so long? Shouldn't this hijab be short? Yes, actually this hijo should be short. Because the consonant "v" in the syllable "**su**v" is dropped and pronounced as "**su**". Since the word "**teksu**v" in the stanza was surrendered by the demand of weight, we used this word in the style of "**teksu**". In the original text it is expressed as "**teksu**v".

The following stanza also uses a surrender event with a weight requirement.

Yayalgan	<b>so</b> zyigtek	konisoz	shifa,
V - -	- - -	V - -	V -
Bubirsoz	Ozagi	Urulmish	masal.
V - -	V - -	V - -	V -

(Content: A false word is like a disease, a true word is a cure, and about this word (in ancient times) such a parable was woven). <sup>11</sup>In the quoted stanza, the occurrences of wasl and taslim are used in the same place.

In the text of the work "Hibat ul-haqaiq" there are errors related to weight. For example, in the chapter "What the Prophet said about the study of knowledge":

53. Biliklik bilikni edragan bolur,  
 Biliktatginey dost bilikqilur

(Content: A knowledgeable person distinguishes knowledge, friend, an enlightened person knows the value of knowledge).<sup>12</sup>



The quoted verse seems to have been written in a similar mahzuf. In fact, the first verse of the above verse is pronounced in the tone of fauwlun fauwlun fauwlun faal. However, it seemed to us that there was a flaw in the second line of the stanza. This situation is also evident in the pronunciation process. We match the byte to the columns and analyze it based on the table:

Biliklik	bilikni	Edragan	bolur,
V – –	V – –	V – –	V –
Bilik tat	<b>gi-n+ey dost</b>	Biliklik	qilur.
V – –	V – – V	V – –	V –

It seems that the word "friend" in the second verse reflects a simple long hija (–). In fact, according to the rules of the classical aruz, the word "friend" should represent a very long hija (V–). There are many such cases in "Hibat ul-haqayq".

In Eastern classical literature, epics with pandnoma content were created in the sari' bahri weights. We think that the reason for this is that Mutaqarib Bahr fully corresponds to the laws of finger weight.

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## METHODS OF FORMING STUDENTS' ARTISTIC ANALYSIS COMPETENCIES

**Saodat Irkinovna Kambarova\***

\*Associate Professor,  
Doctor of Philosophy in Pedagogical Sciences (PhD),  
University of Literature,  
Tashkent state Uzbek language named after Alisher Navoi,  
Tashkent, UZBEKISTAN  
Email id: saodat7373@mail.Ru

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### ABSTRACT

*The article talks about the knowledge and competences formed in students by analyzing the characters of the work of art according to the system of images, as well as ways to educate their aesthetic taste and spiritual qualities.*

**KEYWORDS:** *Analysis, Character Analysis, Character, Independent Reading, Mental Image, Design.*

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### INTRODUCTION

It is known that the reader chooses a work of art for reading based on his needs and interests. However, the teacher can recommend a few of the works for the student's age characteristics, cognitive processes, free choice. Based on these requirements, it is appropriate to recommend independent reading of the works of the talented writer Nazar Eshanqul to students of upper grades of general secondary schools. Just as every person has his own spiritual world and way of thinking, the artist as a unique individual shows his uniqueness through his works. In the work of Nazar Eshanqul, these aspects are manifested in the example of the priority of ethical and aesthetic issues and the renewal of principles in the artistic-philosophical interpretation of personality.

### THE MAIN PART

In the works of the writer, first of all, the synthesis of the traditions of Eastern and Western literary processes in accordance with the phenomenon of creative feeding from examples of folklore. it is observed that the influence of Franz Kafka's works, in particular, interpretations [4;231–417-b]. These aspects can be seen in the closeness of the features of expression in terms of form and content to a certain degree, in the representation of the generalized view of life by referring to myths and symbols. In the understanding and explanation of a person, the artist tries to embody the ideological gaps, the mood of manhood, and the changes in the mentality of the people through symbols and signs. The fact that the ideological, thematic and expressive features of his works, polished in various symbols, have been attracting the attention of many literary critics as a reflection of the artist's skill is a reflection of the rise in the creative phenomenon of Nazar Eshanqul.

The choice of the way to study the work is based on a whole set of issues, such as the level of knowledge of the students, the experience of analysis, the intended goal, the relevance of the

studied topic from the point of view of literary studies. But the most interesting methodological findings during the analysis can become useless if they become a template. "The problem of reading, the problem of formation of readership, the reader's spiritual world is still the most urgent scientific problem," writes the Russian scientist O. Yu. Bogdanova continuing to give preference to methods of work that provide an understanding of poetics

will continue. It is no coincidence that the main component of literary education is reading and studying the work, interpreting it" [1;13-b].

Choosing analysis methods is not an easy task. It depends more on the literary genre. Lyrics require different methods of analysis than epics and dramas. Analysis...in the process of reading a literary text can be in the form of a teacher's explanation, in the form of a detailed review of the work, in the form of describing the characters or identifying the means of visual expression... Deep meaning is the first step of literary analysis and is the main condition. Analysis is always known focus on the goal determines its form and content" [7; 21-b].

When designing an analysis, the question arises as to which of a number of instructional strategies is preferable. Determining the content, composition, writing style of the work, bringing the reader closer to the author's point of view remains the main task of educational technologies. For example, the effective use of a number of innovative technologies such as "SWOT - universal analysis", "Case-study", "Problem situation" is used to evaluate the role and artistic function of the characters in the subject of the work, to describe the common and different aspects of the character of the characters, and to solve life problems independently decision-making skills that is important because it guarantees the expected results in improvement.

In particular, "SWOT - universal analysis" method has great potential in determining the strengths, weaknesses, opportunities and threats of the images and forming the analysis competence.

This strategy is a tool for organizing specific problems or projects, analyzing and evaluating the situation, and it forms the skills of systematic thinking, comparison, comparison and analysis in the student. For example, the application of this strategy to the analysis of characters in Nazar Eshanqul's story "Shamolnitutibbo'lmaydi", which can be recommended for independent reading in the 9th grade of general secondary schools, opens the way to a deeper examination of the inner world of a person. In the process of getting acquainted with the work, naturally, "he led his loneliness and misery through the corridor of years, where the stench of life, slander and humiliation" [5; 255-b] the bitter fate of the mother causes immense suffering in the psyche of the student. There is no doubt that booklover's hatred for the freedom of the village where he was born and the freedom of the people, Raim the wrestler and the unjustified killing of his young son, and period's hatred for the horseman who committed the terrible bloodshed. In the process of analysis, of course, it is expected to understand that the tragedy of the whole society was written on the example of the image of a wrestler who fought for the independence of the country.

The story is read from the beginning to the end with a feeling of pity and sympathy for the fate of a woman who barely found the strength to overcome grief and suffering. There are such episodes that make the reader shudder and cannot be accepted without excitement. For example, "Momo Baina saw her father shot when she was leaving the door of the hotel, she ran into the

house and saw her son holding his father's gun - in her son's eyes, like her husband's, anger, madness was burning. Momo Baina did not have time to warn her son.

Suddenly several gunshots filled his ears, and the son fell face down on his father - while falling, his moustache, which was now covered in greens, trembled, and looked at his mother for a moment with a mixture of fear and embarrassment... ” [5; 253-b] The pictures of the death of a teenager shake the heart even when embodied in the imagination, so during the analysis, it is not difficult for the reader to imagine the image of a woman in those moments, who witnessed the shooting of her closest person and liver band.

Speaking about the conflicting feelings in the psyche of Baina Momo, researcher G. Imomova writes: "To emphasize the eternity, immutability and durability of life, the writer turns to the stream of consciousness of the hero. This method, on the one hand, served to create a synthesized integrated image of the image, and on the other hand, to emphasize the immortality of the laws of life" [3; 67-b].

In fact, during the analysis, the reader realizes that, as mentioned above, momo is outwardly calm, but inwardly rebelling, life and death, joy and sorrow, happiness and unhappiness have been companions from time immemorial, in a word. It is natural to be convinced once again that this image is imbued with strong drama. In the process of reacting to the images of her inner world reflected not only in her actions, words, but also in her facial expressions, a deeper examination of the female body is achieved. For example, Zamonhorse breeder, who went out to roam the village with his companions, accidentally came across a mother carrying firewood on her shoulder under a rock. "Baina Momo was old, but her eyes were still as fierce and full of hatred as they were fifteen years ago" [5; 254-b].

It seems that from this one passage the changes in the heart of the hero emerge. It is also understandable why horse breeder has a hard time coping with the cold glances of a woman and tells him not to look at her like that. The inhuman behavior of Zamanhorse breeder, who was a slave to the ideology of the time in Momo's sentence to lifelong solitude, is one of the analysis criteria for reacting to the guilt of those who silently participated in the murder and became a hidden audience. After all, as the researcher F. Burkhonova pointed out, in the work "philosophical issues such as life, its meaning, the purpose of living are depicted more in connection with the poeticized, symbolized image of the Shura period" [2; p. 100] is important to be in the center of attention. At the moment of a terrible tragedy, MomoBaina hopes to be saved by her beloved fellow villagers, but against happiness, a mysterious calm prevails, as if the earth has swallowed the existence.

The inconsistency of the villagers causes their boundless love to turn into strong hatred. By paying attention to such episodes, it is aimed to form students' skills and abilities to evaluate historical conditions and social relations. For example, when Zamanhorse breeder fired several more shots at the mother's son, whose chest was "... but nothing but cold silence was visible there, the holes plunged into the darkness silently watched this unprecedented murder" [5; p. 253]. As noted by the prohibitionist S. Matyokubov, the character of BainaMomo is not a socially active person who expresses his reaction to changes in society and updates in people's life, like most heroes in the prose of the Soviet era, who surrounds his life with beauty. She has all the characteristics of a good woman who is mobilized to immortalize her life with creativity and creative activity [6; p. 46].

If you pay attention, you can see that the misfortunes and sorrows that befell the woman over the years have left their mark on her body, which is like a fist, and on the wrinkles that decorate her face. The images of her running away from people as if there is no one worthy to talk to in this world, every morning she drives her sheep and goats to the meadow by the river, and in the evening, she returns behind the dried-up palaces, is the humanity and weakness that has been absorbed into the nature of the mother. Finds its reflection in qualities. Bynamomo's image can be described as follows according to the content of the technology:

Strengths of the hero's character: he endures the pain of separation from his loved ones, absorbs his pain and sorrows.	Weaknesses of the hero's character: lack of a confidant, mistrust of people, lifelong hatred, inability to get rid of the feeling of revenge, people forget him because of his reproaches, stubbornness.
<b>Opportunities:</b> living with the memories of her husband and son, wanting to bring light to the lives of female students, being able to accept the warm attitude of the new generation.	Danger: constant threats and threats of horsemen.

Asking the following questions about the work directs readers to think about the interactions and inner experiences of the characters based on their own understanding, life observations and experiences:

1. Try to find the reasons for the title of the work and the names of the characters from the development of events.
2. In the work, the mood of our people's thirst for men, the idea of distrust in the celebration of justice is revealed through what means?
3. In the course of the events, how did the villagers appear to you through the footage of Tersot residents often keeping silent and quietly observing the events?
4. Identify and analyze the connection between the psyche of people who are disillusioned with the story and the psychology of society.
5. Can the habits that have been ingrained in the hero's blood over the years be called vices?
6. Respond to the reasons for the disintegration of the personality and the revelation of the essence of the philosophy, which is followed by people who are insensitive and indifferent to the pain of others, through symbols.

## CONCLUSION

It can be said that through the analysis of the lifestyle, inner experiences, fate of literary heroes, one can understand the most delicate experiences unique to a human being, and cultivate feelings of sympathy for their sufferings. Also, on the basis of the conducted work, necessary conditions are created for students to master theoretical concepts such as literary hero, image, character or type.

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## THE SPECIFICITY OF THE DEVELOPMENT OF SCHOOL-AGE CHILDREN FROM THE SOCIAL SIDE

Sadiqova Nurjamal O'rinbaevna\*

\*Assistant,  
Department of Defectology,  
Nukus State Pedagogical Institute for Preschool Education,  
Nukus, UZBEKISTAN  
Email id: snurjamal@inbox.ru

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### ABSTRACT

*When compared to social pedagogical work done in preschool settings, working with school-age children is fundamentally different. This activity depends on the kids' ongoing development and education. Since it is impossible to cover every facet of social pedagogical activity at school in one chapter, we will focus on highlighting the key instances. In our country, social pedagogical work with students is growing. Feedback is maintained, as is feedback on the particularities of preschoolers' social development.*

**KEYWORDS:** *Preschool Age, Children, Social, Development, Specificity, Pedagogical, Society.*

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### INTRODUCTION

It is currently working, drawing on both experience and contemporary teaching practices in the fields of medicine, psychology, and the law. Recent years have seen the emergence of pedagogical communities, where the school not only addresses the student's social issues but also addresses their educational problems. The current educational system has been affected by changes in our state as well. The national program of training required the passage of the education law, but education is now planned with children and teenagers in mind.

- Maintaining educational work at school on an equal footing with education.
- Reorientation of school activities.
- Justification of school work, increasing children's activity, creating various children's clubs.

One of the most significant concerns facing our state today, as it has always been, is education and the upbringing of young people to be spiritually mature. Statistics show that a person acquires 70% of the information he or she will ever encounter in his or her lifetime while still under the age of five. Preschool education makes sure the child is healthy, fully formed, and developed, fosters his desire to learn, and gets him ready for normal education. Up until the kid is six or seven years old, preschool education is provided in both public and private preschool settings as well as in homes. The implementation of the preschool education's goals and objectives is actively supported by local communities, public and nonprofit organizations, and worldwide foundations. Currently, serious requirements for the level of preparation of children for school require the development of the necessary theoretical, practical measures in this regard.

Although officially kindergarten is considered a school preparation facility, it is not an exaggeration to say that in fact, children begin to prepare for school as soon as they are born. Through their interaction with family and friends — the people around them—they learn important preparatory skills, such as being responsible for others, being interested in the outside world, and developing a passion for mastering new abilities. In addition, they realize that they are individual individuals engaged in separate activities different from their parents, caregivers and siblings. With the help of system-planned games in programs aimed at development in kindergarten, language, intelligence, sensomotoric's and socio-emotional abilities are strengthened.

A comprehensive study of various aspects of the development of children in preschool age showed that when studying in kindergarten school preparation groups in comparison with the first grades of school, they feel calm, psychologically free and confident. And here it is not just about the fact that the kindergarten conditions are well acquainted with the child, and this is the process of adapting to his new educational activities. And even because of a series of objective reasons, that is, the fact that many schools are located far away, because of the lack of additional classes and teachers, the optimal employment of classes is exaggerated, there are not enough rooms. The main reason for this is that the rhythm of life of the kindergarten, the style of communication of children with adults and with each other is more consistent with the level of development of the psyche of a preschool child. Due to instability, New conditions and difficulties in adapting to relationships, a 6-year-old child needs direct emotional connections(emotional attitudes), and in a formalized school conditions, this need is not satisfied.

Psychologists and teachers cite many positive and negative aspects of schooling from the age of the most serious objections to going to school at this age. Elkonin put forward. He writes that the transition to the next, higher stage of children's development manifests internal contradictions. If these contradictions are perfect until ripening-subjectively forced without taking into account objective factors — then the formation of a child's personality will suffer significantly. Reducing preschool childhood by one year can disrupt the current degeneration development process and not bring benefits. Elkonin believes that instead of organizing school studies from the age of 6, it is advisable to expand the preparatory groups for kindergartens, because it is more convenient to prepare children for school, because children in kindergarten are better, they lead a more complete, diverse lifestyle and look more cheerful and healthy.

Under the leadership of Elkonin, an interesting psychological phenomenon has been identified. It turns out that in the sphere of regulated communication in preschool children, the ability to obey the established rules of behavior is formed faster than in kindergarten. But at the same time, it is not the satisfaction of following these rules that prevails, but the feeling of fear of breaking them. In children, irritability, confusion, anxiety increase, the level of emotional comfort (emotional comfort) decreases. However, at the same time, such a style of communication does not cause the same (annoyance, confusion, anxiety) effect in 7-year-old first graders. As for the initial stage of adaptation to the new school life, it is worth noting that all preschool children find it difficult to adapt. They are not only physical, but also psychological difficulties are. Lethargy, tears appear, sleep and appetite disorders are observed, in others, over excitation becomes intense, irritated and irritated. All of them are caused by exhaustion from school overloads. Also, fatigue leads to behavioral disorders, whims.

Without factors that have a broad impact, it is impossible to imagine how a preschool child would develop socially. In a broad sense, socialization refers to the process by which a student

assimilates socio-moral norms and socially acceptable conduct. Lifelong socialization is a process that happens continuously. This is essentially the internalization of social norms during preschool years.

The leading place in the social development of the child is occupied by the assimilation of the moral values of his people, and later knowledge and acquisition of universal moral values. The experience of moral behavior of preschool children is formed in the process of communicating with adults and is strengthened in various joint activities and relationships with peers. The moral and social development of personality occurs in the process of children entering into moral relations. Already in preschool age, this relationship is built on certain rules, guidelines and requirements of adults.

The major objective and motivation of Islamists in the Republic is to establish the conditions and affective mechanisms necessary for the realization of the human, his harmonious growth and well-being, the individual's goals, and the transformation of outmoded social and mental models. The establishment of an outstanding system for training employees based on the people's rich intellectual heritage, universal principles, and the accomplishments of contemporary culture, economy, science, and technology is a prerequisite for Uzbekistan's progress.

Teachers who teach separate subjects, having studied the interests of children, attract them to various circles and sections. The school hosts various activities. When conducting these events, parents and former students use their help, call celebrities to school. The main socializing factor of school-age children is a community of equals that shape children's culture. The social educator should know the functions of these phenomena, be able to see their place in the development of personal characteristics and social relations of students.

When determining the indicators of state requirements, the social order of the state and society is based on the priority of the physical health, ability, mental development and capabilities of parents, preschool children, that is, the personality of the child. In order for a child to become a healthy and active member of a personality society, it is necessary to live among people, acquire knowledge that has been accumulated for many centuries in the process of human life and labor, and be in adult education. Activities such as training the child's memory and observation, attention and thinking, historic's and will are usually carried out by the coach and caregivers.

## CONCLUSION

The topic of this activity and how well it is arranged play a significant role in how preschoolers acquire certain socialization-related personality traits. Because a child's mental, physical, and moral development is enhanced through well planned activities in his interactions with those around him on a daily basis. Therefore, parents and institutional caregivers play an irreplaceable role in understanding children's social behavior, the development of useful habits in the child, and the emergence of excellent character traits.

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## THE FATE AND ACTIVITY OF THE JADIDS IN THE SOVIET PERIOD

Khodjaeva Dilorom\*

\*Researcher,

TSPU after named Nizami,

UZBEKISTAN

Email id: xodjayevaD@mail.rum

DOI: **10.5958/2278-4853.2022.00268.3**

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### ABSTRACT

*In this article, jadidism appeared as a political movement in Turkestan at the beginning of the 20th century and fulfilled the historical task assigned to it, the struggle for freedom, independence, condemned autocracy, backward feudal systems, tried to lead the people to a peaceful and prosperous life, the essence of jadidism political, economic, cultural life - ways to achieve a modern, advanced standard of living by carrying out reforms in all spheres of society.*

**KEYWORDS:** *Soviet Power, Bolshevik Party, Communist Ideology, Political System, Persecution, Repression, Repressive Politics, Cult Of Personality, Exile, Prison, Brand, Martyr's Avenue.*

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### INTRODUCTION

The work of Jadids was not only news for the colonial Turkestan in the end of the 19th century and the beginning of the 20th century. They opposed not only the introduction of such news in Turkestan, but also the destruction of the people bringing this news, and the saturation of the atmosphere in the country with fresh air. By any means, regimes and procedures, they tried to cut the tail of such changes. During the period of the tsarist government, the opposition to the activities of the Jadids was carried out perfectly by the so-called new government, the so-called shuras, who came to power. Although they promised by means of manifestos that "we will give complete freedom and independence to small nations", these dry words remained only on paper. Until now, they have not confirmed the autonomy and independence of any nation, but, you know, they have fought and are still fighting the nations that have declared such autonomy and independence..." H. Muin wrote in his "Bolsheviks" and we" article<sup>1</sup>.

Due to the authoritarian policy of the Soviet government, the lives of several thousands of modern intellectuals and participants of national liberation were destroyed, and their entire activities were destroyed. Due to the repressive policy, many people dedicated to the fate of the nation and the Motherland were destroyed by gangs called "Group of 18", "Inoghamovchikism", "Kasimovchikism". "Group of 18" is a group composed of well-known figures, whose composition was formed by I. Khidiraliev, M. Saidjonov, U. Ashurov, R. Rahimboboev, R. Rafikov and others.

"Inoghomovchilik" - Rahim Inoghomov, who was the head of the press department of the Central Committee of the UzKP(b) and worked as the People's Commissar of Education of the UzSSR, was also accused. In a number of his speeches, he criticized the fact that UzKP(b) paid particular attention to the inability of the Central Committee to function independently, and to the violence of the Center's control bodies in the country's life. His opinion is supported by

people such as N. Mavlonbekov, I. Isamuhamedov, M. Aliyev, among the responsible employees of a number of local party and Soviet bodies of the republic.

"Kasimovchilik" - between 1929 and 1930, the chairman of the Supreme Court of the UZSSR, Sadulla Kasimov, and 7 people, including N. Alimov and B. Sharipov, who were considered to be his close colleagues, were imprisoned. They are accused of connection with nationalist organizations in the republic and "printing" they are condemned for making concessions.

In 1937-1938, as a result of the hard work of the rulers of the establishment regime and their henchmen, it was invented that there were a number of large counter-revolutionary structures in Uzbekistan. These are: "Center of Bourgeois-Nationalist Counter-Revolutionary Organization" led by the leaders of the republic A. Ikromov, F. Khojayev, "Nationalist-Rebel Organization of Muslim Priests" headed by Abdurauf Qariyev, "Center of Counter-Revolutionary Mind Trotskyist Spies Organization", "Bukhara and Counter-revolutionary organization called "Turkistan happiness", I. Ortikov was the head of "Counter-revolutionary bourgeois-nationalist organization of youth", "British espionage residency", "Japanese espionage-subversive residency" and others.

Due to the repressive policy, more than 43 thousand people were imprisoned in Uzbekistan in 1937-1938 alone. 6,920 of them were shot, 37,000 were sent to prison and exile for various periods.

The Jadid movement, although it spread throughout Turkestan as an active movement for the future and development of Turkestan, was defeated by its weakness in front of the Bolshevik movement, which occupied the whole of Russia and entered Central Asia. He had his reasons, of course.

Due to the policy of repression, our ancestors, along with their relatives and loved ones who lived next to them, were subjected to unparalleled suffering. They lived with the Jadids, although they were close people, but they were not involved in any social politics, they were unaware of any of the activities of the Jadids, and the spouses and children of the Jadids, who were simple, simple and sincere souls, were even far away. years passed, but he was forced to carry the curse of "relative of a traitor" worn by the Soviets for his spouse and parents. In fact, did the Soviet laws express their rights and freedoms in large articles? Yes, that was the hypocrisy of the hated people of the Soviets, that is, one word on paper, another in practice.

An example is a number of women from Uzbekistan who suffered unprecedented torture and suffering for their loved ones, husbands and spouses during the Soviet era, and experienced the painful moments of their fate at the mouth of the so-called repression. we can cite: Khadicha Aliyeva, Kimyokhan Ashurova, Tajikhon Akhmedova, Valentina Vasilievna, Ketevan Islamova, Maksuda Ishakova, Khairiniso Majidkhanova, Gulsum Rahimova, Ekaterina Sulaimanova, Maryam Sultanmuradova, mother, child, daughter-in-law Khojayeva, Zainab Hashimova and many other women. . Some of them were spouses of modern writers, while some of them are wives and daughters of people who served the new government, the nation and the Motherland with a pure conscience in various fields during the Soviet era. Accused of "helping the nationalist" under the infamous surans of the period, to await his sentence in the cellars as a "traitor of the people", and then to live in the deserts of distant Siberia as poor women who know nothing. was sentenced to live apart from his relatives and children for a long time.



Even women who dreamed of a bright future and set out to serve the Motherland and the nation were not left behind by the Soviets. The Soviet government, living in its own shadow, watched every step of every citizen, male or female, with a thousand suspicions. They even looked at young people who once went abroad to acquire modern knowledge with the help of old people, and did not allow them to take their place in the Soviet society. "...in 1937-1938, the sharp blade of the sword of repression was attached to the delicate necks of our women, which were hung with garlands of pearls and pearls," it is told in the book "Loli in the bosom of snow", some of them Some were shot as counter-revolutionaries and nationalists, sometimes as spies of foreign intelligence, or sent to camps in distant and cold countries, because some of them were well-known statesmen, like Tajikhon Shodiyeva, and others, like Maryam Sultanmuradova, studied in Germany. sent"<sup>2</sup>.

Bolshevism, which was carefully thought out, watered with tricks and cunning, used terrorist methods when the time came, and whose entire ideology was filled with violence and colonial ideas, made the dreams of the participants of the national-independence movement in Turkestan day by day. ... Jadids showed enthusiasm, patriotism, zeal for the nation's perfection. However, the content and essence, purpose and mission of their movement were interpreted as malicious in that period as well as in the Soviet period... whatever they say, the jadidist activity carried out by the jadids, which took on a serious tone at the beginning of our century, was a national-liberation movement of Turkestan. left a unique and indelible mark in its history. With their activities, the Jadids created the third process of national revival in the history of the country.

Turkestan remained in the shackles of oppression. It was like a prison surrounded by iron bars. Anyone who tried to leave this prison, or even come close to its walls, was doomed to death. The fate of thousands and millions of people had already been decided by the Bolshevik geniuses, and the people, whose voice was stifled, had to suppress their national interests and hide their innermost thoughts, not to show the pearly tears that flowed from their eyes, and the tears coming from within. he was condemned to swallow the moans and cries stuck in his throat, to confirm the instructions given from the center with applause and clapping and to carry them out without saying a word... It's not. For 50 years, these fictitious maslak owners have been running their insane regime on the people by force of arms<sup>3</sup>," Alikhantora Soguni said about that time.

At such a time, the name of the national freedom fighters could not be mentioned. A sympathizer of Jadids, reading their works, even mentioning their name was considered a crime. "Until the following years (even until the end of 1980s), when talking about the activities of Turkestan jadids and the activities of the "young Bukharas" movement, it was customary to mention them only with negative labels attached to them. They were forcefully inculcated by our literary experts and historians to find flaws in them, they were not allowed to study them scientifically, theoretically in depth and impartially, not a single positive phrase was said about it, whoever said it was punished<sup>4</sup>. " Look at this: the Shura government was not satisfied with the physical destruction of the Jadids, but tried to completely erase their names from the pages of history, and in the minds of the Soviet people it was educating, it tried to embody the Jadids only as "enemies of the people", "traitors of the motherland" and "counter-revolutionaries". , unfortunately, he managed to do it. A number of articles, works and dissertations were written on this topic.

Our people say, "Fifteen days of the month are dark, and fifteen days are bright." Only after 1956, views on the activities of the Jadids, which had been covered in black paint for many years, softened a little. The reason for this was the decision of the 20th Congress of the CPSU held in 1956. According to this decision, some of the Jadids were acquitted. One after another,

articles were published about Jadids such as Abdulla Qadiri, Sofizoda, Siddiqi Ajzi, Ishaq Khan Ibrat, and Abdullah Awlani. However, from the beginning of the 70s, the previous views on the Jadids began to return to their original form. At that time, literary critics masterfully acted. Condemning Jadidism, most of its representatives were singled out as "enlightened". In this way, the lives and creative activities of dozens of artists such as Khishlat, Khurshid, Mirmuhsin-Fikri, Saidahmad Vasli, Abdulkadir Shakuri, Ibrahim Davron, Nozimakhonim were highlighted, and samples of their works were brought to the public.

"Truth bends but doesn't break" is a proven fact. As time passed, the attempt to fully vindicate the names of our ancestors, whose names were written in black ink, whose lives and fates were lost in the storms of the dark years, continued. In 1985, the winds of democracy and openness blew, and the Jadidist movement began to be studied on a scientific and planned basis. On November 10, 1987 and October 12, 1988, a meeting and an International Symposium on Jadidism were held. These two meetings were recognized by Jadidism scholars as an enlightening movement of Jadidism, and they tried not to give it a political meaning, and that Jadidism was a huge ideological factor for the flight of Uzbek literature. All the participants supported his comments that today's science is a task that cannot be postponed.

Also, the work carried out in 1989 and 1990 on a wider study of the activities of jadids were important efforts in this field.

Due to these events, the public opinion towards Jadidism gradually began to change. Now various articles aimed at unbiased disclosure of the Jadidist movement began to appear on the pages of the press. The scope of scientific research by literary scholars and historians has been expanding. The work of Jadids is not only about enlightenment, it is mainly a national-liberation movement.

Especially since the wind of independence is blowing and opening a wide way for freedom of thought, now we have reached a deeper and more profound attitude to the issue of Jadidism. According to the instruction of the First President of Uzbekistan, Islam Karimov, to follow the principle of impartiality in the coverage of history, extensive and scientific coverage of the history of our country has placed a great responsibility on historians.

Today, scholars of Uzbekistan are constantly studying the issue of Jadidism and the activities of the participants of this movement. The lives and achievements of each of our forefathers - national freedom fighters, whose names were once blacklisted, whose lives were destroyed, who lived as a result of persecution and oppression by the Soviets, who made it a lifelong dream to see the Motherland free research is ongoing.

Jadids were ambitious people who were able to put the honor of their country above everything else, even their own interests. As A. Aliyev wrote, the Jadids "did not become academic, socialist labor heroes, they did not receive cars or cottages for their invaluable services. They didn't aspire to win any award... The purpose of their activity was to think about the fate of the working masses, the fate of the country, national independence, the dream of preserving the best national traditions and passing them on to future generations. That's why their life path, works, ideological aspirations, rich spiritual heritage left to us are an eternal priceless treasure for all of us<sup>5</sup>.

Jadids were ardent people of their time, they fought for the Fatherland and the Erk until their last breath, no matter how much the evil forces chased them, no matter how much they persecuted

them, no matter where they were. while they were alive, they remained faithful to the love of their hearts for the country. In the language of A. Fitrat, Jadids "paid Islam" by sacrificing their lives for the destiny of the Motherland, they are the real sons of the nation - true patriots.

Years have passed. The downfall of this infamous kingdom, which destroyed the innocent people who sacrificed their lives for my people and my country, has arrived. The dear blood of our ancestors, who soaked in the soil of the Motherland, did not go in vain. The sun setting on the bloody horizon of Turkestan rose and a white dawn dawned...

Today, the process of striving for living, development and progress continues in our country. We are living witnesses and direct participants of this process. Our thinking, our activities, every action determines the future of today's Turkestan. Freedom and freedom, which once became the dreams of modern enlighteners, are now in our hands. There is a wide way to realize our abilities and opportunities in every field. It is necessary to appreciate such a day and preserve the independence of our country, its blessing - freedom, peace and harmony. Peace and independence should be sweeter and dearer than ever for us Turkestans, who have endured the complications of colonialism for centuries. Because it is not easy to achieve independence, and it is even more difficult to maintain it. Especially in today's dangerous ideological struggle. As defenders of freedom and independence, we must always remember these words written in the Holy Qur'an: The more you thank me for the blessings I have given you, the more I receive. If you do not appreciate it, you will be separated from those blessings, and you will be punished with severe punishment" (from the Qur'an).

While the ever-threatening idea of colonialism in the Jadid era limited their opportunities, destructive forces of this intent are still present. Threats to the honor, honor and identity of the nation by the ruling forces in various forms have not stopped even today. Only now these threats have a different color. Subversive ideas, Repressions today are aimed at nationalism, aimed at destroying the national spirituality of the people, they are flying over our heads like hawks every hour, every minute. If the repression carried out during the Soviet era was aimed at the more physical destruction of man, the politics of this repression continues today in a different form by the destructive forces of the world. Depriving a person of his nationality and religion and killing him not physically but spiritually is the ideological policy of today's destructive forces. The fundamental essence of the Soviet colonial policy, based on violence, is the ownership of the material and spiritual wealth of Turkestan, and the same goal - material and material - is in the interests of the forces that are bringing in their corrupt ideas in various ugly and beautiful guises. lust for spiritual wealth.

It's time to open your eyes and think deeply. Let's start a bold struggle like the ancients to ensure the integrity of the land of Turkestan, to protect the material and spiritual wealth inherited from our ancestors, to preserve the value, honor and identity of the nation! After all, in the words of Alikhantora Soghuni, "losing the sense of nation and separating from one's nation is forbidden according to the Qur'an"<sup>6</sup>.

Today, it is necessary to boldly solve problems related to the interests of the nation in the society of Uzbekistan, to be strong enough to resist the process of Europeanization, Americanization, and Arabization, which affects our language, national traditions, lifestyle, and even our clothing. we need to further strengthen the national idea of pure nationalism. So that our national idea is not only in speeches, lectures and silent words, but it finds a stronger expression in our economy,

politics, spiritual and educational spheres, and takes a deeper place in the hearts, minds and consciousness of our people.

It is necessary to oppose with our own national views against the destructive and alien ideas that are coming in today on the basis of literature and art, press and ordinary advertisements. It is necessary to increase the courage to continue the work we have started in this area. So that our children's hearts are not taken over by corrupt ideas, their young hearts are fascinated by other ideas and fall under the influence of destructive forces. Unfortunately, today we do not have any problems related to the interests of the nation, the time has come to solve them, economic problems have faded away, but our spiritual problems are taking root... let's not stay with dreams in our hearts like our ancestors. Let's prepare our children and ourselves to protect the identity and purity of the nation... After all, once M. Behbudi was worried about the problems of his time and said, "Pat the heads of the teachers who are working on the path of education!" Please help education!..."<sup>7</sup> he said, as if he was calling us to face unique problems and to solve these problems intelligently and through enlightenment.

Only the independence, which our people have been waiting for for centuries, freed Turkestan from the iron fence walls. The pure air that roamed the world filled his chest. Breathing in the free, clean air, Turkestan lived, today the world is in love with the beauty of Uzbekistan, its successor. In our country, the Alley of the Martyrs' memory and a museum and a fund with the same name were established in the place of Alvastiko bridge on the shore of the Bozsuv canal. Since 2001, August 31 of every year has been celebrated in our country as the day of commemoration of the victims of repression. First President Islam Karimov said about this: "These works are of great educational value in establishing faith in historical justice and human qualities in the consciousness of our people, our growing children, and expanding their spiritual world"<sup>8</sup>.

To sum up, Jadidism emerged as a political movement in Turkestan at the beginning of the 20th century and fulfilled the historical task assigned to it: it fought for freedom, independence, denounced autocracy, backward feudal systems, and led the people to a peaceful and prosperous life. tried. The essence of Jadidism was to achieve a modern, progressive standard of living by carrying out reforms in political, economic, cultural life - in all spheres of society. They tried to spread their ideas among the people in the press, literature, and art they created. For this reason, modern literature has become an expression of modern ideas to a certain extent.

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## A NEURO-GENETIC FUZZY SYSTEM FOR THE PREDICTION OF STUDENT'S ACADEMIC PERFORMANCE

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**Ojekudo\*; Nathaniel Akpofure\*\***

\*(Ph.D),  
Department of Computer Science,  
Ignatius Ajuru University of Education,  
Nigeria,  
Email id: nathojekudo@gmail.com

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### ABSTRACT

*The Nigerian education sector has over the years been facing serious problems of producing half-baked graduates or what others termed to be “educated illiterates” in various fields of human endeavour. The root cause of this issue is traced to poor academic performance evaluation of students seeking admission into tertiary institutions. The current model for evaluating the academic performance of admission seekers encompasses the Joint Admission and Matriculation Board (JAMB) and the West African Senior School Certificate Examinations (WASSCE), National Examination Council (NECO) or even National Board of Technical Education Council (NBTE). However, it has been argued that rather than JAMB and WASSCE or its equivalent, to evaluate admission seekers based on excellent correlated academic performances, the model has now become a citadel of bribery, corruption and gross academic malpractices. A model was developed to address this problem using tree based ensemble machine learning algorithms but we discovered that it did not sufficiently address the problem. In this work, we developed an Enhanced Neuro-Genetic Fuzzy Model for predicting students’ academic performance using structured analysis and design methodology. The Neuro-Genetic was used for training and optimizing the proposed model. Furthermore, we utilized 1000 datasets of which 60%, 20% and 20% was used for training testing and validation of the proposed model. We implemented the proposed system with Java programming language and MySQL relational database as backend. Our obtained result showed better Grand Mean (x) of users’ satisfaction when compared to the existing system result in terms of graphical user interface, accuracy of the prediction process, speed of the prediction process, speed in user validation and security. The proposed system Grand Mean obtained after comparative analysis are 2.74%, 1.78%, 2.71%, 1.67%, and 2.57% respectively, while those obtained by the existing system are 2.59%, 0.78%, 2.68%, 0.67%, and 2.52% respectively. In addition, the study also recommended the need for more application of machine-learning concepts to the prediction of student’s academic performance. Machine learning techniques such as neuro-genetic fuzzy have proven to be efficient in predicting the academic performance of students.*

**KEYWORDS:** Academic Performance, Fuzzy, Genetic, Neuro, Prediction



## I. INTRODUCTION

The study addresses the impact of half-baked graduates which further results in corrosive academic mindsets and myopic intelligence application among majority of churned-out graduates in Nigeria. The root cause of this issue is traced to poor academic performance evaluation of students seeking admission into tertiary institutions. The current model for evaluating the academic performance of admission seekers encompasses the Joint Admission and Matriculation Board (JAMB) and the West African Senior School Certificate Examinations (WASSCE), National Examination Council (NECO) or even National Board of Technical Education Council (NBTE). However, it has being argued that rather than JAMB and WASSCE or its equivalent, to evaluate admission seekers based on excellent correlated academic performances, the model which has now become a citadel of bribery, corruption and gross academic malpractices, there should be a better model.

According to Yusuf (2019), “The Nigerian education sector has over the years being facing serious problems of producing half-baked graduates or what others termed to be “educated illiterates” in various fields of human endeavor”. This in essence translates that tertiary institutions will continue to produce graduates with low level of intelligence to handle the affairs of our respective societies and of course in different endeavor including leadership and nation-building except something is done drastically. Student academics performance has been a problem to institutional manager, government and parents. In other to make a choice of capable and qualified students to admit, a lot of examinations have to be taken. Examination bodies have been tried to filter the best qualified students to get admitted. Functions have been duplicated by these examination bodies, all in bids to getting best qualified students who are expected to be exceptional and become good professionals that the society may need tomorrow. This have not only yielded very disappointing results but left the stakeholders in a more confusing state. Performance may be defined as a measurable behavior in a particular situation. Despite the number of entry examination, students take in other to gain admission in universities, the rate of “drop out” or failing students are much. It is even very glaring that the number of “Alpha” in their WAEC and NECO examinations coupled with their high JAMB score do not necessarily make them become brilliant students. Making a choice of the best way of selecting new entrance into the university has caused so much controversy and crises among stakeholders of the educational sector. This is as a result of poor performance by students of our higher institution. Blames has been placed on certain levels as laying poor academic foundations for other. Some stakeholders blame the processes of selection into these institutions, believing that assessment was meant to be done to choose only the very best. The question now is “How successful is the assessment?”

An early prediction of students’ academic performance is what this assessment tends to pursue. This is supposed to be a very important practice as it tries to obtain an ideal students’ level of learning, level of teaching, decides the success or failure of students in the course of enrolment, to inform low performing students to put in more effort and overcome weaknesses and encourages students to either continue or choose an appropriate course of carrier. Different institutions of learning have diverse ways of admitting new students. Some consider cognitive ability and personality while others admit based on merit. All these may not yield desired results. A multi-fictile approach that considers more constraints and variables, taking cognizance of data may yield a better result.

The rate of final cumulative of such students first becomes necessary to study the obvious very important parameter for entry into these institutions and see whether the right parameters are being used. This may address the global call for reduction of mass failure and drop out in our institutions of higher learning. It may also address the “pass by all means” syndrome and the high rate of examination malpractices currently seen in our society. The prediction of students’ academic performance had been carried out using different approaches with consequently different kinds of results but into a common purpose. Models such Fuzzy Probabilistic Neural Network, Heuristic Models, Logistic Regression Ensemble, Multi-Gene Genetic Programming Application, Fuzzy Logic, Neuro-Fuzzy, Rules Optimization Based Fuzzy Models and so many more have been used for one prediction and the other.

This study adopts a Hybridized Model for academic performance prediction which encompasses Deep Learning, Fuzzy Logic and Genetic Algorithm (i.e. Deep Fuzzy-Genetic). Deep learning can be described as a technique which uses neural networks for the training of data in order to build a model. Fuzzy logic is a branch of machine learning that is being utilized to determine partial truth of a computing process using Boolean value which includes 0 and 1. Fuzzy logic algorithm helps to solve a problem after considering all available data. Then it takes the best possible decision for the given input. It is a concept that is still being applied in industrial areas such as manufacturing, electricity, robotics, etc.

Genetic Algorithm (GA) is a selection algorithm used for solving complex search optimization issues. Genetic Algorithm is tailored after the principle of sexual reproduction and survival of chromosomes as it concerns sex of a child. It is simply a search algorithm which is based on survival of the fittest in competing for resources in an environment. The idea tends to maintain population of chromosomes, as in human, but in this case, represents candidate solutions to a problem and the candidate will evolve over a period of time through competition and controlled variation.

## **1.1 Statement of the Problem**

The study intends to address several factors that negatively influence the academic performance of students in tertiary institutions. Factors that negatively affect students’ academic performance include poor motivation from lecturers, bad peer group, poor teaching quality, etc. Furthermore, the mandatory requirement for admission into the first year degree programmes for all Nigerian Universities and Tertiary institutions are the combination of JAMB and WASSCE. The integrity of the mentioned examination has now become doubtful. Hence, most universities had introduced the Post UTME (Unified Tertiary Matriculation Examination) examinations to further assess their prospective students. However, the integrity of Post-UTMEs has also been subjected to public scrutiny especially in cases which involve corruption and gross examination malpractices. The mentioned problems have continued to exist because there is no enhanced machine-learning model for predicting the academic performances of students that are seeking admission into tertiary institutions.

Henry et al (2019) came close to addressing the mentioned problems through the prediction of school performance using a combination of traditional and non-traditional data from South Africa. The study presented a preliminary research and describes the importance of tree-based machine learning algorithms and their applications. They adopted the combination of models such as the LightGBM, XGBoost, Random Forest and Decision Trees. In order to effectively optimize the aim of their work, the authors explored different nontraditional data sources from

previous examination results, school features such as location, water availability, internet, household goods and municipality difficulties in South Africa.

Furthermore, the authors built tree based interpretable models that apply ‘if-then’ rules as they are easy to be interpreted by policy makers. However, the adopted tree-based models had limitations. They require correct parameter tuning. The LightGBM leaf-wise growth may be over-fitting if wrong parameters are used. For example, large number of leaves may cause over-fitting and parameters are dependent on each other. Also, the adopted models in the study did not consider individual learning factors such as motivation, intellectual ability or prior knowledge. In other words, this study intends to address two major problems which include latencies in accurate prediction of students’ academic performance due to over-fitting of the trees-based models adopted by Henry et al (2019), and also the absence of individual learning factors such as motivation, intellectual ability or prior knowledge which are supposed to be used as build-up tools for accurate prediction of students’ academic performances.

## 1.2 Aim and Objectives of the Study

The aim of this study is to develop a Deep Neuro-Genetic Fuzzy System for the Prediction of Students Academic Performance. The specific objectives of the study include to:

- i) Design an Academic Model for predicting Students’ Performance
- ii) Train the proposed Academic Model with Deep Neural Network
- iii) Optimize the proposed Academic Model with Fuzzy-Genetic Technique
- iv) Implement the proposed Academic Model with Java Programming Language
- v) Evaluate performance of the proposed Academic Model using appropriate evaluation metrics

## 1.3 Significance of the Study

The benefit of this study encompasses a structured correlated framework for accurately predicting the academic performances for seekers of admission into tertiary institutions. In other words, the study will be beneficial to the following:

- i) The Management of Tertiary Institutions in Nigeria
- ii) Seekers of Admission into Tertiary Institutions.
- iii) Researchers with keen interest in Education Data Mining (EDM)

## II. RELATED WORKS

Henry et al, (2019), looked at predicting school performance using a combination of traditional and non-traditional data from South Africa. The study presented a preliminary research and describes the importance of tree-based machine learning algorithms and their application. They adopted the combination of models such as the Light GBM, XG Boost, Random Forest and Decision Trees. In order to effectively optimize the aim of their work, the authors explored different nontraditional data sources from previous examination results, school features such as location, water availability, internet, household goods and municipality difficulties in South Africa. Furthermore, the authors built tree based interpretable models that apply ‘if-then’ rules as they are easy to be interpreted by policy makers. The LightGBM model underlies the developed final prediction model as it outperformed traditional tree based models such as XGboost and

random forest. In addition, the authors used SHAP (SHapley Additive exPlanations) to explain model outputs and provide relationships among variables to get better understanding of education systems and the underlying factors influencing performance in schools. The authors further compared the performance of LightGBM with the prediction performance of the other benchmark models trained using XGBoost, random forest and decision trees. Results from the study show that the LightGBM model emerged best with its results being comparable to XGBoost. The authors did a good job. However, their adopted tree-based models had limitations. They require correct parameter tuning. The LightGBM leaf-wise growth may be over-fitting if wrong parameters are used, for example, large number of leaves may cause over-fitting and parameters are dependent on each other. Also, the adopted models in the study did not consider individual learning factors such as motivation, intellectual ability or prior knowledge.

Kuyoro et al, (2013), proposed an optimal algorithm for predicting the academic performance which includes the senior certificate examination, unified matriculation examination and first year's cumulative grade point respectively. The model recorded some degree of accuracy but was impeded by the dataset employed which may not portray the true picture of the students' baseline performance. And on this premise the aim of the study may not be fully actualized as student with high Entry Grade point may not be amongst the best performing in the group thereby increasing the false portives. It is therefore debatable that entry requirements and first year grades point may not be the best guide for measuring performance irrespective of family background.

Arora and Saini (2014), proposed a Neuro-Fuzzy system which modeled students' performance mimicking the teachers' ability to linguistically manage uncertainty in the bid to increase the degree of correctness and accuracy of the model using MATLAB for the simulation process. The drawback of this process irrespective of the degree of accuracy recorded the inefficiency of the model was tied to the errors in the modeling process as the teacher's approach to predicting performance was defective ab initio, because if it was taken into consideration the accuracy of the model would have surpassed the results obtained.

Amrieh et al, (2016), carried out a comparative review of different data mining algorithms for predicting performance of students based on behavioral pattern using artificial Neural Networks, Naïve Bayesian and Decision Tree and ensemble methods like Bagging Booster and Random Forest to enhance the performance of the classifiers. The level of uncertainty involved with monitoring and modeling human behavior was not put into consideration as the accuracy obtained by the model would have greatly improved if a fuzzy system was deployed.

Badra et al, (2016), implemented the classification based on association (CBA) for predicting students' performance with the aim of eliminating the high rate of drop outs by proffering remedial measures to enhance students' performance beforehand. The model performance was low compared to other data mining algorithms as it was unable to address some critical issues that borders on the initial or entry qualification.

Imran et al, (2019), proposed a supervised learning decision tree classifier for predicting students' performance using ensembling methods to enhance the performance of the classifier. The system had need to be fine-tuned and continuous data preprocessing to achieve optimal result, secondly the problem of predicting performance could in some cases not be fully optimized using supervised methods as it tends produce a stereotyped result that may not be practicable in real life.

Gbolagade et al, (2015), deployed an artificial neural network model with Rensample Preprocessed Algorithm in WEKA for the prediction of the performance of postgraduate students in University of Ilorin. Using radial basis function and multilayer perceptron the model predicted the performance of students for eight sessions taking into consideration demographic factors and which in turn caused the model to over fit with low performance. The parameters used for implementing the model was in most cases unnecessary as it affected its performance.

Chandrashekhar et al., (2015), researched on clustering-based feature selection algorithm. They combined active feature selection, genetic algorithm and bisecting K-means to describe the hybrid method used for text clustering. They also used business intelligence to get some guided data mining methods by identifying the related services. They compared their hybrid method with K-means and their results showed that their hybrid method performed better than K-means in terms of accuracy and clustering results. But they could not explore other data mining algorithms such association and classification algorithms.

Ismaila et al., (2015), presented a combined a negative selection algorithm-particle swarm optimization for an academic performance detection system. In their work, they proposed a model called NSA-PSO (negative selection algorithm-particle swarm optimization) model. This model took advantage of the strengths of both the negative selection algorithm and particle swarm optimization to achieve optimal results. When they compared their NSA-PSO model with the standard NSA model, their results showed that their model had a better accuracy than the standard NSA model. But their model could not implement a side by side hybridization of two evolutionary algorithms to perform the singular task of detecting poor academic performance in their model network.

Okesola et al., (2015), used locality to improve SVM (Support Vector Machine) - based education data filtering. Their work was centered on using SVM to solve the problem of advanced free fraud. SVM was used to build local decision rules into the classification process of the data filter design for use for the academic performance of students. The result of their work showed a high level of classification accuracy. But they could not use other data filtering techniques like roulette wheel of the genetic algorithm.

Sao and Prashanthi (2015), proposed academic performance classification using naïve Bayesian classifier. The dataset they used is EduPlus Records and they used feature extraction technique for extracting the features from the students' records. In their experiment, they compared the performance of naïve Bayes with support vector machine in terms of error rate and accuracy. The result of their experiment shows that naïve Bayes is more accurate and has a lesser error rate than support vector machine. But they could not perform feature selection.

### **III. ANALYSIS OF THE EXISTING SYSTEM**

The Existing System to improve in the study is a Hybridized Model of LightGBM, XGBoost, Random Forest and Decision Trees for predicting students' academic performance (Figure 3.1). The Hybridized Model was developed by Henry et al (2019) and described the importance of tree-based machine learning algorithms and their application. In order to effectively optimize the aim of their work, the authors explored different nontraditional data sources from previous examination results, school features such as location, water availability, internet, household goods and municipality difficulties in South Africa. Furthermore, the authors built tree based interpretable models that apply 'if-then' rules as they are easy to be interpreted by policy makers.



The Light GBM model underlies the developed final prediction model as it outperformed traditional tree based models such as XGboost and random forest. In addition, the authors used SHAP (SHapley Additive exPlanations) to explain model outputs and provide relationships among variables to get better understanding of education systems and the underlying factors influencing performance in schools.

### 3.1.1 Explanation of the Existing System Components

The following components of the Existing System are:

#### *i) Datasets*

This component illustrates several data contents that were utilized for developing the existing system which encompasses school performance, location, survey and so on.

#### *ii) Models*

This component illustrates several expert system techniques behind the performance of the existing system. Furthermore, this component is made up of other sub-components such as LightGBM, Xgboost, Decision Trees, and Random Forest. The LightGBM underlies the developed final prediction model as it outperformed traditional tree based models such as XGboost and random forest.

#### *iii) SHAP*

This component illustrates SHapley Additive explanation which is used to explain model outputs and provide relationships among variables to get better understanding of education systems and the underlying factors influencing performance in schools.

#### *iv) Prediction and Comparison*

This component illustrates the testing, forecasting and selection of the best model for extracting specific academic performance of the students.

#### *v) Interpretation*

This component gives the final selection result of the best model suitable for forecasting the academic performance of students

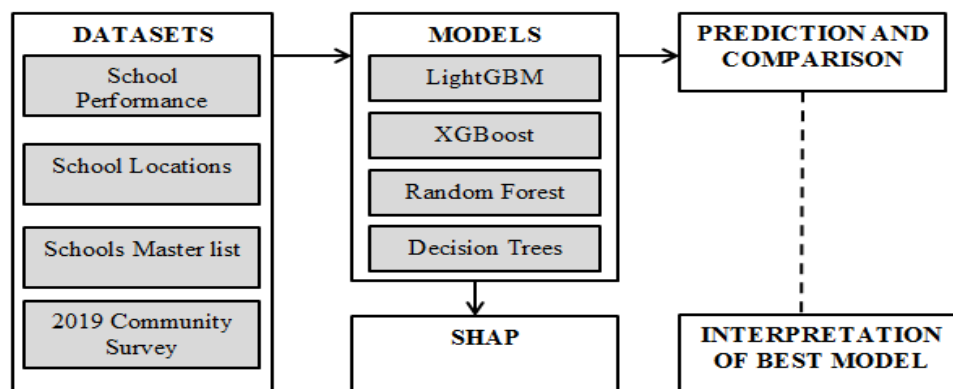


Figure 3.1: Existing System Architecture for Predicting Students' Academic Performance: (Source: Henry et al, 2019)



### 3.1.2 Algorithm of the Existing System

The following is the existing system algorithm

- Step 1: Start
- Step 2: Initialize System
- Step 3: Input set of classes in program being refactored
- Step 4: Input set of 4 datasets types (e.g. null-up method)
- Step 5: Input set of 4 models to analyze datasets
- Step 6: Output datasets and models accepted and initialized
- Step 7: Initialize SHAP
- Step 8: `refactoring_count = 0`
- Step 9: repeat
- Step 10: `classes = set of classes in program`
- Step 11: `while !empty (classes) do`
- Step 12: `class = classes.pick()`
- Step 13: `if fitness_function_improves () then`
- Step 14: `refactoring_count++`
- Step 15: `update system output`
- Step 16: `else`
- Step 17: `refactoring.undo()`
- Step 18: `end`

### 3.1.3 Disadvantages of the Existing System

The existing system model has some drawbacks that can affect its performance on academic data prediction. The following drawbacks are:

- i) The adopted tree-based models of the existing system had limitations. They require correct parameter tuning.
- ii) The LightGBM leaf-wise growth may be over-fitting if wrong parameters are used, for example, large number of leaves may cause over-fitting and parameters are dependent on each other.
- iii) The adopted models in the study did not consider individual learning factors such as motivation, intellectual ability or prior knowledge.

## IV. DESIGN OF THE NEW SYSTEM

The new system is an improved version of the existing system. The New System is a Deep Neuro-Genetic Fuzzy Model for the Prediction of Students' Academic Performance (Figure 3.2). The New system considered individual learning factors such as motivation, intellectual ability or prior knowledge. Furthermore, it is a hybridized model for academic performance prediction

which encompasses Deep Learning, Fuzzy Logic and Genetic Algorithm (i.e. Deep Fuzzy-Genetic). Deep learning is a subset of machine learning in artificial intelligence (AI) that has networks capable of learning unsupervised data that is unstructured or unlabeled. Deep learning has evolved hand-in-hand with the digital era, which has brought about an explosion of data in all forms and from every region of the world. This data, known simply as big data, is drawn from sources like social media, internet search engines, e-commerce platforms, and online cinemas, among others. This enormous amount of data is readily accessible and can be shared through fintech applications like cloud computing.

Fuzzy logic is a branch of machine learning that is being utilized to determine partial truth of a computing process using Boolean value which includes 0 and 1. Fuzzy logic algorithm helps to solve a problem after considering all available data. Then it takes the best possible decision for the given the input. It is a concept that is still being applied in industrial areas such as manufacturing, electricity, robotics, etc. Genetic Algorithm is a machine learning algorithm that imitates the process of natural selection. It is used for solving complex search optimization issues. This algorithm reflects the process of natural selection where the fittest individuals are selected for reproduction in order to produce offspring of the next generation.

### 3.2.1 Tools for Building the New System

The study intends to improve the adopted framework of Henry et al., (2019), through the addition of a deep neuro-genetic fuzzy system for the prediction of students' academic performance in their final year. The New system is mainly a hybrid of deep learning using neural networks for an unsupervised approach to training datasets, genetic algorithm and fuzzy logic. Furthermore, the fusion of Genetic Algorithms and Fuzzy Logic Systems allows researchers to model real world problems through the development of intelligent and adaptive systems.

### 3.2.2 Explanation of the New System Components

This process is shows major tools such as the Genetic Algorithm Learning process, the knowledge-base, the input interface, the fuzzy rule-based system and the output interface. This process aids learning of the inputted datasets. The genetic algorithm differs from a classical, derivative-based, optimization algorithm in two essential ways. Namely, a classical algorithm generates single point iteration and the sequence of points approaches an optimal solution. The Fuzzy Logic in the design process is a system which consists of a knowledge base, which includes the information given in the form of linguistic control rules, and a fuzzification interface, which has the effect of transforming crisp data into fuzzy sets. Additionally, an Inference System is included which works together with the knowledge base to provide inference with the use of a reasoning method, and a defuzzification interface, which translates the fuzzy control action obtained to a real control action by means of a defuzzification method.

### 3.2.3 Equations of the New System

To ensure integrity and maintain unique instances to each prediction of student's academic performance, a MATLAB script was written to extract unique instances for the prediction process. Datasets were collected from academic records in order to formulate the model.

#### The Fuzzy Model

An Interval Type-2 Fuzzy Set (IT2FS) characterized by  $\tilde{A}$  has a FOU bounded by a lower and upper membership functions,  $\underline{\mu}_{\tilde{A}}(x, \mu)$  and  $\overline{\mu}_{\tilde{A}}(x, \mu) \forall x \in X$  respectively, is expressed as:

$$\tilde{A} = \left\{ \left( (x, \mu), \underline{\mu}_{\tilde{A}}(x, \mu), \overline{\mu}_{\tilde{A}}(x, \mu) \right) \mid \forall x \in X, \forall \mu \in J_x \subseteq [0,1] \right\}, \tag{3.1}$$

Where,  $\underline{\mu}_{\tilde{A}}(x, \mu)$  and  $\overline{\mu}_{\tilde{A}}(x, \mu) \forall x \in X = 1$

$x \in X$  and  $\mu \in J_x$  are defined as a continuous universe of discourse (UoD);

$x$  denotes the primary variable in domain  $X$

$\mu$  denotes the secondary variable in domain  $J_x$  at each  $x \in X$

$J_x$  is called the primary membership of  $x$  as defined in (1), which symbolizes the interval set.

The secondary grades of  $\tilde{A}$  is unity, thus reduces IT2FS to:

$$\tilde{A} = \int_{x \in X} \int_{\mu \in J_x} 1 / (x, \mu). \tag{3.2}$$

Now, the FOU of  $\tilde{A}$  is the union of all primary membership grades and is given by:

$$FOU(\tilde{A}) = \cup_{x \in X} J_x,$$

The Upper Membership Function (UMF)  $\overline{\mu}_{\tilde{A}}(x)$  and Lower Membership Function (LMF)  $\underline{\mu}_{\tilde{A}}(x)$  are type -1 membership functions (MFs) marking the FOU boundary of interval type-2 MF. The UMF represents the subset that has the maximum membership grade of the FOU; and the LMF is a subset that has the minimum membership grade of the FOU  $\forall x \in X$ .

Thus

$$\begin{aligned} \overline{\mu}_{\tilde{A}}(x) &\equiv \overline{FOU}(\tilde{A}), \forall x \in X, \\ \underline{\mu}_{\tilde{A}}(x) &\equiv \underline{FOU}(\tilde{A}), \forall x \in X, \end{aligned} \tag{3.3}$$

$$J_x = \left[ \overline{\mu}_{\tilde{A}}(x), \underline{\mu}_{\tilde{A}}(x) \right].$$

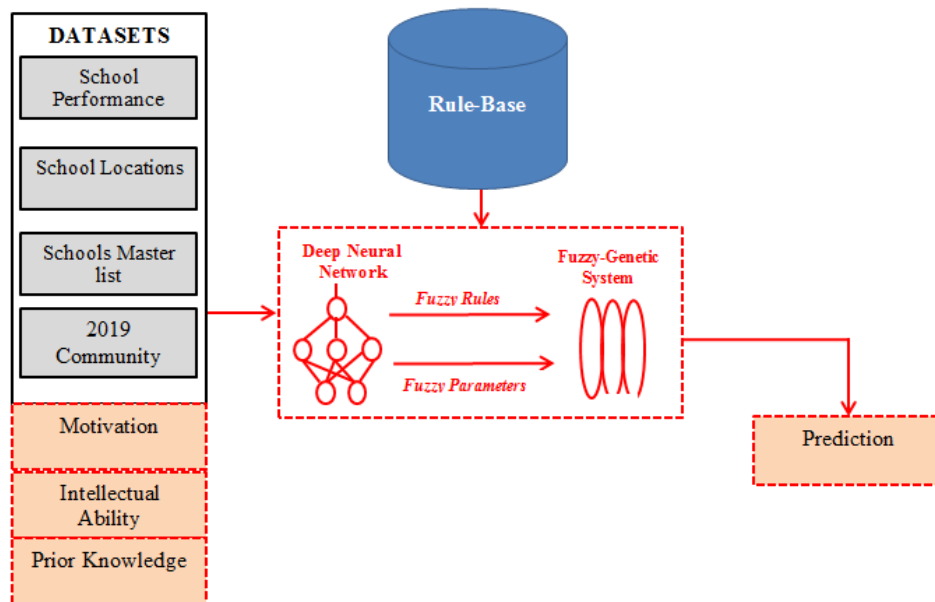
The triangular membership function (TMF) was adopted to evaluate each input and output MFs for the IT2FL system. The description of the TMF using a line or curve is based on three parameters  $a_1$ ,  $p$  and  $a_2$ , and specifies the mapping of each input or output parameters, to obtain membership values for  $n$  membership grades  $MG_n; n: 1, \dots, n$

Thus,

$$\mu(x) = \begin{cases} 0; & \text{if } x < a_1(MG_1)\{NIR\} \\ \frac{x-a_1(MG_1)}{a_2(MG_1)-a_1(MG_1)}; & \text{if } a_1(MG_1) \leq x < a_2(MG_1) \\ \frac{a_2(MG_1) - x}{a_2(MG_1)-a_1(MG_2)}; & \text{if } a_1(MG_2) \leq x < a_2(MG_2), \\ \dots \\ \frac{a_2(MG_n) - x}{a_2(MG_n)-a_1(MG_n)}; & \text{if } a_1(MG_n) \leq x < a_2(MG_n) \\ 0; & \text{if } x \geq a_2\{NIR\} \end{cases}$$

(3.4)

Where  $a_1$  and  $a_2$  are the triangular end points defined by the FOU – region consisting of all the points of primary membership of elements, and NIR signifies values that are not in range. The equations illustrate a triangular shape IT2FLS with its principal T1FS, showing the end point, and P, the triangular peak location.



**Figure 3.2: Architectural Design of the New System**

### 3.2.4 Hybridized Algorithm of the New System

The following is the new system algorithm

- Step 1: Start
- Step 2: Extract Processed Deep Fuzzy-Genetic Features
  - Input: RB is the set of prediction rules
  - D is the set of documents
  - Output: F is the set of slot fillers extracted
  - Function: Information Extraction (RB,D)
  - F = 0
  - For each example D ∈ D do

For each rule R, RB do

If R fires on the extracted fillers

Extract the predicted filler and add it to F

- Step 3: Initialize learned weights of trained models
- Step 4: Multiply weights by input and sum them up
- Step 5: Compare result against the threshold to compute the output (1 or 0)
- Step 6: Update the weights
- Step 7: Repeat
- Step 8: Predict Academic Performance with selected model as Output
- Step 9: End

### 3.2.5 Methodology of the Study

Many system methodologies are available to structure, plan and control the overall activities involved in the optimization of the existing system or development of the new system. These methodologies combine set of principles, practices and processes that allows the development of systems quickly and properly. This research work on an Improved Hybrid model for predicting academic performance will be achieved following the Object-Oriented System Development Methodology (OOSDM). This is aimed at viewing, modeling and implementing the proposed system as a collection of interacting classes and objects. OOSDM is adopted because it is more effective, efficient, reliable, reusable and a faster way of developing systems. Furthermore, the Object-Oriented System Development Methodology (OOSDM) is a technical approach for analyzing and designing an application, system, or business by applying object-oriented programming, as well as using visual modeling throughout the software development process to guide stakeholder communication and product quality.

## V. RESULTS AND DISCUSSION

**TABLE 5.1: PERFORMANCE EVALUATION OF THE PROPOSED SYSTEM**

(Source: SPSS processed DFGOS respondents input. SD = Standard Deviation)

S/n	Questions (Q)	Male end-user response		Female end-user response		Average Mean(x)	DFGOS automated remark
		Mean	SD	Mean	SD		
1	<b>Q1:</b> The DFG Model for predicting students' academic performance has a good Graphical User Interface (GUI)	2.87	1.29	2.44	1.51	2.75	Accepted
2	<b>Q2:</b> The DFG Model for predicting students' academic performance is fast in the validation of user access	2.75	1.23	2.31	1.43	2.28	Accepted
3	<b>Q3:</b> The DFG Model for	2.73	1.92	2.63	1.65	2.29	Accepted

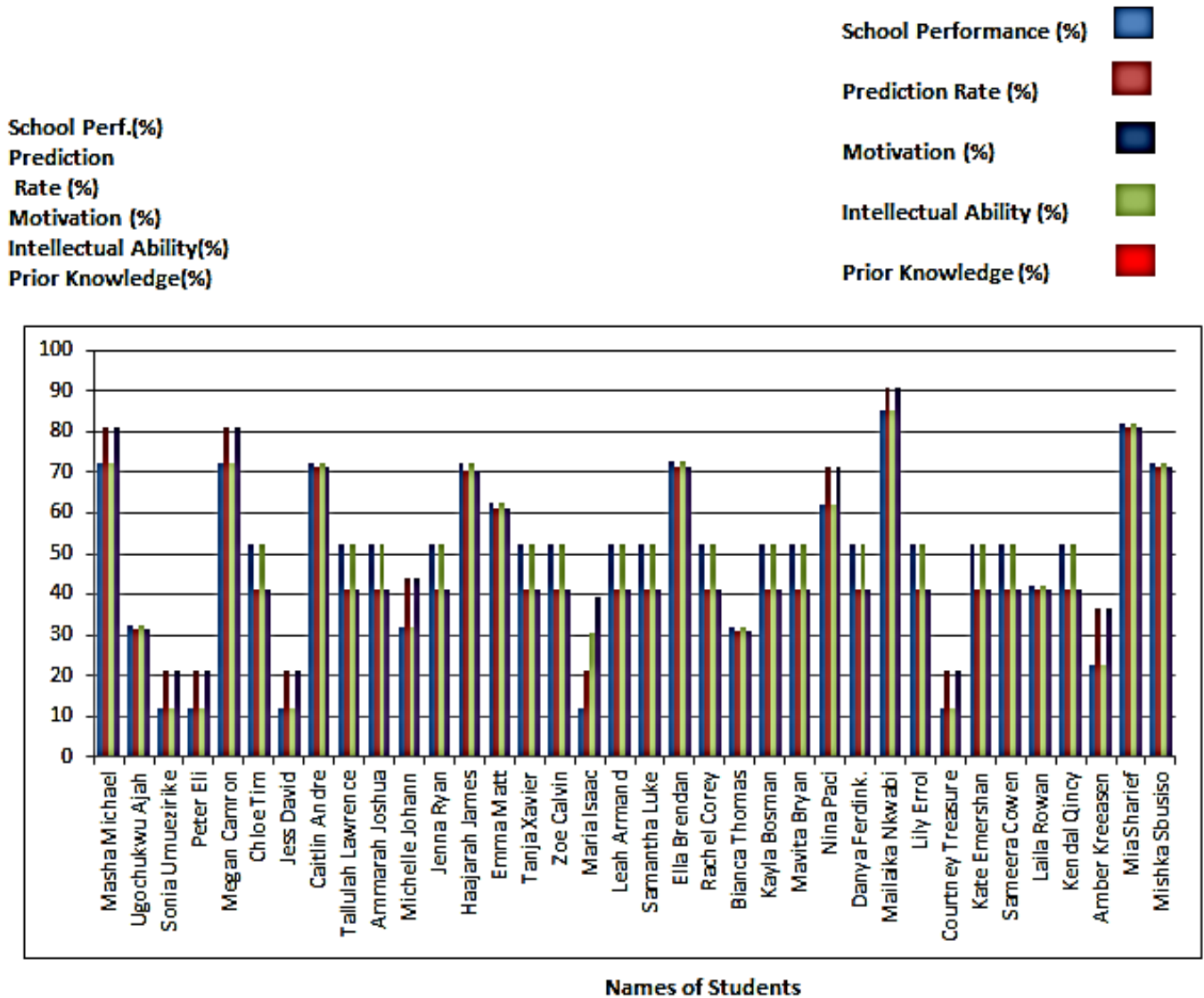
	predicting students' academic performance is accurate in the prediction process						
4	<b>Q4:</b> The DFG Model for predicting students' academic performance is fast in the prediction process	2.74	1.34	2.36	1.24	2.87	Accepted
5	<b>Q5:</b> The DFG Model for predicting students' academic performance is secured and flexible	2.65	2.99	2.78	1.12	2.57	Accepted
<b>Grand Mean</b>		<b>2.74</b>	<b>1.78</b>	<b>2.71</b>	<b>1.67</b>	<b>2.57</b>	

SPSS = Statistical package for social sciences, DFGOS = Deep Fuzzy Genetic Online Survey

**TABLE 5.2: COMPARATIVE ANALYSIS OF THE EXISTING AND PROPOSED SYSTEMS RESULTS**

Parameter	Existing system	Proposed system
	Grand Mean of user satisfaction	
GUI	2.59	2.74
Accuracy of the prediction process	0.78	1.78
Speed of the prediction process	2.68	2.71
Speed in user validation	0.67	1.67
Security	2.52	2.57





**Figure 5.1: Chart representation of the proposed system result**

### 5.1 Discussion of Results

Table 5.1 shows result of the newly developed Deep Fuzzy Neuro-Genetic model for the prediction of students’ academic performance before admission into Tertiary Institutions in South-Africa and Nigeria (i.e integration of the existing and proposed system test-sets). The key indicators the newly developed model used in the prediction are school performance rate, motivation, intellectual ability, prior knowledge, prediction rate of academic performance, and the model remarks/interpretation. The system predicted students from 60% and above to be competent in academic performance, while students within the range of 40% to 50% were fairly competent in academic performance. Furthermore, the newly developed model utilized machine-learning oriented algorithms such as deep learning, fuzzy logic and genetic algorithm for training and testing the model for accurate prediction of students’ performance. Deep learning is a subset of machine learning in artificial intelligence (AI) that has networks capable of learning

Unsupervised data that is unstructured or unlabeled. Deep learning has evolved hand-in-hand with the digital era, which has brought about an explosion of data in all forms and from every region of the world. Fuzzy logic is a branch of machine learning that is being utilized to determine partial truth of a computing process using Boolean value which includes 0 and 1. Fuzzy logic algorithm helps to solve a problem after considering all available data. Genetic Algorithm is a machine learning algorithm that imitates the process of natural selection. It is used for solving complex search optimization issues.

Genetic Algorithm is a machine learning algorithm that imitates the process of natural selection. It is used for solving complex search optimization issues. This algorithm reflects the process of natural selection where the fittest individuals are selected for reproduction. In addition, a Deep Fuzzy Genetic Online Survey (DFGOS) of the proposed system was designed and deployed on the World Wide Web (WWW) alongside the program in order for end-users to evaluate and give feedback on the system performance. The number of respondents to the designed DFGOS comprised of a Hundred and Seventy Three (173) of relevant stakeholders in Tertiary Institutions. Furthermore, the designed DFGOS contained two sections A and B. Section A elicited information on a demographic data of the respondents with three items namely the name of the school, designation and years of experience of the relevant Stakeholders, while section B elicited information from the prescribed survey questions. The section of the designed DFGOS is on a four point likert type scale as follows:

- i) Strongly Agree (SA) – 4 points
- ii) Agree (A) – 3 points
- iii) Disagree (D) – 2 points
- iv) Strongly Disagree (SD) – 1 point

Also, the designed DFGOS was examined by experts in assessing students' academic performance. The construction of the DFGOS was also guided by relevant supervisors and experts in Tertiary Institutions, and the comment from the supervisors and experts in assessing students' academic performance were used to modify items in the questionnaire. To determine the reliability of the designed DFGOS, a robust web-based backend was interfaced with the frontend of the survey to enable rapid processing of the respondents' input on the prediction of students' academic performance before admission into Tertiary Institutions.

## **VI. CONCLUSION AND FUTURE WORK**

In this study, we have developed an improved deep fuzzy neuro-genetic model for predicting the academic performance of students seeking admission. A major criterion for determining the eligibility of candidates for admission into Nigerian universities was their performance in UTME, WASSCE or its equivalent and Post-UTME. The study also aimed at investigating the performance of students in UTME conducted by Joint Admissions and Matriculation Board (JAMB) and the Post-UTME conducted by tertiary institutions in Nigeria. Furthermore, the reality of the present system failure is fully demonstrated by the students' performance in their final year. Also, there have been concerns about the quality of graduates being produced by Nigerian universities. The study contributed the following improvements to predicting academic performance of admission seekers to tertiary institution in Nigeria:

- i) An improved machine learning-based hybrid model for analyzing and integrating past records of students seeking admission into tertiary institutions.
- ii) A decision-support model for the management of tertiary institutions especially in the selection of students for admission.
- iii) A structured correlated framework for accurately predicting the academic performances in quick response time.

We intend to further expand the scope of the study in future to encompass the prediction of undergraduates that will be mobilized for national service. The proposed suggestion will enable the National Youth Service Corps (NYSC) adequately integrate data and further prepare for catering to large batches of potential corporers for youth service.

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## ORGANIZATIONAL AND ECONOMIC FOUNDATIONS FOR CREATING SMALL INDUSTRIAL ZONES IN UZBEKISTAN

**Ixtiyor Khamrakulov\***

\*Lecturer,

Fergana Polytechnic institute,

Fergana City, UZBEKISTAN

Email id: i\_khamrakulov@gmail.com

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### ABSTRACT

*Today, in the development of material production sectors in all countries of the world, special attention is paid to the organization of production enterprises in areas where the necessary resources are available and easily delivered to consumers, as well as in combination with the necessary structures.*

**KEYWORDS:** *Cluster, Textile Industry, Enterprises, Development.*

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### INTRODUCTION

Currently, one of the most effective ways to develop small businesses and support them from the states are small industrial zones (SIZ). Small industrial zones are territories intended for the placement of business entities, including engineering, communication and infrastructure facilities, a certain piece of land or a production area. Small industrial zones create great opportunities for the development of the territories in which they are located. In particular, this will speed up industrial production, increase the investment attractiveness of regions for entrepreneurship, open up new opportunities for attracting new investments and new technologies, stimulate entrepreneurship and its development, efficient use of free land through the development of the real sector of the economy; creation of jobs for the population, as well as the production of new competitive products. Decree of the President of the Republic of Uzbekistan No. PP-2200 dated July 3, 2014 "On additional measures for the sale of state property to small businesses and private entrepreneurship" Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated June 15, 2014 No. 192 "On measures to further optimize the areas of overproduction" and the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2014 No. 378 "On approval of the Regulations on the creation of small industrial zones". The charter, approved by the resolution, created the legal basis for the creation and development of small industrial zones in the regions of the republic.

### MAIN PART

In the development of the regions of the Russian Federation, such forms of efficient organization of production as "Industrial Park", "Industrial Zone", "Industrial Zone" are used. An industrial park is a specially created territory for the location of new industries, which is provided with electricity, infrastructure, administrative and legal conditions and is managed by a specialized complex. Production, storage, social and other facilities are jointly located in industrial parks. In developed countries, in particular, in the USA, Germany and other European countries, industrial parks include research institutes, production and training systems in priority areas of scientific



and technological development. The innovations created in them will make it possible to speed up production and develop production based on the latest scientific and technological achievements. The Russian Federation provides for a number of benefits to attract manufacturing companies to industrial parks. Taxes from investors, the amount of credit benefits are determined by the volume of investments in fixed capital and the degree of connection of the investment project with priority areas for the development of the region's economy. Industrial zones will be created in the territories where industrial production was previously located, and then they will be partially or completely closed, and the conditions for their integrated development will be studied. At the initial stage, a thorough study of the territory will be carried out, then a concept for the integrated development of the territory of the industrial zone will be developed and approved, and a program for its implementation will be developed. The industrial park, the territory of industrial zones, has recently been about 100 hectares.

One of the world's leading economists M. Porter, Akhmadeeva O.A., Lyubov O. V., Belenov O. N., Smolyaninova T. Yu., Shurchkova Yu. V., Berkovich M. I., Antipina N. Fridman A. M., Semenov V.M., Vasilenkova N.V., I., Egorova A.O., Kuznetsova S.N., Lenchuk E.B.B. made a significant contribution (2-8). The work of these scientists is focused on the analysis of the economy of the regions and their development, as well as the creation and financing of industrial parks and industrial parks in Russia. Industrial parks and industrial parks and zones are very large in area and solve the problem of locating and developing large industrial enterprises. The works of Uzbek scientists Bayeva Sh., Gulomov S.S., Yakhshibaev G.K. and others are mainly devoted to the financing of enterprises, small businesses and private entrepreneurship. However, in the above work, the issues of financing small industrial zones are practically not considered. As a research methodology, such methods as observation, statistical analysis, comparison, study of scientists' views on the creation and development of small industrial zones were used.

Small industrial zones are created on production areas and in buildings that operate at a loss, economically insolvent and unprofitable organizations and are not used as state property. These areas have a certain level of industrial infrastructure, that is, water, gas, electricity and roads. This, in turn, will drastically reduce the initial costs for entrepreneurs to start their own business and speed up the start of a business. SJSC is financed from the budgets of Uzbekenergo, Uztransgaz and local authorities, and enterprises located in small industrial zones are regularly supplied with electricity and natural gas.

Advantages of industrial zones include the following:

- The flexibility of small enterprises, their adaptation to the external environment, and their support ensures the stable operation of the industrial zone;
- Low cost of infrastructure, training of specialists, purchase of raw materials, special details, intermediate products, equipment and business services;
- Opportunities to use social infrastructure facilities;
- To achieve large-scale efficiency in the field of production due to strengthening of specialization and cooperation.

For example, a certain firm's unused equipment can serve as a source of profit for another firm, or a certain firm can improve its financial position by selling the equipment. Hiring a worker from a personnel training agency located in an industrial zone is cheaper than hiring from the open labor market.

Procurement of material resources, required raw materials and components from local suppliers leads to savings in transportation and warehousing costs.

The main disadvantages of such industrial zones: research and development of zone firms cannot compete with large firms in the financial sector. Because the income of small and medium-sized firms is not large, investment in scientific research is limited.

## CONCLUSION

A lot of attention is paid to the development of industrial parks on a cluster basis. There are many approaches to the problems of cluster formation and development in the scientific literature. According to M. Porter, the emergence of a cluster is often related to places with the opportunity to obtain raw resources, and it can be caused by the concentration of companies and entrepreneurs using important technological innovations in a certain place. Large enterprises are considered the core of the cluster. Later, special suppliers and service organizations will be established around this nucleus. Later, educational institutions and enterprises serving the cluster appeared in the cluster. According to the international experience of creating a cluster (for example, the experience of creating an automobile cluster in China), an industrial zone consisting of one or several large enterprises is established at the beginning. This leads to the construction of infrastructure elements and other auxiliary productions to a certain extent.

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## COMPARATIVE ANALYSIS OF RISK ASSESSMENT METHODS AND THE EFFECTIVENESS OF RISK FACTOR MANAGEMENT

Nodirakhon Jumaboy qizi Makhmudova\*

\*Researcher,  
Ferghana Polytechnic Institute,  
Fergana City, UZBEKISTAN  
Email id: n.makhmudova@mail.ru

DOI: **10.5958/2278-4853.2022.00272.5**

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### ABSTRACT

*The modern conditions of the market economy create the need to develop a new strategy for managing a production enterprise operating under risk, to develop a risk analysis and assessment methodology. In order to successfully manage risks, it is necessary to be able to identify, analyze and predict them. The article considers approaches to risk assessment for industrial enterprises. A comparative analysis of methods for qualitative and quantitative risk assessment is presented and general measures for risk reduction are proposed.*

**KEYWORDS:** *risks of an industrial enterprise, efficiency of economic activity, classification signs of risks, risk assessment, methods of risk analysis, production management.*

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### INTRODUCTION

The process of assessing risk factors can be defined as identifying the degree (magnitude) of risk. As evidenced by the practice of analyzing methods for assessing risk factors, they can be divided into two groups: quantitative and qualitative.

Qualitative risk factor analysis is descriptive and essentially leads the researcher to quantitative risk analysis. The main task of a qualitative analysis of risk factors is the identification and identification of various types and risk factors. Along with this, it is important to determine the characteristics and assess the possible consequences of the implementation of the identified risks. Qualitative analysis, which is the first stage of risk analysis under the condition of an unstable economic environment, aims to identify factors, all types of risk and carry out a possible valuation, which is of particular importance. In this situation, an important condition is the definition of ranked and systematized risk factors that are able to fully reflect the totality of them with which to work in the process of functioning and development of the organization.

The next step in measuring risk factors is usually the quantitative assessment of organizational risk factors. The scientific literature provides a list of methods that provide their quantitative assessment.

### MAIN PART

Quantitative analysis is based on the establishment of specific numerical values of the organization's risk factors. The basis of the quantitative assessment of risk factors is reflected in the theory of operations research, mathematical statistics, and probability theory. In general, the quantitative analysis of risk factors is preceded by their qualitative analysis.

In the literature on risk issues, there are usually several groups of methods that make it possible to quantify risk factors and reflect in the classification scheme of methods for assessing risk factors of an organization:

- Expert methods;
- Calculation and analytical methods;
- Statistical methods.

Statistical methods are based on the study of statistics of losses that took place in the implementation of similar types of economic activities of the organization in the past, establishing the frequency of occurrence of specific levels and types of losses and predicting the likelihood of their occurrence. Statistical methods are analyzed in connection with the concepts of boundaries and risk zones. The points that determine the level of these losses and the probability of their occurrence are outlined by using a statistical analysis of a rather voluminous array of information. The basis of the component of the group of methods under consideration is the calculation of the variance, the coefficient of variation and the standard deviation.

The bulk of the main ideas of statistical decision theory were put forward in 1933 by Pearson and Neumann. Wald developed a systematic theory for a situation in which there is no prior distribution.

In 1951, Savage and Girschik became followers of Wald's research in the field of decision theory. Morgenstern and von Neumann developed an axiomatic approach to subjective utilities, which was associated with their work on game theory.

The subsequent development of the group of methods under consideration served as an impetus for the further development of the "decision tree" method, which is widely used at the present time. This method is used to assess the risks of such decisions that have a certain number of options for the development of events. In this case, in order to build a "decision tree", the researcher must have reliable and necessary information, taking into account the time of completion of various scenarios for the development of events and their probabilities. The procedure for collecting information in order to build a "decision tree" should be reflected in the following sequence: clarification of the composition and duration of the phases of the organization's life cycle; identification of key events; formalization of all possible solutions; clarification of the probability of making each specific decision; valuation of each step to prevent risky events. Based on the results obtained, a "decision tree" is built, which includes nodes - specific work related to the implementation of the planned activities. In an unstable economic environment, the application of the considered method for assessing risk factors is ineffective due to the impossibility to explore all options for the development of events. The complexity of applying this method also lies in the fact that in order to formulate different scenarios for the development of an organization, it is important to have reliable information that takes into account the time of occurrence of various events and their probabilities.

A probabilistic approach to assessing risk factors was proposed by G.B. Kleiner, R.M. Kachalov and V.L. Tambovtsev. The authors propose to carry out risk assessment based on the measurement theory, which covers system analysis, the formation of a special model, the selection of a risk assessment scale and a method for identifying risk assessment indicator values. This paper also proposes to form a generalized quantitative assessment of the



organization's risk factors, taking into account all its participants. For each of them, the risks of individual alternatives and outcomes are initially assessed.

The group of calculation and analytical methods for assessing risk factors is based on mathematical methods. In this case, it should be borne in mind that the applied mathematical methods for measuring financial, production, economic and commercial risks are not well developed.

Simulation modeling is quite widespread in this group. Imitation is a technique aimed at conducting experiments using a mathematical model of the behavior of a system in a specific time period. Such types of imitation are known as imitation of large systems; business games; dependent and independent of the time factor; probabilistic; explicit. Under the conditions of the analysis of real options in the simulation mode and the application of a genetic algorithm, it is possible to build a general scheme for obtaining an optimal investment program, the justification of which makes it possible to take into account risk factors for the future development of individual investment projects.

The Monte Carlo method is a modified simulation model. The Monte Carlo simulation procedure itself includes certain steps:

- Identification of functional dependencies between exogenous and resulting model variables;
- Calculation of values of exogenous variables for the sample;
- Assessment of indicators of the resulting variables using the functions established at the initial stage for each sample;
- Repeated repetition of steps 2 and 3.

The main difference between the Monte Carlo method and other analytical methods is the coverage of its solution space: analytical methods include the entire space, and this method is only a part of it. This method makes it possible to sufficiently take into account all the uncertainty, and also allows you to take into account all available information.

Mathematical methods of experiment planning enable the researcher to select the optimal number of scenarios and within each of them to establish the optimal limits of factors. This allows you to determine the coefficients of multivariate regression, using a much smaller amount of calculations. The proposed approach did not attract wide interest due to insufficient development of the methodology for assessing risk factors.

Further practical application and improvement of this group of methods for assessing risk factors led to the development of the scenario method and the method of variation of decision parameters (or sensitivity analysis). The scenario method includes the development of the most probable pessimistic and optimistic options for implementing the solution, with the calculation of all final values for the solution. Sensitivity analysis can be used to initially assess risk factors in a crisis.

Currently, various methods of expert research and assessments are becoming more widespread. These methods are irreplaceable in the conditions of solving complex problems of evaluation and selection of technical objects, in particular, objects of special purpose. This method is used in predicting and analyzing a case with a large number of significant risk factors, where it is necessary to involve the experience of intuition and knowledge of many highly qualified experts who are specialists in this field.

When choosing methods for analyzing and assessing risk factors in an organization, the following factors are crucial:

- The ability to assess risk factors in dynamics;
- The possibility of a qualitative assessment of risk factors;
- The possibility of quantitative assessment of risk factors;
- Availability of information resources;
- Simplicity of calculations.

**TABLE 1 COMPARATIVE ANALYSIS OF METHODS FOR ASSESSING THE RISK FACTORS OF AN ORGANIZATION (COMPILED BY THE AUTHOR)**

Method for assessing risk factors	Qualitative assessment	Quantitative assessment	Availability of information	Ability to evaluate in dynamics	Simplicity of calculations
Method of expert assessments	+	- +	+	+	+
Statistical estimation methods	+	+	-	+	+
Risk adjustment method	-	+	+	+	+
Break even point	-	+	+	-	+
Decision tree method	+	+	-	-	+
Analogy method	-	+	- +	-	- +
Simulation modeling	-	+	+	+	-
Scenario Analysis	+	+	-	+	-
Method without taking into account the probability distribution					
• sensitivity analysis;	+	+	+	+	+
• multiple value method;	-	+	+	+	+
• adjustment method;	-	+	+	+	+
• single value method;	-	+	-	+	+

Table data 1 is proposed to be used as a tool for selecting methods for measuring risk factors, depending on the current market situation and within the organization, on the degree of availability of information resources and the expected results of the assessment.

An analysis of methods for assessing risk factors made it possible to formulate the conclusion that the traditionally used risk measurement methods for stable environmental conditions cannot be effectively applied under the condition of instability of the economic environment. All the considered methods do not assess the relationship between the variable risk factors of the organization, for this reason they can only be applied to a narrow range of situations and be part of the methodology for assessing the risk factors of a developing organization. In order to more effectively apply these groups of methods in practice, it is important to build the distribution of the probabilities of the implementation of specific risk factors.

Today, there are a large number of risk minimization methods presented by various scientists.

The main ways to minimize risks include: risk distribution among different agents, risk insurance, self-insurance of risks, organization of production diversification, limitation, implementation of alternative planning, creation of a flexible production structure, creation of reserve funds, information monitoring, training and training of personnel, the use of flexible technologies , risk aversion.

To date, there are a large number of risk minimization methods presented by various scientists.

The main ways to minimize risks include: risk distribution among different agents, risk insurance, self-insurance of risks, organization of production diversification, limiting, alternative planning, creation of a flexible production structure, creation of reserve funds, information monitoring, training and training of personnel, the use of flexible technologies , risk aversion(Table 2).

**TABLE 2 WAYS TO REDUCE RISK IN THE PRODUCTION MANAGEMENT OF INDUSTRIAL ENTERPRISES**

Types of risk	Ways to reduce your risk
<i>In the field of production</i>	
Technical risk	Carrying out preventive measures, formation of reserve funds, insurance
Technological risk	Quality control, situation monitoring
Production organization risk	Development of promising areas of development, building a rational production structure, pursuing an effective innovation and investment policy
Labor resource risk	Professional development, personnel training, certification, accident insurance
Executive risk	Methods of motivating employees, contributing to the achievement of the goals of the enterprise (association)
Natural disaster risk	Insurance, self-insurance - formation of reserve funds
<i>In the field of supply and sales</i>	
Market risk	Integration processes (conclusion of long-term contracts, agreements), diversification of production
Transport risk	Self-insurance, introduction of penalties, forfeits
Warehouse risk	Introduction of resource-saving, energy-saving technologies
Risk of purchasing raw materials	Implementation of scientific inventory management methods
Marketing Risk	Marketing research, diversification of sales markets, creation and promotion of a trade mark (brand)

## CONCLUSION

Taking into account the sectoral characteristics of industrial enterprises in production management, it is necessary to highlight the methods of risk reduction aimed at resource provision of production and effective supply activities.

Despite the variety of methods proposed for risk assessment and reduction, the accuracy of any method in their application is effective only if the calculations are consistent with the nature of risk management processes and common sense. As a result, the efficiency of risk management in the enterprise should increase.

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## BIOLOGICAL BASIS FOR PLANT GROWTH AND DEVELOPMENT MANAGEMENT

**M. Nazarov\***

\*Professor,  
Candidate Of Agricultural Sciences,  
Fergana State University,  
Fergana, UZBEKISTAN  
Email id: m.nazarov@mail.ru

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### ABSTRACT

*Without scientific justification of agriculture, it is impossible to provide the national economy with raw materials, humanity with food, and cattle breeding with poultry feed. A lot of funds and technical means are allocated for the development of the agricultural sector in the following years, new scientific foundations of farming and management are being created. As farmers receive permission for self-financing, independent rights and start planning from the bottom, significant shifts are taking place, people receive more income for their work. The availability of conditions for increasing agricultural and livestock production is becoming increasingly widespread, which leads to the fact that the provision of land to farms, the development of new technologies leads to an improvement in the use of land, fertilizers, water and other opportunities. Farms have the opportunity to organize crop care based on new technology and increase the feed base to increase the productivity of animals when it is used in animal husbandry.*

**KEYWORDS:** Ecology, Plant, Agriculture, Livestock, Organic Compounds.

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### INTRODUCTION

We have already said that in accelerated technology, one of the main elements of crop production for growing products are various natural synthesized and artificially produced on an industrial scale hormones for growth control-giberrellin, auxin, ethylene and other so-called "controlling" substances.

Any crop in the field receives a sufficient amount of sunlight, heat, carbon dioxide from the air, and water and nutrients from the soil. Absorbing the above factors, they form complex organic compounds from simple elements, which means that during the growth and development of plants do not increase in size and mass, providing the formation of various levels of matter, forming tissues, cells and new organs. In general, the formation of a new seed consists of a complex of many complex processes that are the result of the interrelation of internal and external factors. In plants, chemical processes serve as an internal factor.

As a result of chemical bonds in plants, hormones are formed that exercise basic control, that is, regulate the processes of growth and development. Harmonics are active even to a very small extent, the meaning of this word is "to wake up" (to excite), but at present it is also obvious that some harmonics are a slowing factor. The very first of the hormones studied is called auxin.

## MAIN PART

In 1881, when the great English scientist Charles Darwin and his son Francis Darwin discovered that fescue grows in the direction of light, in an experiment, the tip of the tumor is illuminated from the side, wearing a light-tight cap in which the tumor did not grow obliquely, unless the lighting was supplied from the side and the tumor growth point was not closed. The tumors grew obliquely towards the light. They came to the conclusion that if there is some kind of stimulus shining next to the tumors, causing them to flow down the three ends, as a result, the tumor bends. The "stimulus" potok pineapple was discovered in 1926 by the Dutch scientist Frins Vent, who cuts the oatmeal into three parts, placing it for an hour in an agar solution (obtained from red algae, a neutral solution is feed). Then the agar is crushed and poured into the darkness along with the cut growths. Within an hour, the tumor was striving for light. Consequently, the tendency (deviation) of the growths to light was a chemical substance, which he called auxin (I grow, I propagate). It was found that this substance accumulates in the apical part of the growths and in the upper growing part of the stem meristem.

In recent years, it has become known that auxin accumulates in young leaves, flowers, fruits, as well as in the pulp. Auxin visualizes the elongation of the host cell, but does not replace the growth of side worms. No, if we cut the plant from the point of growth, the side branches will start to grow quickly. When auxin is applied to the cut stem, the growth of the lateral branches stops. Auxins obtained by the synthesis of the herbicide 2,4-D are widely used in agriculture to destroy weeds.

From such synthetically obtained auxin substances, Alpha-naphthylacetic acid is used to accelerate the extraction of roots from cuttings, reduce the fruiting of fruit trees. This acid, obtained by synthesis, decomposes very quickly under the action of plant enzymes and microorganisms. When processing plants with auxin during flowering (flowering), it is possible to obtain pitted fruits, which is more often observed in seedless tomatoes, cucumbers, eggplants and some grape varieties.

Auxin is formed in the resulting seeds, is also found in leaves, but does not affect their growth. It serves as a means of reducing fruit weaving, but its dosage, which leads to an increase in the ethylene content in the product, enhances fruit weaving[1].

Chemically artificially synthesized auxin is used to kill weeds (phenoxyauxin or 2,4 - D).

Another substance extracted from the plant's body is called cytokinin, which mainly accelerates cell division (from the word cytokinesis, meaning cell division). For the first time, zein (cytokinin) it was isolated from corn grain, now this substance is obtained from most seed plants. By substances, it enhances the growth of sideworms. The harmony of cytokinin (kinetin) helps to keep the chlorophyll substance in the leaf clean, even if this substance puts the torn leaf in water and keeps its green state for a long time. There are still theories that the substance cytokinin accumulates in the places of fruiting, in the roots and in the place of plant growth.

Scientific work in this area continues. In 1901, in St. Petersburg, D. Nelyubov discovered that combustible gases cause the plant to weave a leaf, this gas is called ethylene, which, although without gas, dissolves in the cytoplasm of the plant, it participates in metabolism with other hormones in the plant. Ethylene contained in plants can also be recognized when it is released from tissues without detecting it in laboratory analysis. Ethylene produces methionine in the plant cell, and the respiration process in the presence of an energy source (ATP) - adenosine



methionine[2]. Currently, ethylene is released more in all parts of plants, especially in ripening fruits, accelerating the ripening of raw tomatoes, grapes and other fruits when inhaling this substance from immature ones for food. For the machine harvesting of some fruits (grapes, cherries, berries with strong fruits), a tape is used for softening, as well as for weaving excess leaves, flowers and fruits of plants[3]. Ethylene causes a decrease or increase in the paternal or maternal sex in crops belonging to the pumpkin family (zucchini, cucumbers). For example, in cucumbers, the achene flower secretes more ethylene, while the pumpkin treated with ethylene gives more of the mother flower. In general, ethylene causes both of these plants to produce more mother flowers. Another of the plant hormones, abazizic acid I, was discovered in 1949-1965. If you treat the recorded worm with this acid, it will go into a state of rest, if you spray gibberlin after that, the worm will wake up. In general, olbcisic acid has the opposite effect with auxin.

If you drop a drop of abscisic acid on a tiny leaf, this earth will quickly turn yellow, and the remaining areas will remain green. In the future, this acid can be used in agriculture in arid areas as an agent that will help keep the leaves closed, thereby saving water. There are also suggestions that this acid is formed to a greater extent in thirsty plants. Breeding scientists in Mambo believe that new varieties resistant to dehydration can be obtained if varieties are created that genotypically produce more absinic acid.

One of the substances widely used in crop production is gibberellin, named in 1926 in honor of gibberella, a pathogenic fungus discovered by a Japanese researcher on Kurosov's rice. It was isolated in its pure form in 1930, and in 1956 it was discovered that it is also present in other cultures. Gibberellin is more common in immature seeds, 65 names are known of it, the most studied is gibberellic acid. This substance basically causes the plant to grow in height because it accelerates cell division and elongation in height.

This substance can be used to treat low-growing crops, for example, low-growing varieties of corn, which increases the yield of blue grass. Corn contains nine more substances called gibberillins, which go through several stages before the cultivator gives results. Gibberlinic acid accelerates the germination of seeds, which is especially important for the uniform germination of barley when obtaining beer. In addition, this substance causes the formation of various pitted fruits. For example, apples, currants, cucumbers and pitted eggplants, tangerines and peaches tend to increase in fruit, while almonds tend to increase in fruit if they are sprinkled with gibberlin with a lack of auxin. The following are the chemical properties and physiological effects of phytohormones found in plants: Auxin - indetyl 3-acetic acid, phanel acetic acid Cytokinin - NB –adenine product, - phenylmachine compound ethylene - SN2-SN2 gibberalin - gibberaline acid (GK3) GK1 Abscisin - ABK acid accelerates stem growth, fruits grow better, leaves longer life provides. Accelerates fruit ripening, leaf aging, accelerates leaf formation. Accelerates the flowering of long-day and biennial plants. the stems become longer, controlling the formation of enzymes in the ears. The lips close, there is a possibility that the organ of the plant is intertwined, in some species it assimilates a state of rest. Accelerates the growth of plant stems. Phototrodism takes place. They improve conductive tissues, stop weaving, promote the formation of ethylene, increase the size of fruits, accelerate the exit of roots in cuttings.

Consequently, hormones or chemicals contained in plants, called phytohormones, play an important role in plant life, regulating plant growth, moving from one organ to another, as well as having a physiologically active effect.

There are accelerators and growth retarders-gibberellin, Heteroauxin, tur, pix and other substances synthesized from retortants, which are currently used in agriculture in plant-growing industries. Using the example of substances used in production, it can be seen that, depending on the soil and climate, the norms of fertilizers applied, it is possible to change the growth of the plant, its fruits in the desired direction. Thus, for each zone there are special recommendations for the use of certain growth agents or growth retardants[4].

Chlorcholine chloride, which has been used for many years, is used to regulate the growth of plants grown on (cotton, cereals, melons/vegetables), a substance called "Pix" also serves farmers as an additive[5].

Substances created to control plant growth are widely used in various agricultural crops. These substances that slow down or slow down growth, which should be used as one of the main elements of intensive technology, are widely used in grain, vegetable growing, horticulture, seedling cultivation, industrial crops. However, in our republic, this work is not organized in the best way. For example, at a time when chlorcholine chloride (species) is used on tens of millions of hectares in grain farming, we lack attention to it. In subsequent years, scientists recommended this type of drug for use in cotton growing as a substitute for chicane, and also in 1975 it was discovered that this drug could be used against the subsidence of cotton. The drug stops the growth of the plant if it is used with a 0.01- or 0.02-percent aqueous solution (250 grams per hectare), when cotton begins to bloom, since it does not grow along the cells of the growth point, the leaf becomes dark green, the drug provides the formation of an average articulated stem, if sizot waters are used on nearby lands or in areas that are porous when using the wrong technology.

The preparation of the type gives particularly good results when used on wheat, rice, rye and other cereals. This drug can also penetrate into the body of the plant through the leaves and roots. The best result is obtained when sowing long-stemmed varieties, it is best to sow during the harvest and the formation of stems to prevent the settling of wheat and rye. The drug of this type belongs to the so-called retardants, with a good effect from 1 to 8 kilograms per hectare, although long-term data show that the optimal dose is 4 kilograms, but depending on natural and climatic conditions, this dose can be reduced. The effectiveness of the drug depends on the degree of availability of water and nutrients to the plant. For example, increased humidity or more moderate use of nitrogen fertilizers enhance the effect of the species, that is, the plant ceases to grow in height, as joints become shorter and tissue density increases. Wheat yield increases from 3.3 c/ha to 8.7 c/ha, no occurrence is observed. In flour and bread, the content of gluten and protein is increased, experiments have shown that the drug of the type when consumed at a rate of 30 kg / ha is transmitted to subsequent generations, which makes them stunted.

The species affects less water consumption in the plant's body, which means it increases drought resistance. If wheat seeds are treated with a variety before sowing (10-25 liters per 1 ton, 5-15% solution), this will increase the resistance of the plant to external adverse factors, the treated seeds are sown 3 days earlier, since germination is slightly delayed, but the seeds after germination withstand + 55 degrees celsius[6].

Like medicines of this type, gibberellin, etrel, ethylene solar and other substances are widely used to prevent plant growth, flowering, fruit formation, shedding or weaving of excess. We think that the literature on horticulture and viticulture, as well as vegetable growing, will provide more complete information about them[7].

To the solution, the seeds are treated before planting, creating a thin layer-a veil-on the bark, while the veil protects the seeds from rotting in case of excessive humidity, since it eliminates most fungal diseases. During coagulation, the seeds are poured with boiling water for 5-6 hours, mixed with 3-4 grams of water per hectare of area. It is environmentally friendly.

## CONCLUSION

In addition, the substance accelerates the growth and fruiting of cotton, the viscosity decreases slightly, the yield increases by 3-4 hundredweight. If in 1989 the substance was used on 40 thousand hectares, then in 1990 - on 65 thousand hectares. An additional 13 thousand tons of cotton raw materials were collected. based on field experiments, this substance increases the length of the head stem by 5-15 cm, the number of branches by 3-5, the number of fruits by 6-15, the number of stems by 1-2.

In particular, since it provides faster germination of seeds and earlier development of sprouts, it increases resistance to most spring diseases, especially to hemiasis and root rot, which dramatically reduces the incidence.

This substance can be used instead of the "Tegan" substance, because it is cheap, produced here, and "Tegan" is imported.

Carrying out PAV-61 on a wider area showed that the cotton harvest in the Syrdarya region increased by 3 hundredweight, while if it is planted on 150 thousand hectares, it will be possible to get 35 thousand tons of surplus cotton and make a profit of 68 million soums. consequently, it has been confirmed that the use of this substance in cotton production is economically beneficial, now the task is to apply it in all fields.

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## FEATURES OF USING FOREIGN EXPERIENCES IN THE MODERNIZATION OF CONTINUING EDUCATION

**Azizjon Melikuziev\***

\*Lecturer,  
Fergana State University,  
Fergana City, UZBEKISTAN  
Email id: a\_melikuziev@gmail.com

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### ABSTRACT

*The article highlights the ongoing innovations in the education system of Uzbekistan and the issues that need to be implemented. We are talking about the compliance of the Uzbek and foreign education system with the standards of the world education system, about the practice that should be implemented in the future, about the changes currently taking place in the higher education system, about what teachers should pay attention to at the moment.*

**KEYWORDS:** *International Standards, Integrtrion, Continuing Education System, Narrow-Profile Specialists, Bachelor's Degree, Master's Degree.*

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### INTRODUCTION

Currently, our main task is to radically change the education system of the New Uzbekistan, its integration into compliance with international standards, and the training of qualified personnel. In this regard, many reforms are being carried out now.

In particular, the work carried out in the higher education system deserves attention. Because the practical work being carried out to bring the higher education system to world standards, inclusion in the international thousand, compliance with transparency in admission processes, opening branches of prestigious foreign universities, establishing exchange and advanced training of students and teaching staff in the higher education system abroad on the basis of grants not only for the education system, but also for the development of our country and society, it also takes on great importance.

Currently, there are also factors hindering the integration of the education system. These are some of the most serious issues that cannot be postponed. According to the education system based on world experience, national educational standards should be based on international educational standards, and not correspond to their socio-economic and cultural characteristics. Only then will it be possible to create an opportunity to train highly qualified personnel capable of withstanding competition and freely negotiate with foreign personnel.

The concept of innovation is quite diverse and depends mainly on its application. In short, innovation is the successful use of new ideas. Today, the predominant areas of innovation are developments in the areas of energy efficiency, safety, ecology, information technology, and innovation in construction. There are also several main profiles: information and communication technologies, innovative technologies and equipment for the oil and gas and petrochemical industries, industrial automation and intelligent systems, biotechnology, nanotechnology, etc. The introduction of

innovative technologies in education requires new approaches to teaching based on modern educational technologies. Modern educational technologies, first of all, should work for creative education, contributing to the creative development of the personality of each student. The structure of educational technology includes such components as goal-setting, monitoring and evaluation, while the basis of the modern education system is information technology. At the same time, it is essential that innovative technologies in education require not only development, but also the creation of an appropriate information and educational environment. The information-rich living space through the media and the Internet can have both a positive and a negative impact on human consciousness. Various manipulative methods of influence can have a negative impact on the personal and social strategy of harmonious development. Their influence on the minds of young people is especially dangerous, who, due to their age, are often gullible, naive in a certain sense and are more suggestible. In the modern world, the media are increasingly becoming not just a source of information, but a channel of ideological influence on the consciousness of people. In the arsenal of means of manipulative influence for the purpose of indoctrination and reorientation, there is a huge number of techniques, both well-known and innovative. The targets of such an impact can be: the social activity of the individual, the style of her thinking and activity, the psychological mood and emotional background of life, worldview foundations.

Due to the need to develop a separate educational program and qualification requirements for each level of education in the system of continuing education in accordance with the standards of the international education system, the State Inspectorate for Quality Control of Education in 2021 developed the project “National curricula of continuing education of the Republic of Uzbekistan in a foreign language”. This project analyzes the purpose of the program for each level in the foreign language education system, the role and importance of the subject in the education system, the knowledge and skills that they should have at the levels in the education system. Now our task is to analyze this project more deeply, as well as to develop an educational program in other subjects and subjects, as well as qualification requirements in accordance with it. The division of the education system into levels is the main principle of the international classification of education, while ensuring its consistency and continuity.

## **MAIN PART**

The next graduation prepares narrow-profile specialists in bachelor's and master's degrees based on the classification of education adopted in 1997, as a result of which many graduates wander, unable to find a job in their specialty. However, at present the labor market is in great demand for specialists of a wide profile. And the updated international standard of education and classification, developed in 2013, is taking root in world practice.

Another important issue that is required of us is the development in our country of a classification of educational qualifications that meet international and European standards. At the same time, we are obliged to pay attention to the diplomas of university graduates [1]. The lack of qualification, level of education, specialty, profession in the diploma, which gives the right to engage in professional activities that meet international standards, is the reason for the non-recognition of the diploma by developed countries.

For example, if we take the agricultural sector, a narrow range of specialties will be prepared, such as pomegranate growing, viticulture, cotton growing, etc. However, after graduating from the same specialty, he cannot engage in another field. Instead, it would be advisable if the



specialty of animal husbandry or agronomist was prepared in accordance with the requirements of the period.

Speaking about bringing higher education in line with international standards and integration, it is necessary to take into account that in the international education system, in addition to the two-level (bachelor's and master's degree), there is also a single-level education system that trains specialists at the master's level[2]. For example, such fields as Veterinary medicine, medicine, engineering, architecture, provide a specialist with a master's degree in fundamental sciences within the framework of an education system lasting at least five years. Because in some areas, the knowledge gained on the basis of 3-4 years of bachelor's degree will not be enough [3].

Another important problem is the three-level system of 11-year general secondary education. Having gained world experience, it is according to the American and British education system that a student who has graduated from high school can get a job with this degree in accordance with the professional orientation and the knowledge gained recorded in the certificate. And our system issues a certificate only on the basis of graduation from secondary education. Therefore, our task is to develop a separate educational program and qualification requirements for each stage corresponding to international standards of secondary education, to determine the mission, content of each subject studied, at which stage, in which class, what knowledge should be provided.

According to international standards and world experience, the final stage of secondary education in grades 10-11 should be the creation of basic and specialized programs in all subjects and the organization of specialized classes in classrooms.

After graduating from grade 9 by world standards, students who have less inclination to complete the next stage are not immune from choosing a profession. Conditions are being created for on-the-job vocational training, while some of the youth, continuing their studies in grades 10-11; master the profession after school according to the dual system at the vocational school bases where the production enterprise or organization is located.

Currently, the most important task of public education workers is to improve the education system in the spirit of independence, instill aspects of foreign advanced pedagogy, enrich the traditions of classical pedagogy, introduce effective aspects of the education system that meet international and European standards. To do this, it is necessary to be able to apply the experience of developed countries in the education system.

In particular,

From Japanese education, careful preparation of the child for school, parents' responsibility for the child in the preschool period, high demands on teaching staff, individual work with talented, gifted youth, differentiated education in the German education system, professional orientation, acquisition of knowledge in primary education in the French education system, systematic use of didactic means in the educational process, we please note, we apply them in accordance with our own education system in the integration of the education system, which occupies an important place in the dynamic development of the city.

## CONCLUSION

Of course, every innovation requires serious changes and analysis. Therefore, no matter at what stage of training we work, given that we live in the era of technology, we need to be ready for innovations every day, every hour, every minute, to be able to apply them in order to educate a new generation, first of all, ourselves, without ceasing to master new knowledge.

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## THE ROLE OF E-LEARNING RESOURCES IN MODELING PHYSICAL PROCESSES

**Abdumalik Kholmatov\***

\*Lecturer,  
Specialized State Secondary School № 2 of the City Of Fergana,  
Fergana City, UZBEKISTAN  
Email id: a\_kholmamatov@gmail.com

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### ABSTRACT

*Now, as a result of the development of Science, Technology and innovation technologies, interest in increasing the effectiveness of education through the use of interactive methods (innovative pedagogical and information technologies, attention is increasing day by day. The article focuses on the aspects of the use of e-learning resources in modeling physical processes.*

**KEYWORDS:** *Education, Innovation, Physics, Physical Processes.*

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### INTRODUCTION

Globalization, international economic integration, the processes of international division of labor, a high level of automation of production processes impose their completely new and dynamically changing requirements on the existing market of educational services. Therefore, improving the competence of teachers, who are an essential element of the educational process organization system and ensuring the quality of education, is one of the most important issues on the agenda. Training and education of competitive specialists not only in the domestic, but also in the world labor market, the education system requires teachers to have a high level of professional competence, constant and consistent improvement.

"The goal is to identify priority areas of systemic reform of higher education in the Republic of Uzbekistan, bringing to a qualitatively new level the process of training highly qualified personnel with modern knowledge and high moral qualities, independent thinking, modernization of higher education, development of the social sphere and economic sectors based on advanced educational technologies " [1]. Work in this direction has reached a new level after the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On the Strategy of actions for the further development of the Republic of Uzbekistan" dated February 7, 2017.

### MAIN PART

The learning process of a modern person does not end only with a kindergarten, a school, a lyceum or a college, a higher educational institution. It is necessary that a person receives education throughout his life, that is, education should be continuous. So, continuing education is a requirement of the period. That is why there is a need for modern information technologies.

*Informatization of the XXI century informatization of education in the age of admission, in every educational institution:*

- The learning and learning process;

- Management of an educational institution;
- Requires informatization of the environment of the educational institution.

*Currently, computers are used in the educational system mainly in four directions:*

- As an object of study;
- As technical means of training;
- In the education department;
- Used in scientific and pedagogical research.

*Widespread introduction of modern information and communication technologies in education:*

- Informatization of branches of science;
- Intellectualization of educational activities;
- Deepening of integration processes;
- Leads to the improvement of the infrastructure of the education system and its management mechanisms.

*Introduction of modern information technologies into educational processes:*

- For the student to acquire professional knowledge;
- To in-depth development of the field of science by modeling the studied phenomena and processes;
- To expand the scope of independent activity of the student due to the diverse organization of educational activities;
- Individualization and differentiation of the learning process based on the introduction of interactive communication opportunities;
- Mastering the strategy of mastering the educational material by using the capabilities of the artificial intelligence system by the student;
- To the formation of an information culture in it as a member of the information society;
- The representation of the studied processes and phenomena with the help of computer technology becomes important, since it leads to an increase in the interest and activity of students to the basics of science.

The use of information and communication technologies in the modeling of physical processes is carried out mainly in two types. The first condition is technical equipment, and the second condition is something that is specifically supplied with the software. Availability of technical equipment: computers, network devices, high-speed Internet networks, equipment, etc.

The most correct way of educating modern youth is to foster talent for creative activity, taking into account personal interests, starting from school and ending with a higher educational institution and further. One of the most acute problems facing educational institutions is to improve the quality of training of graduates-specialists. And the training of highly qualified scientific personnel is a matter of national importance.

The complexity of teaching physical and mathematical sciences today is due to the impetuosity of the era, the rapid change of computer technology and technology. As a result, numerous changes are being made to the state educational standard, especially to the curricula for physical and mathematical sciences taught in higher educational institutions. Nevertheless, special attention should be paid to the development of creative abilities of young people. Because this is one of the key factors determining the future, the progress of our country. It is known from world experience that the creative abilities of young students develop more in non-standard issues, specific problematic issues.

The progress of scientific work has been achieved by people with creative abilities in all fields of science, therefore, when teaching such students in higher educational institutions, it is necessary to pay attention to the further development of their creative abilities. Of course, students' creative abilities cannot be developed in one or more lessons. This issue needs constant and systematic special attention. As already mentioned, the creative abilities of young students develop more in non-standard issues, specific problematic issues. During the preparation of such questions and questions, teachers need to take into account the individual characteristics of each student. The analysis has shown that there are enough such questions designed to promote the creative activity of gifted students of secondary schools, gifted students of academic lyceum and professional colleges, and even methods of compiling and using such questions have been developed.

One of the main issues in the organization of physics practices is getting students sufficient physical data from the lesson process, the experiment process. as a result of experiments in laboratory work, the devices are not very difficult to manufacture and operate. In order to draw physical conclusions from the results of the obtained experiment, it will be necessary to process the data. Mathematical processing is necessary for each laboratory.

Computing machines, which have been widely developed in recent years, will be very useful in mathematical modeling of physical processes, processing of results and other works.

Creation of programs that process experimental results based on the constructed algorithm and display them on the screen using the method of mathematical modeling of physical processes. Such programs can display processes on the screen using graphical elements in mathematical modeling of various processes using formulas, using the lectures passed.

Physical processes can be experimented once on some parameter value and presented on a computer with other values of the remaining parameters. It absorbs time and saves material.

The results of the experiment can be processed and determine how well the structured mathematical model reflects the physical process. It is also possible to statistically process the results obtained after repeated laboratory work.

## CONCLUSION

Thus, equations are one of the mathematical devices used to model processes studied in the natural sciences, such as physics, chemistry, biology, as well as in engineering. Therefore, it is necessary to teach students not only to find solutions to equations satisfying a particular condition, but also to investigate the features of these solutions. In other words, you will have to look at the set of all solutions of the equations. At the same time, the opportunity to get a solution in a visual form was not always the impetus for the development of methods for approximate solution of equations, and on the other hand, the availability of mathematical software packages for their solution signals the relevance of our research.



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**FARMERS' PERCEPTION TOWARDS SUSTAINABLE AGRICULTURE  
IN MALKANGIRI DISTRICT OF ODISHA: IMPLICATION FOR THE  
RURAL ECONOMY**

**Amrita Mishra\*; Prof. (Dr.) Tushar Kanti Das\*\***

\*ICSSR Doctoral Fellow,

Department of Business Administration,  
Sambalpur University, Burla, Sambalpur,  
Odisha, INDIA

\*\*Professor,

Department of Business Administration,  
Sambalpur University, Burla, Sambalpur,  
Odisha, INDIA

Email id: amritamishra@suniv.ac.in, tkd@live.in

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**ABSTRACT**

*The modern agricultural system is favorable for the wealthy and big farmers as compared to small & marginal farmers. But sustainable agriculture practice is economically viable, socially responsible, and ecologically sound. Which means it is very much favorable for our ecology as well as for small farmers. This study examined the farmer's awareness of sustainable agriculture and its implication for the rural economy. A multistage sampling technique was used to select 200 farmers in 8 villages of Malkangiri district of Odisha. This study mainly focused on tribal farmers. Data collection was done with the use of a structured interview schedule and described using descriptive analysis. Pearson Product Moment Correlation (PPMC) was used to test the existence of relationships between different variables i.e., age, year of formal education, farming experience, farm size, and farmer's awareness. This study was able to examine farmers' awareness of sustainable agriculture. Farmers positively accepted the practice of sustainable agriculture and appreciated its potential as an alternative to conventional agriculture, a profitable venture, capable of providing a healthy family income that would improve the rural economy. State Government and Central Government should strengthen efforts through collaboration with relevant non-governmental organizations to keep farmers up to date with sustainable agriculture practices and their benefits.*

**KEYWORDS:** Sustainable Agriculture, Rural Economy, Tribal Farmers, Ecology, Awareness

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**INTRODUCTION**

According to the Food and Agriculture Organization, sustainable agriculture is "the successful management of resources for agriculture to satisfy changing human needs while maintaining or enhancing the quality of the environment and conserving natural resources". The Sustainable Development Goals are a framework of 17 goals and 169 targets across social, economic, and environmental areas of sustainable development. The second goal is to focus on the promotion of

sustainable agriculture. Agriculture is the major livelihood of rural India. Nearly two third of the total population is engaged in Agriculture based activities. India is very rich in its natural resources but still it fails to give food security to its own citizens. When it's come to the sustainability of agriculture, India needs to increase productivity without causing any harm to the natural resources. Agricultural practices to be counted as sustainable when it satisfies three conditions that are it should be environment friendly, it should be pocket friendly and it should satisfy society's need. In other words, we can say it should be economically viable, socially responsible, and ecologically sound.

The traditional agriculture system of tribal farmers in the Malkangiri region is one of the agriculture systems in India which has been recognized for its extraordinary contribution to promoting the conservation of biodiversity, food security, indigenous knowledge, and cultural diversity of sustainable development. Mainly, Bondas, Gadabas, Kondhs, Koya, etc. are the tribes who are found in the Malkangiri district. The traditional agriculture system in Malkangiri district is highly practicing system by the local traditional communities, where they believe in using natural resources-based products for their farming rather to use chemical fertilizers and pesticides. Farmers in this area prefer to use jia jala, handikhata, jibamruta, compost, cow dung manure, green manure, etc as fertilizer and nimastra as a pesticide, which is made from natural ingredients at low cost. They are highly knowledgeable on the conservation of natural resources, biodiversity, and forest-preserving endemic species. Though they are highly knowledgeable and give ecological services to society still they are the part of the poorest community in the country and the world. Their traditional agriculture system shows their lifestyle and cultural values which need to be recognized by society (Food and Agriculture Organization). Malkangiri social structure is deeply connected with tribal communities having a distinct identity in terms of social organization, culture, and economy. This traditional community is considered the original inhabitants of India.

The agriculture practice can't be called sustainable unless it is profitable and able to sustain the farmers in terms of good income and good quality of life. Thus, farmers must be well-aware and convinced of the value of sustainable agriculture to enable them in making an appropriate decision concerning its adoption. Knowledge is also known to be an important factor in individual behaviour; hence, there is a need to examine farmers' awareness of sustainable agriculture.

### **Objectives of the Study-**

1. To find out the tribal farmers' awareness of sustainable agriculture.
2. To identify the relationship between farmers' socio-economic characteristics and their awareness of sustainable agriculture.

### **Significance of the study-**

The findings of the study are expected to provide valuable information to the farmers, Government, and Development Organizations for making development initiatives on sustainable agriculture.

### **Review of Literature-**

Agriculture plays a dynamic role in the rural economy by tackling the issues of poverty alleviation, and food security and acts as a basis of stable income generation (Lee 2005; Bhutto

and Bazmi 2007). In terms of food provision, and socio-cultural and environmental benefits without exhausting the natural resources, there is a need to shift to a more sustainable system of agriculture. Sustainable agriculture rests on the principle of production and food systems that are profitable, environmentally sound, energy efficient, and able to deliver a healthy family income and a quality of life (Earles, 2005).

The growing world population, which had exceeded 7 billion and is expected to grow above 9 billion, will demand an increase in agricultural output of about 60 percent (Alexandratos and Bruinsma, 2012) to meet the food demand. This demand will put more burdens on agriculture and natural resources to increase food production and to be met the goal of eradicating hunger of the United Nations (UN) millennium development (Hanna, 2010). To meet the millennium goal, there is the need for the development and strengthening of agriculture using new technologies, but most of the time, it gives negative impacts such as land degradation, water quality decline, and biodiversity loss (Rockstrom *et al.*, 2004; Millennium Ecosystem, 2005). In answer to these multiple challenges both in terms of food provision and socio-cultural and environmental benefits without diminishing the natural resources, there is a need to move to a more sustainable system of agriculture.

Sustainable agriculture has the potential of sustaining the economic viability of farm enterprises by taking advantage of the knowledge and skill of farmers to fulfill the needs of food, fiber, and energy. It enhances the efficient use of both non-renewable and on-farm resources and the integration of biological cycles and pest control tools with production practices (Sustainable Agriculture Network, 2014).

In Vietnam, the farmers are aware of the adverse impacts of applying agrochemicals on the natural environment. Farmers have moderate perceptions regarding practices related to viable profits, burning of plant residues, application of soil tests before applying fertilizers, the role of sustainable agriculture in addressing poverty, and the application of modern agricultural technology. The factors that influence the farmers' perception of sustainable agriculture are programs on TV, education, ethnic group, economic status, and credit group (Thanh, N. Van, Sukprasert, P. & Yapwattanaphun, C., 2015).

In south-western Nigeria, the farmers have a positive response towards sustainable agriculture and suggest, the extension agency should intensify the efforts through collaboration with relevant NGOs to create more information to the farmers on sustainable agriculture (Adeola, R.G, Adetunbi, S.I, 2015).

Sawicka, H. (2017) in this research neutral attitude is evidenced in this region towards sustainable agriculture due to the lack of extension activities in this region is subject to sustainable agriculture practices. There was a significant relationship between farmers attitudes towards sustainable agriculture practices with some variables farm size, farming experience, age, and education level while there is no significant relationship between farming size and marital status.

Bagheri, A. (2010) in this research farmers have favorable attitudes towards sustainable agriculture practices such as resource conservation, negative effects of agrochemicals, and pest invasion arising from successive cultivation. Moderate attitude towards the negative environmental effects of modern agricultural technologies. There was the moderate attitude towards the negative perception. It was found that there should be a relationship between several

socio-economic factors, such as education, information sources used, extension participation, and the perception towards sustainable agriculture practices.

**Research Concerning the Farmers’ Awareness of Sustainable Agriculture-**

**Methodology-Study Area-**

**Table No – 1**

District	Block	Villages	Respondents
Malkangiri	Khairput	Tanka munda	25
		Nua sahi	24
		Baliguda	25
		Manipur	26
	Malkangiri	Kupliguda	23
		Khadikajodi	25
		Ganjeibahal	26
		Dumaliguda	26
Total			200

**Sampling Procedure-** A multi-stage convenient sampling was used for this study. 200 respondents were selected from these 8 villages shown above.

**Data collection-** This research is mainly based on a quantitative pattern; hence the data were obtained by means of structured questionnaires. The data were collected from the tribal farmers of Khairput and Malkangiri blocks by doing field visits.

**Data Analysis Tools-**

Descriptive statistics (mean and standard deviation) were used here. Pearson Product Moment Correlation (PPMC) was used to test the relationships among variables. Statements relating to various dimensions of sustainable agriculture were intended to find out farmers’ perceptions. The perception was measured on a five-point Likert scale with given values that ranged from 1 “strongly disagree” to 5 “strongly agree” for positive statements and the values were reversed for negative statements.

**Analysis-**

**Socio-Economic Characteristics of Tribal Farmers-**

Results in Table No. 2, show that 40% of the farmers fell within the age group of less than or equal to 30 years, followed by the age range of 31 – 40 years i.e., 36%. 59.5% of the farmers were females. 56% of farmers have availed up to primary education, and 10% of the farmers have not even availed of any formal education. The majority 57.5% of the farmers had farm sizes within the range of 1-2 hectares and above. 31% of farmers have 6-10 years of experience in farming.

**TABLE NO-2 DISTRIBUTION OF FARMERS BY SOCIO-ECONOMIC CHARACTERISTICS -n = 200**

Characteristic	Frequency	Percentage	Mean
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**Age (Years)**

≤308040

31-40	7236		
41-50	2914.5		30.9
51-60	136.5		
≥60	063		

**Gender**

Male	81	40.5	
Female	119	59.5	

**Education**

No formal education	20	10	
Primary education	112	56	4.62
Secondary education	55	27.5	
Tertiary education	13	6.5	

**Farm Size (Hectare)**

≤1	11	5.5	
1-2	115	57.5	2.37
3-4	60	30	
5-6	09	4.5	
≥6	05	2.5	

**Farming experience (Years)**

≤5	44	22	
06-10	62	31	10.65
11-15	49	24.5	
16-20	34	17	
≥20	11	05.5	

(Author’s own calculation from primary data)

**Identification of the Crops Cultivated by the Tribal Farmers-**

Table No. 3 shows the different crops cultivated by the tribal farmers. 95.5% of farmers cultivated rice. 67.5% farmers cultivated ragi. 55.5% of farmers cultivated vegetables and 48% of farmers cultivated suan. Rice cultivation topped the list, apart from this many other crops and vegetables were also cultivated there which are shown in Table No. 3.

**TABLE N0-3DISTRIBUTION OF RESPONDENTS BY CROP CULTIVATED-n = 200**

Crops	Frequency	Percentage
Arhar54	27	
Ragi135	67.5	
Moong48	24	
Biri21	10.5	
Groundnut2613		
Maize79	39.5	
Cowpea	48	24
Ginger	21	10.5
Turmeric	2412	
Rice	191 95.5	
Suan	96	48
Vegetables111	55.5	
Other millets13	6.5	

Data from the field survey (Multiple responses)

**Sources of Sustainable Agriculture related information-**

Sustainable agriculture is still a developing concept hence, the need for the availability of reliable sources of information to acquaint farmers with its numerous scopes. Non-Government Organizations were the common source of information on sustainable agriculture as indicated by farmers i.e., 87% in the study area (Table No. 4).

**TABLE NO-4SOURCES OF INFORMATION RELATING TO SUSTAINABLE AGRICULTURE-**

**n = 200**

Sources of Information	Frequency	Percentage
Radio	01	0.5
Television	21	10.5
Villagers	30	15
NGOs	174	87
Government organizations	03	1.5

Data from field survey (Multiple responses)

**Tribal Farmers' awareness of sustainable agriculture-**

Outcomes of respondents’ level of agreement with both positive and negative statements are shown in table No. 5 and 6. Table 5 shows that 7 out of 9 positive statements had a mean value of 4.0 or higher indicating agreement with those statements. Only two items, high productivity, and provision of suitable income had a mean value of 3.13 and 3.83 respectively indicating a neutral response. Items rated high by farmers were: “Less chemical use” (M = 4.78, SD = 0.42), “Environmental protection” (M=4.66, SD= 0.49), “Minimal use of non-renewable resources and purchased production input” (M= 4.58, SD= 0.50), “Minimize adverse effects on health, safety, wildlife, water quality and environment” (M = 4.58, SD = 0.49). The strong agreement with positive statements by the respondents suggests that tribal farmers in the study area believe that Sustainable agriculture has benefits.

**Tribal farmers’ mean scores on positive statements about their awareness of sustainable agriculture**

**Table No- 5**

**n=200**

<b>Statements</b>	<b>Mean</b>	<b>Standard-deviation</b>
Production without hampering the earth’s resources.	4.47	0.66
Environmental Protection.	4.66	0.49
Agricultural practice that provides a decent lifestyle for farmers’ families.	4.45	0.72
Less chemical use	4.78	0.42
High productivity	3.13	0.98
New and economically viable opportunities for Farmers and consumers.	4.39	0.51
Minimal use of non-renewable resources and Purchased production inputs.	4.58	0.50
Provision of suitable income	3.83	0.63
Minimize adverse effects on health, and safety, Wildlife, water quality, and environment.	4.58	0.49

(Mean computed on a scale, 1- strongly disagree to 5- strongly agree)

(From author’s own field survey data)

**Tribal farmers’ mean scores on negative statements about their awareness of sustainable agriculture**

**Table No- 6**

**n=200**

<b>Statements</b>	<b>Mean</b>	<b>Standard-deviation</b>
Laborious and complex method.	4.30	0.59
Does not support integration of crop and livelihood.	3.09	1.00
Does not guarantee a healthy income and good quality of life for farmers.	4.74	0.46
Incapable of pests and disease control.	4.80	0.42
It cannot support the increasing population.	2.34	0.69
Reduction in the use of non-renewable resources do not enhance productivity.	4.10	0.40
A non-profitable Agriculture practice.	4.48	0.53
Renewable of soil fertility under sustainable agriculture is not suitable for high production.	4.20	0.45
Discourage the use of low technology.	4.01	0.53

(Mean computed on a scale, 1- strongly agree to 5- strongly disagree)

(From author’s own field survey data)

Farmers disagreed with most of the negative statements. Out of 9 statements 7 statements had a higher than 4.0 mean value since the scale was reversed for negative statements. Farmers had a neutral response to the statement “Does not support the integration of crop and livelihood” with a mean value of 3.09. However, farmers agreed with the statement that “sustainable agriculture cannot support the increasing population” (M=2.34, SD=0.69).

**Relationship between farmers’ awareness towards sustainable agriculture and selected socio-economic characteristics**

Table no. 7 shows that all the socio-economic characteristics i.e., age, education, farm size, and farming experience had a significant ( $p < 0.01$ ) relationship with their awareness of sustainable agriculture. The age of the farmers had a positive relationship ( $r = 0.881$ ) with their awareness of sustainable agriculture. This indicates that the higher the age of the farmer, the more experienced they are in farming and decision-making. Education had also a significant relationship ( $r = 0.521$ ) with their awareness of sustainable agriculture. This indicates that when the farmers are literate, they can easily understand the new techniques and gather information on their own from different sources like agriculture experts, professionals, mass media, etc. Farm size had also a significant ( $r = 0.332$ ) relationship with their awareness of sustainable agriculture. This shows that when a farmer occupies a large farm, he invested a huge amount there and when the farmer invests most of his money, he takes more interest and tries to gather more information to get best output. Farming experience is also significant ( $r = 0.750$ ) with their awareness of sustainable

agriculture indicating that the higher the farming experience higher the association with different farming systems. This leads the farmers to perceive sustainable agriculture.

**Table No. – 7**

<b>Socio-economic Characteristics-value</b>	<b>p-value</b>		<b>Remark</b>
Age	0.881	0.001	significant
Education	0.521	0.002	significant
Farm Size	0.332	0.000	significant
Farming Experience	0.750	0.001	significant

Correlation is significant at 0.01 level (2-tailed)

### **Findings of the Study-**

The results of the present study revealed that most of the tribal farmers i.e., 40% are under the age of 30. 59.5% of farmers are female. Most of the farmers i.e., 56% have availed up to primary education. In the study area most of the farmers i.e., 57.5% have 1-2 acres of land. Out of the total population in the study area, 31% of farmers have 6-8 years of farming experience. The mostly cultivated crops in the study area are rice (95.5%), ragi (57.5%), vegetables (55.5%), and suan (48%). In this study area, NGOs were the most common source for information on sustainable agriculture i.e., 87%. To find out the awareness of tribal farmers 9 positive statements and 9 negative statements were taken. The strong agreement with most of the positive statements and strong disagreement with most of the negative statements by the respondents shows that the tribal farmers in the study area believe that sustainable agriculture has benefits. The result shows that the tribal farmers have a positive perception of sustainable agriculture. The relationship between farmer's socio-economic characteristics and their awareness of sustainable agriculture shows that all the socioeconomic characteristics i.e., age, education, farm size, and farming experience had significant ( $p < 0.01$ ) relationship with their awareness of sustainable agriculture.

### **CONCLUSION-**

The tribal farmers had a positive disposition towards sustainable agriculture. Most of the farmers agreed with the positive statements and disagreed with the negative statements regarding sustainable agriculture. Farmers have found that sustainable agriculture is a good alternative to conventional farming. The implication for the rural economy is that the positive attitude of tribal farmers towards sustainable agriculture is likely to encourage their future participation in extension programs on sustainable agriculture that will improve rural livelihood. Their future engagement in sustainable agriculture will also serve as a source of adequate and dependable income. Government should provide some encouragement to non-profit organizations and create more schemes relating to sustainable agriculture so that the farmers can get timely and appropriate information on sustainable agriculture practices. This kind of effort would strengthen sustainable agriculture practices.

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## PRINCIPLES OF CREATING AN ELECTRONIC DICTIONARY OF GRAMMATICAL TERMS

Laylo Rakhimovna Raupova\*

\*Professor,

Doctor of Philology,

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

Email id: raupovalaylo@navoiy-uni.uz

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### ABSTRACT

*The development of science and technology, the activation of scientific communication, and the sharp increase in the volume of scientific and technical information have focused the attention of scientists on conducting theoretical, practical and analytical researches on the language of scientific communication, and as a first step in this, creating field terminological dictionaries, improving and automating existing dictionaries. The growing role of science in the world civilization, the increase in the amount of collected, processed and disseminated knowledge showed the necessity of conducting new researches in the field of terminology and terminography. It is known that the creation, systematization, automation of the base of field terms, their reflection in a compatible corpus, which is considered one of the core issues of modern and applied linguistics, and the determination of the position of the terms of their own layer in it, will serve as a source for further research in this direction.*

**KEYWORDS:** *Terminography, Terminological Dictionaries, Electronic Dictionaries, Grammatical Terms, Transcription, Algorithm.*

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### INTRODUCTION

Despite the centuries-old traditions of creating a dictionary in world lexicography, general theories of terminology organization and description automation show that they are not sufficiently developed. At the same time, there is a lot of work to be done in the field of terminology. Working on terminology includes several stages and conditions. One of them is the inventory of terminology, that is, the collection and description of terms related to a specific field of knowledge or one of its sections. At the same time, all available information about the term - its etymology, frequency of use, various linguistic features will be highlighted.

As you can see, inventory is often the first step in organizing terminology and defining its inter-systemic connections. A large number of specialists are involved in the compilation of terminological dictionaries and necessary and strict criteria are determined for the dictionary. However, in a glossary of field terms, the criteria can be adjusted, taking into account the nature of the proposed terms. One of the important processes in the creation of terminological dictionaries is the editing of terms of terminological activity, that is, the evaluation of the correct use and compatibility of terms and the replacement of incompatible terms with recommended and standardized forms.

Before explaining the specific features of the borrowed grammatical terms in Uzbek and English, let's briefly touch on the term grammar. It is known that the grammar of the language is a branch of science that reveals how the language is structured, how the words in the language are connected to each other on a constructive basis, the limits of their possibilities of connection in the construction of a sentence, and other specific features.

Grammatical terms as a lexical unit of the language can be formed through internal possibilities or acquired with or without various phonetic phenomena. At this point, it is appropriate to dwell on the important aspects of the phenomenon of word acquisition from one language to another.

Term assimilation is the process of acquiring elements of a grammatical term from one language into another language. As a result of certain linguistic and extralinguistic factors, the acquired unit is directly or indirectly adopted and used in the second language. In the language, as a rule, the assimilation of terms is actively observed in the vocabulary, phonology and grammar layers of the language. The following methods and methods are used in the acquisition of terms.

The issue of terms and their research has attracted the attention of researchers for many years. In scientific sources: one can find notes that terms “do not appear”, but are “invented” and “created” [1, p. 24] when they are needed. This opinion of the linguist can be supported, because with the development of science and technology, the need for terms is felt in society. These changes in development contribute to the development of many areas of linguistics, such as onomaseology, terminology, lexicology, lexicography. In other sources: “neither a specific science nor technologies in general, therefore, their terms are not the creation of a specific people. It is emphasized that they are a set of objective existence collected, known, and studied by all the peoples of the world” [2, p. 4]. Specialists in the field try to emphasize that the differences between the concepts of “term”, “atama”, “istilah” should be taken into account. For example: “It is appropriate to use the word term in a broad sense in relation to words and phrases used in a field or branch of science, and the word term in relation to conditionally given names, including names of geographical objects, toponyms; it should be noted that it is inappropriate to use the word “istilah” in the sense of the term as the name of modern concepts of science and technology, but there is no objection to using this word in texts on historical topics [3, p. 29].

**Transcription** is an artificial (transcriptio) type of writing used to accurately express the pronunciation of speech sounds; the method of accurately reflecting the sound qualities of speech fragments (sound, syllable, word) in writing also implies transcription. Transcription is divided into two: scientific transcription and practical transcription. Scientific transcription is divided into phonetic and phonemic transcriptions according to the type of meaning. Phonetic transcription provides an accurate representation of spoken speech with all its features in writing and is used in a dictionary of a foreign language (for example, English), in linguistics textbooks and speech guides, in recording a living language (dialectological notes, phonetics textbooks, etc.). The main principle of phonetic transcription is that each pronounced sound should be recorded separately in the record. Phonetic transcription is usually created on the basis of an existing alphabet, by adding to its superimposed symbols or an arbitrary invented system of symbols that represent certain articulations of the speech organs. Phonemic transcription represents each word according to its phoneme content. According to the principle of this transcription, each phoneme, regardless of its position, is always represented by the same symbol. Phonemic transcription uses fewer symbols than phonetic transcription, because the number of phonemes is always less than the number of variants. Practical transcription reflects nouns, terms, special names and similar untranslatable words from other languages through the

means of specific national alphabets and thus incorporates them into the printed texts of the receiving language. Practical transcription does not go beyond the character limits of the recipient language alphabet, but allows for some unusual uses of characters. One of the main requirements for practical transcription is to preserve the pronunciation of the received unit as accurately as possible. At the same time, practical transcription should preserve the morpheme structure of the word, its graphic features, etc., and ensure the easy assimilation of a particular word [4].

Above, we mentioned the idea that the Greek language was taken as the basis for the formation of English grammar. Most of the grammatical terms of the Uzbek language are taken from the English or Russian language through an intermediary language, and below we can give an example of the terms *Lexicology*, *Lexeme*, *Syntax*, which were acquired using the transcription method.

**Transliteration** (**Trans** and **Latin. litera** - letter) is a letter-by-letter representation of texts written on the basis of one graphic system (alphabet) or individual words with the means of another graphic system (alphabet) [5]. This method is also actively used in reflecting grammatical terms. For example: predicate, transitive, etc.

**Translation** is the re-creation of a text in one language in another language, unlike transcription and transliteration; it is the most actively used method in the acquisition of grammatical terms. It is based on the semantic field of the word. Most of the terms originally derived from Latin are translated from one language to another. For example: we can see this in the example of the following Uzbek, Russian and English terms.

**TABLE 1 SOME GRAMMATICAL TERMS IN UZBEK, RUSSIAN AND ENGLISH**

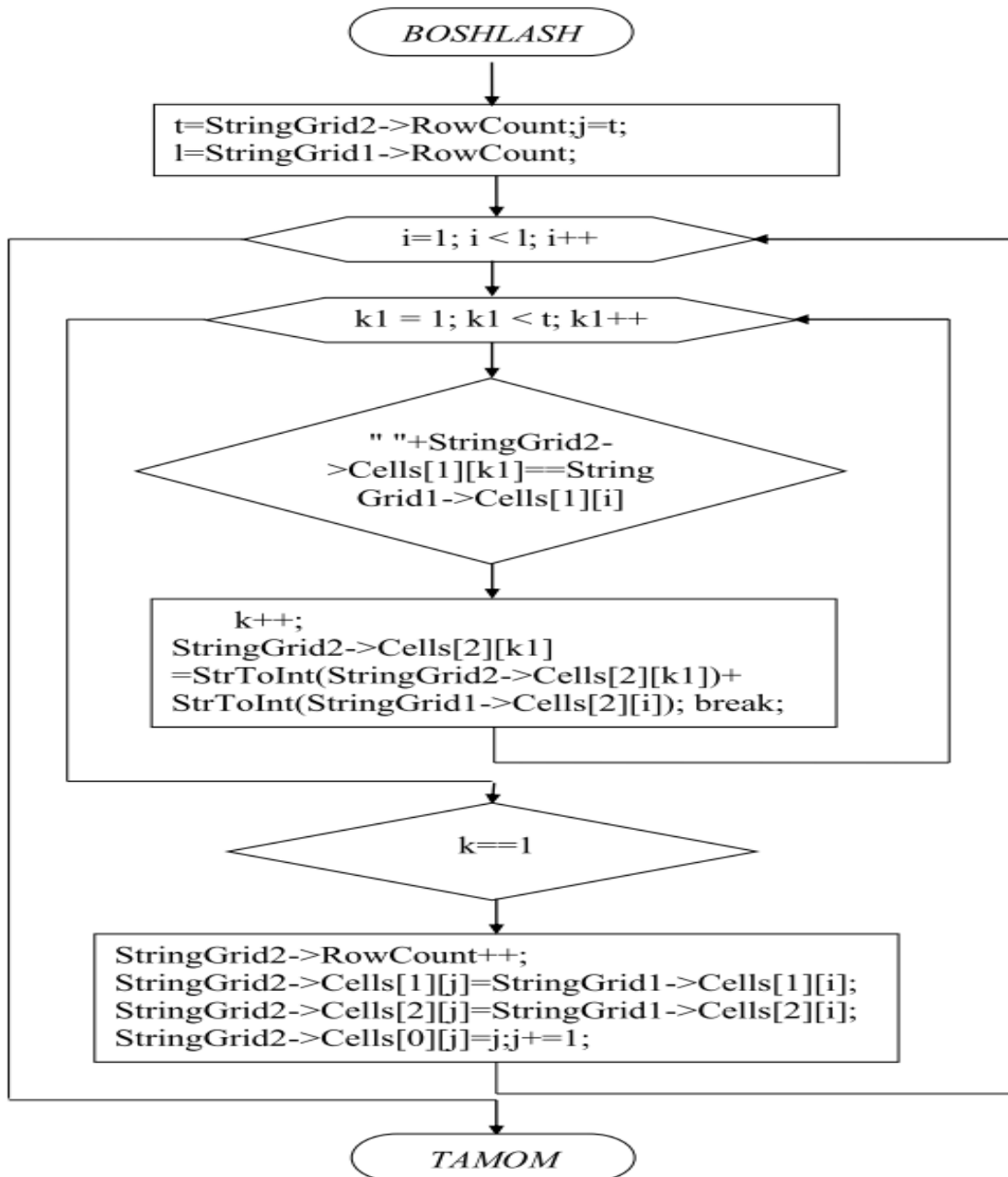
Uzbek	Russian	English
So‘z	Слово	Word
Gap	Предложение	Sentence
Ot	Имясуществительное	Noun
Olmosh	Местоимение	Pronoun
Sifat	Прилагательное	Adjective
Fe‘l	Глагол	Verb

At a time when fields and science directions such as computer linguistics, corpus linguistics, language digitization and automation, natural language processing are developing in world linguistics, creating the necessary conditions for the development of the Uzbek language, creating national, educational, authorial and parallel corpora of the Uzbek language, enriching and requires improvement. The electronic dictionary of grammatical terms of the Uzbek language also serves as one of the important basic elements of the educational corpus of the Uzbek language. In this regard, we will focus on the important conditions and principles for creating electronic dictionaries as an example of creating an electronic dictionary of Uzbek grammar terms.

Until recently, electronic lexicography was considered one of the least developed areas of linguistics in terms of sophistication. The main reason for this is that it took a lot of time and labor to collect dictionary articles, collect index cards, and extract the necessary linguistic materials from written sources to create traditional paper dictionaries. Unlike traditional lexicography, modern lexicography is becoming one of the most developed and promising fields in terms of creating active electronic dictionaries that allow collecting, storing and processing the

necessary information in a reliable, compact volume. It is known that traditional dictionaries cannot continuously and consistently reflect the changes occurring in the living language, in particular, new words, terms, obsolete terms, and the scope of use or expansion of a particular term. But electronic dictionaries allow you to enter new information on a daily basis and improve the database of electronic dictionaries. Also, electronic dictionaries provide great convenience to the user as they have a fast and efficient search system. To add a new element to the base, each word is compared with the words in the base. If the word is in the database, it adds its frequency to the frequency of the word in the database; otherwise, if the new word is not found in the database, it is added from the end of the file with this frequency of the word. Its algorithm and program are as follows:

## **TABLE 2 ALGORITHM FREQUENCY OF WORD PROGRAM**



An electronic dictionary is an analogue of a paper dictionary equipped with a convenient search system. An electronic dictionary is defined as an electronic information source that is compatible with a traditional paper dictionary. In the electronic version, the information can be called from any specially defined program by pointing to a word or a group of words, which leads to the visualization of the necessary fragment of the corresponding dictionary. Unlike traditional dictionaries, an electronic dictionary can contain video and animation fragments, sound, music, etc. along with text and graphic images can be implemented on the basis of hypertext or hypermedia.

Z. Komarova says that it is necessary to pay attention to the following parameters when creating a terminological dictionary [6, pp. 43-44]: 1) criteria for choosing a dictionary; 2) the issue of

using illustrative materials; 3) justification of the pometta system; 4) improvement of basic semanticization (explanation) tools; 5) structure of the dictionary article.

In another case, V. Selegei considers the electronic dictionary to be a lexicographic object that can implement many productive ideas that are not required in paper dictionaries for various reasons. The researcher calls such antinomies of traditional paper dictionaries:

- 1) The larger the size of the dictionary, the more complete the description of lexical meanings, the more difficult it is to use;
- 2) The more complete and deep the description of lexical meanings, the less appropriate the dictionary is to the current linguistic and cultural situation;
- 3) The more interesting the lexicographic concept of the dictionary, the narrower its lexical base.

Experiences from the process of data automation show that the conversion of conventional traditional dictionaries into electronic form is not enough to create an active lexicographic system. It is necessary to develop special technologies that allow optimization in the Uzbek language, to use the opportunities provided by the computer in relation to the Uzbek language. For example, hypertext technology is very useful for improving the quality of the electronic dictionary, speeding up the work of users, and optimizing the search for the necessary information. As you know, there are many types of dictionaries and they differ from each other. These differences are determined by how complex and multifaceted the lexicographical definition of an element is as a specific vocabulary unit. Creating electronic dictionaries is a very complex process. In addition to linguistic rules about lemma, its meanings and usage, grammatical and phonetic features, knowledge of vocabulary building techniques is also an important part of this process. Expressing the semantic meaning of the words in the dictionary, presenting a specific dictionary in a form divided into meaningful parts, giving stylistic, grammatical and phonetic comments or tags to lexemes and their semantics, attaching idiomatic and phrase logical combinations corresponding to the given lexeme are among the important principles encountered in creating an electronic dictionary. It focuses on translation in multilingual dictionaries and interpretation in monolingual dictionaries. In the process of creating language-related software products, electronic dictionaries are often used, and this situation requires frequent changes in the semantic-structural state of the electronic dictionary.

To create an electronic dictionary of Uzbek grammar terms, it is recommended to perform the following basic steps.

1. Forming a database of grammatical terms adapted to the grammar of the Uzbek language.
2. To determine the method by which the formed base of grammatical terms was mastered and to determine the final recommended grammatical form of the new term through it.
3. Determining the position of the acquired grammatical term according to its form and meaning.
4. Creating an explanation or translation of the acquired grammatical term taking into account etymology, semantics and phonology;
5. Passing through stages of sorting, lemmatization, parsing, and tagging of grammatical terms that have been mastered in an appropriate manner, which is intended for the purpose of creating an electronic dictionary.
6. Determining the appropriate valency of the acquired grammatical terms.



7. To ensure that the acquired grammatical terms are reflected in the electronic dictionary in a reliable, concise and suitable form for the search system of the electronic dictionary.

8. Creation of the intended software of the database of grammatical terms and its reflection in the corresponding corpus.

The development of theoretical proposals for the organization of language units is an important part of modern linguistic research, because "linguistic theory is necessary not only to describe facts, but also to determine how to determine them." [7, pp. 247-253] Concepts of terms and terminology are of great interest, especially due to recent advances in computing, textual terminology, and the rapid development of its applications. This study aims to review them and formulate relevant concepts relevant to today's problems. By synthesizing and generalizing the existing terms, an attempt is made to form an appropriate comprehensive definition. It can be concluded that there are enough grounds to look at terminology not only as a part or doctrine of vocabulary and lexicology, but also as a separate independent science related to the formation and use of terms [17]. An important task is to discuss the research methods of terminology as a science, general scientific methods, and issues related to the natural sciences and traditional linguistics.

The process of creating the concept of a term is long and varied. On the one hand, this is due to the fact that the concept is quite complicated. On the other hand, defining the concept of "concept" itself is difficult. Among the different approaches to this concept, we consider it from the international standard ISO 1087-1: 2000, 3.2.4, as a unit of knowledge created as a result of a specific combination of properties.

The safety of languages is ensured by the fact that they have an alphabet, a large number of speakers, and the status of a state language, as well as the fact that it is the language of the information and communication spheres and the Internet [8, p. 96]. All languages are classified in terms of survival rate as follows:

1. Supported languages: *English, Chinese, Spanish, German, Japanese, French, Arabic.*
2. Languages in need of caution: *Belorussian, Yakut, Chechen, Tuva languages.*
3. Languages approaching the danger of death: *Chukot, Karelian, Kalmyk, Udmurdlanguages.*
4. Endangered languages: *Aleut, Ters-Saam, Itelmen languages.*
5. Dying languages: *Ain language, Yuka (Gir) language, Ubih language.*

Therefore, raising the Uzbek language to the level of "artificial intelligence language" becomes urgent, and this process requires the creation of national and educational corpora. Therefore, it is important to have a proper understanding of the corpus concept. In this regard, it is required to design educational corpora and determine what work needs to be done in practice [15]. First of all, it is necessary to determine for whom the teaching of the Uzbek language is intended. For example, if the Uzbek language is taught as a mother tongue, its graded criteria must be decided in advance, that is, how many words the learners should have and be able to use it in communication. In the second aspect, the age of learners and in which educational institutions they receive their education, as well as their gender and general interests or professional ability, should also be taken into account as a specific category. After the standards have been developed, appropriate texts are selected.

In order to create educational corpora, the texts should be brought into electronic form: PDF-> WORD-> TXT [9, pp. 50-58]. Also, in learning Uzbek as a foreign language or a second language, in addition to the criteria mentioned above, the nationality or country one belongs to, how long the language has been studied, and the general goals of the learner are also taken into account. If a native speaker considers Uzbek language as the key to all knowledge and the main means of communication from childhood, he accepts having scientific knowledge as a competence in learning a foreign language in addition to some of the factors mentioned above. Regarding the technological process of creating a corpus, V.V. Rikov lists the main requirements: "Corpus user (individual, group, linguistic community); the logical purpose of the corpus; the size of the database used in building the corpus and its real, necessary level; method of using the text (fragment, whole, or both)" [10]. Sh.Khamroeva makes the following proposal regarding the corpus of authorship: "Research of language material; scan text; complete formation; creating a corpus" [11, p. 456] S.O. Savchuk, a scientist who worked on the texts of the National Corpus of the Russian Language, divides the technological stages of corpus creation into the following process: "Re-introduction of texts; use of texts available in electronic form; scanning the printed text (but this will require a lot of debugging)" [13, pp. 149–154]. V.P. Zakharov and S.Y. Bogdanova cite the issue of chronology as an important aspect of the corpus design process. For example, what should be understood by the modern corpus of the language? It is natural that the chronological limit of the corpus is different in different genres. The corpus is designed for wide public use and for performing a variety of tasks (including studying texts written in Russian on the basis of other graphics). In the corpus, what parts of the original form of the text are taken and what is left out is another important issue. Since the pictures contained in the text do not belong to the language material, it is important to exclude them from the text included in the corpus, and to process the tables according to the corpus [16]. They are important in representing the content of the text, but if left in the corpus, they are difficult to tag. Quotations, quotations, self-identified units (terms), units of measurement also require special attention. If the listed issues are solved on the basis of a certain principle at the design stage, some of them are solved in the process of creating a corpus, using the corpus. At the same time, feedback with the user should be considered before launching the case. Specialists K.F.Meer and I.A.Melchuk show the following steps in the technological process of creating a case [14, pp. 12–36]:

1. Ensure that the text is included in the corpus according to the specified source.
2. Text processing in the form of automatic reading. The electronic text to be included in the corpus can be obtained by various means: scanned, manually entered, exchange, author's copy, gift, Internet, original layouts provided by publishers to the corpus compiler, etc.
3. Analysis, preliminary text processing. At this stage, the texts received from various sources go through the stages of philological verification and editing.
4. Conversion, graphematic analysis. Some texts repeatedly go through the first machine processing, where the recoding process takes place, non-textual parts (pictures, tables) are deleted or changed. Hyphenation in the text, borders (in MS-DOC texts) are canceled, hyphens, other characters are made identical. Graphematic analysis is the process of dividing the corpus text into parts (words, conjunctions) and removing non-textual elements.
5. Determining a non-standard element, formalizing it, revising a special textual element (abbreviated name (first name, last name), custom lexeme written in a different alphabet, name

given to a picture, annotation, quotation, bibliography, etc.) based on the same criteria. Obviously, these actions are automatically performed by the text editor program.

## CONCLUSION

In conclusion, it should be said that by creating an electronic dictionary of grammatical terms for the acquisition of the Uzbek language and reflecting it in a suitable corpus, it is possible to help the scientific research conducted in various fields of Uzbek linguistics to a new level, to achieve improvement in terms of quality and time, students of the Uzbek language, practical projects in the field of linguistics. Implementation, it will be possible to provide wide opportunities and facilities for local and foreign specialists.

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## DESCRIPTION OF ECOSYSTEMS

**M. Nazarov\***

\*Professor,  
Candidate Of Agricultural Sciences,  
Fergana State University,  
Fergana, Uzbekistan  
Email id: m.nazarov@gmail.com

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### ABSTRACT

*The modern science of ecology is becoming one of the most important sciences for life and economics. Ecology has become the most necessary and important science for modern man, for life. Without studying this science, it is impossible to effectively use natural resources without following its laws. In this article, the concept of an ecosystem and its description are investigated from a scientific point of view.*

**KEYWORDS:** *Ecology, Ecosystem, Ecological Culture, Natural Resources, Biology.*

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### INTRODUCTION

The science of ecosystem ecology studies ecosystems common on earth, in Uzbekistan, including in the Ferghana Valley. their components, their functions, the productivity of changes, etc. The purpose of their study is to study all the patterns of ecosystems in order to increase their productivity, ecosystem management in general.

There are many and varied relationships between living beings and between them, that is, between them and the external mukhits, which are studied by their independent sciences[1]. Example: plant botany, animal zoology, soil environment, soil science, hydrobiology of the aquatic environment, etc. It is worth noting that at present the formation and development of all branches of the national economy depends on ecology and the environment. Therefore, there are several aspects that do not apply to other areas of ecology. The science of ecology is inextricably linked with other sciences, using their methods and materials.

### MAIN PART

Living organisms found in nature and the dead rocks that surround them will be inextricably linked to each other. Any biological systems, large and small, include moving organisms that are inside them, controlling their relationship with each other and with environmental factors and providing energy flow in the biotic structure within this system for the exchange of substances between the living and the dead, units are called ecosystems or ecosystems.

An ecosystem is the main functional unit of ecology, which is influenced by living organisms and environmental factors. The study of life on the earth's surface and the laws of nature at the ecosystem level.

The biocenosis and its biotope are inseparable elements that affect each other and form a stable ecological system to a certain extent. Intensive metabolism of substances and energy within the components of the ecosystem is its determining factor. An ecosystem is a thermodynamically

open system that stagnates in time. The ecosystem consists of two components, the organic part of which forms the species of living organisms in biocenoses, the inorganic part -the biotope, the habitat of species.

The ecosystem-biotope - consists of a biocenosis, the system of which includes all abiotic and biotic factors of the ecosystem from the point of view of terrain, climate, Botanical Zoological, soil, hydrological and geochemical points of view. Most ecosystems were formed in the process of long-term development and adaptation of species to their habitat. Ecosystems combine to form a biosphere. The term "ecosystem" was first proposed by the English ecologist A. Tansley (1935). During this period V.N. Sukachev's term "biogeocenosis" is also included. Biogeocenosis va ecosystem atamalarining tushunchasi bir-biriga yaqin, lekin bir-birini kaitarmaydi. Tyla shkhshash emas, ikkala holatda xam tirik organizmlarning yigindisi va ularning bir-birlari xamda muxit bilan munosabatini ifodalaydi.

V.N.Sukachev believes that biogeocenosis is a simple concentration of living organisms in the habitat and a kind of form of life in constant communication with the environment. Biogeocenoses can occur in different places on the earth's surface. They are divided into simple (small reservoirs) and complex (deserts, steppes) biogeocenoses. The components of ecosystems and the processes occurring in them consist of a biological unit, energy intake and metabolism. Here, the energy coming from the sun is directed in one direction and is changed by a biological unit, turning into a qualitatively high and complex organic substance and turning into a concentrated form of energy. All ecosystems and the biosphere are also considered an open system. Ecosystems that are part of the biosphere control the flow of energy, immigration and emigration of organisms into it, as well as the entry and exit of energy. Organisms that have left the ecosystem and moved to other ecosystems (animal migration) leave their specific atoms where they lived before (metabolic waste), bringing with them some of them to the second ecosystem.

## RESULTS AND DISCUSSIONS

In some ecosystems, emissions of the substance are very high, and constancy for the land is maintained by the influx of foreign substances. Such cases can be observed in the river and its tributaries, whose water constantly flows down the mountain. Substances falling from the surrounding slopes drain with water into the lower zones[2]. But in other ecosystems, metabolism becomes autonomous in terms of their arrival and departure. For example, substances and energy generated in ecosystems of deserts, steppes, forests circulate in this zone itself. Substances in ecosystems are not infinite. It is only as a result of their exchange that material, energy resources for life are provided. Metabolism, as well as energy transfer, depend on the constant functional activity of the body[3].

One of the main characteristics of ecosystems is the relationship between autotrophic and heterotrophic organisms that occur in terrestrial, freshwater, marine or artificial ecosystems. According to the trophic (nutritional) structure, ecosystems are divided into the following stages, namely:

- 1) high autotrophic (independent feeder) stage or "green stage". This stem consists of plants or parts of them. they accumulate organic substances in their body;



2) on the lower heterotrophic stem (feeding by others), various residues (leaf, branch, root) accumulated in the soil decompose with the help of moisture, substances pass from one species to another and form complex compounds.

From a biological point of view, the following components can be distinguished in the ecosystem structure: a complex of autotrophic organisms – producers (creators), green plants. Heterotrophic organisms are animals that live off macro-microconcentrates or phagotrophs, ready-made primary products[4]. Saprophytes penetrate into complexes of organisms that transfer them to a humus state – reducers or destructors - and form their bacteria, fungi, organisms that feed on the simplest structured and dead organic substances. The patterns of trophic structure are divided into two categories: biophages – feeding on living organic matter, and saprophytes -feeding on dead organic matter. Inside the biophages there are phytophages – herbivores, humans, parasites-primary consults, predators, secondary, tertiary consults.

Most of the biogenic elements (carbon, nitrogen, phosphorus) and organic compounds (carbohydrates, proteins, fats) inside ecosystems are not only inside living organisms, but also on their surface. They create a constant flow of energy between living and dead rocks. 3 living components of ecosystems (producers, phagotrophes and saprophytes) can be considered as 3 functional worlds of nature. How they do this depends on the types of power and the source of energy use[5]. Naturally complex ecosystems, such as desert, steppe, hill, mountain, lake, forest, are suitable for studying in 2 ways, namely: 1) in a holistic (Greek holos – the whole whole) way. at the same time, the integral properties of the energy entering and leaving the ecosystem, as well as various substances, as well as their components, if necessary, are also investigated; 2) megological (from Greek. Heritage – part) the direction in which the composition of the main parts within an ecosystem is studied, and the data obtained from it is distributed, applied to conclusions from another part of the ecosystem. subsequently, ecologists apply an additional experimental method and modeling methods to the study of the ecosystem.

Every year, organisms undergoing photosynthesis occurring on Earth receive  $10^{17}$  rp grams (100 billionT) form organic substances. Approximately the same amount of living matter is oxidized during this time and turns into SO<sub>2</sub> and N<sub>2</sub>O during the respiration of organisms. in past geological periods (from the beginning of the Cambrian to 600 million, 1 billion ) part of the organic matter formed by organisms was not used for respiration and did not decompose, accumulated in the form of residues and preserved in the form of subsurface. About 300 million. years ago, as a result of excessive accumulation of organic products, various subsurface resources (coal, oil, gas) were formed. In nature, substances formed by autotrophs are crystallized by heterotrophs, and constant stagnation occurs in the medium. Any biological oxidation that gives energy is called decomposition.

The fermentation process is also an aerobic state in which oxidized organic substances play the role of electron acceptors (oxidizers).

Aerobic respiration is the process of organic matter synthesis (SN<sub>3</sub>O), which includes all organisms that undergo photosynthesis.

The process of rotting occurs in the unity of abiotic and biotic factors. For example, a fire in desert, steppe, forest areas is a kind of limiting factor, as well as “decomposing agents” of detritus. The final decomposition of plant and animal residues is carried out by heterotrophs or saprophages.

Observations have shown that the bulk of animal remains and 25% of marine plants decompose in an average of 2 months, while the remaining 75% of plants consist mainly of fiber and decompose very slowly. After 10 months, 40% of this balance remained. The most resistant to rotting product is humus or humus substances. Slow mineralization of humus in the detring ecosystem, humus and other organic materials that undergo the process of rotting are of great importance for increasing soil fertility, improving soil structure, creating conditions for plant growth and development.

Decomposition of organic residues in the ecosystem is a long and complex process. The nutrients contained in the Dead Organic Matter in this process return to the metabolism within the ecosystem, while the complex energy nutrients in the ecosystem, detritus nutrition, create a product for the future of organisms.

In the process of rotting and decomposition within the ecosystem, human activity also plays an important role, namely: 1) burning of organic substances (coal, gas, oil); 2) decomposition of humus in the soil during the development of agriculture at a rapid pace; 3) precipitation in the forests of the world, as a result of burning wood, the amount of certain gases from the release of CO<sub>2</sub> and other gases into the atmosphere increases.

In addition to the supply of energy and metabolism to the ecosystem, it also has powerful information networks. It receives physical, chemical signals of the environment that connect the internal combustion engine networks, and the process depends on the state of the environment, the mechanism of its internal control[6].

An example of this is behavioral mechanisms that determine the number and thickness of a population in a subsystem or system of "predatory prey". Such control mechanisms have a complex structure during the long evolutionary development of control and depend on how much its internal mechanisms change depending on the effective ambient temperature. Ecosystem stagnation is a characteristic of each body that causes it to return to its original position after this body is out of balance. From an ecological point of view, stagnation is divided into 2 types:

*1) Resistant stagnation. Ecosystems with a disturbed structure and function have the ability to resist destruction, change, providing their structure and function.*

*2) Elastic stagnation. An ecosystem whose structure and functions are disrupted has the ability to restore its normal state. An ecosystem is not equivalent to a living organism because of its qualitatively new properties, it is the highest structure of a living organism, but not a superstructure, an external structure of the organism.*

## CONCLUSION

There will be 2 types of communications in managing ecosystem stagnation. The first is positive feedback, which determines the degree of growth and survival of organisms, despite the increase in deviations from the general rule. The second is negative feedback, which reduces fluctuations at the energy input.

In conventional systems, for example, the temperature of a thermostat is controlled through an oven in it, and the temperature of animals is controlled through the brain. In large ecosystems, metabolism and energy flow occur spontaneously (without constant force), controlled by feedback signals.

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## INFORMATION TECHNOLOGIES IN PHYSICAL CULTURE AND SPORTS

**Botirov Bakhrom\***

\*Lecturer,

Fergana State University,

Fergana City, UZBEKISTAN

Email id: botirov\_b@gmail.com

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### ABSTRACT

*One of the pressing issues today is the use of modern information technologies in education, the development of effective approaches, the introduction of advanced methods of education to closely acquaint the growing younger generation with the achievements of world civilization, the radical improvement of the system of training potential specialists, and ensuring their large-scale use of World Information Resources. Information technology (IT) is a set of interrelated scientific and technical fields of knowledge that study and apply in practice methods of creating, processing, storing, protecting and transmitting information using computer technology. In other words, it is a practical application of technology and capabilities.*

**KEYWORDS:** *Education, Physical Education, Physical Activity, Physical Culture, Physical Education Theory, Health, Sports, Upbringing Of A Healthy Generation, Healthy Lifestyle, Modernization.*

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### INTRODUCTION

The lifestyle of people, their knowledge of sanitation, their ability to apply this knowledge in daily life and adhere to it strictly, their conscious attitude to their bodies and bodies, their attitude to their health are the most important conditions in health. These elements are factors that prolong health, physical and mental activity, longevity, longevity. In other words, the health of each individual depends primarily on his lifestyle, his conscious approach to these elements of life. In this regard, it is important to know that on the basis of a healthy lifestyle, all the factors present in the environment can affect the body, and to be able to effectively use these factors for their own health.

Historically, the issue of education has been the most pressing issue in society, and today it is one of the main issues. Because the education of the members of the society is the decisive force in the whole existence of the society of its time, that is, its development, well-being, enlightenment and spirituality, economic stability, cooperation of the members of the society, peace in the world, joint solution of various problems is calculated. Physical culture, which is an integral part of such a unique system, has a unique role to play in ensuring the full development and activity of members of society. Taking this into account, special attention is paid to physical culture in our country.

“Physical culture is a set of special measures, including the physical development of a person by directing the special means and methods of sports and culture, along with the means of physical

education in the comprehensive education of the builders of a new society, mature people. Physical culture is a part of the general culture, the development of which depends on the level of socio-economic development of society”[1, 57].

In the education system, physical culture is taught as a subject, and this subject has its own set of objectives. The goal of the science of physical culture is to achieve physical maturity, comprehensive education, preparation of them for active participation in a democratic state based on the rule of law, creative work and defense of the Motherland. To achieve this goal, of course, will be achieved through the study of the science of physical culture in the field, the implementation of the data obtained as a result of scientific research in practice and teaching students. In this way, the knowledge, skills and abilities of members of society in the field of physical culture are developed.

## **MAIN PART**

It is no secret that the result of unhealthy lifestyle and insufficient physical activity causes unpleasant situations among the population, among young people, namely - non-communicable diseases such as cardiovascular disease, malignant tumors, chronic respiratory diseases and diabetes. Are the leading causes of death? They are mainly caused by risk factors such as high blood pressure, consumption of tobacco and alcohol products, high blood cholesterol, overweight, inadequate consumption of fruits and vegetables, and sluggish physical activity.

Spiritual and educational events organized in educational institutions, the introduction of the subject "Healthy Lifestyle" in the curriculum, articles published in newspapers and magazines, radio broadcasts, television programs to create a need for a healthy lifestyle in the younger generation, the benefits of such a life. Aimed at creating the right image.

The task of teaching information and communication technologies in physical education and sports education – taking into account the conditions of the modern market economy, it is necessary for each member of society to give knowledge, skills and abilities related to information and communication technologies necessary for physical and labor activity and everyday life, as well as to summarize the practical activities of students with their vital imagination and strive to consciously master and apply the concepts and, the formation of consistent logical thinking in students consists in promoting the development of their intelligence, in the fact that they can find optimal ways to solve problems in nature and society, in the formation of ideas about information and communication technologies as a component of universal culture[2].

One of the conditions for the economic growth of the country and improving the quality of life of its citizens is the scientific development and practical implementation of innovations and innovative technologies in all spheres of human activity. With regard to Uzbekistan, it can be noted that the country's future depends on the ability of the economy to develop scientific innovations and introduce industry innovations, including in the sports industry [3].

The use of IT in sports events as a sports management tool. It includes solving logical tasks to regulate the flow of athletes and spectators, planning financial and demographic aspects, advertising and information support of sports events, financial and legal record keeping, as well as solving other tasks.

Such large-scale reforms carried out in our country today necessitate the formation of a system of continuous physical education and sports education from the very beginning. The training of



new thinking, qualified, deeply educated specialists, especially personnel who can widely use information and communication technologies, remains a requirement of the period.

When a physical education teacher applies elements of information technology in his discipline during the lesson, students experience such processes as receiving, transmitting, and processing information. To do this, it is necessary to organize the widespread use of existing "electronic textbooks" and educational pedagogical programs on subjects[4]. As a result, students' search for information on the subject increases computer literacy, performing actions such as its preservation, processing and transmission, the theory of physical education also assimilates knowledge, which allows curiosity to develop the ability to think logically and gives a good effect when solving problems [5]. The topics in the educational pedagogical programs used are selected depending on the age of the student. They should be built on examples that go from simple to complex. In addition, when the teacher uses educational pedagogical programs with live examples in covering the topic, the student has a better chance to remember the topic. Another factor in the use of information communication tools in the processes of the lesson is the possibility of control in most educational pedagogical programs, which facilitates the assessment of students' knowledge. The teacher quickly analyzes the student's answers, based on the knowledge gained; the student can independently master the subject of physics and gymnastics, effectively using computers, electronic textbooks on the following topics.

The role of IT in sports competitions is increasingly expanding.

Tasks:

- To identify the main directions of the use of information technologies in physical culture and sports;
- To study the application of information technologies in this field.

Computer and information technologies are used:

- To create models of training and competitive situations;
- For information and methodological support and management of organizational and educational process in sports organizations, etc.;
- As a means of automating the processes of processing the results of competitions;
- As a means of automating control processes, computer testing of physical, functional, mental and psychological states of students and correcting the results of educational and training activities;
- In advertising and business activities in the field of sports.

The main amount of information technology is devoted to the creation of automated systems and applied software products that simplify the management of the training process. ReconJet interactive sports glasses are glasses adapted primarily for outdoor sports training. From a technical point of view, the Recon Jet glasses have a camera that has the ability to shoot HD video with a resolution of 720p, 8 GB of permanent flash memory, a 3D accelerator, a Wi-Fi and Bluetooth wireless communication module, as well as a Micro USB port connection.

The miCoach Smart Ball has been around for several years, and it is automatically determined whether it has crossed the goal line or not. And the new development of Adidas footmach miCoach Smart Ball can act as a personal trainer for a football player, helping him to hone his

skills in applying a variety of punches (penalty, penalty, range, corner, etc.). Modern technologies help sports fans to see all the clearest details and the picture as a whole. A few years ago, the mistakes of athletes could only be confirmed by a coach or a judge, but now any movement can be decomposed into specific parts and each person can analyze the real action with the help of modern digital technologies. For example, the Hawk-Eye complex, known for tennis, although it is also used in snooker, cricket and football, was invented in order to facilitate the work of referees, since there were a large number of situations in which ordinary cameras were powerless. In tennis, Hawk-Eye tracks the ball hitting the playing field area, and based on the results that the complex gives out, the referee in a disputable situation is able to determine whether the ball hit the out or whether it touched the playing field. This program is able to recognize a ball flying at a speed of more than 150 km/ h, and this despite the fact that there are no chips or any other additions to the design in the ball. In football, Hawk-Eye checks whether the ball has crossed the goal line. If the ball has crossed this line, a signal from this program is sent to the bracelet of the chief referee.

Football fans have been waiting for the introduction of this system for a long time, since there were such precedents when people who watched the game on TV saw a goal, but the main referee of the meeting did not, because it was impossible to see the goal without the help of a camera.

## CONCLUSION

Thus, in the course of our research, we examined the use of information technologies in sports and physical culture of the population. Of course, in the conditions of the modern world, the informatization of society is getting bigger every day. But in addition, in the course of our work, we faced a problem: it is known that not all sports schools, universities and sections can afford modern information equipment.

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## POETICS OF MUNJIK TIRMIZI'S POEMS

**Jamshed Jumakulov\***

\*Teacher,  
Termiz State University,  
Termiz, UZBEKISTAN  
Email id: j\_jumakulov@gmail.com

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### ABSTRACT

*This article talks about the poetics of one of the thinkers of Persian-Tajik poetry, Munjik Tirmizi. In addition, several samples of the poet's poems have been cited and analyzed.*

**KEYWORDS:** *Poetics, literary skill, style, ode, verse, poetic genre, image creation.*

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### INTRODUCTION

The first difficulty that arises in recognizing the artistic aspect of Munjik Tirmizi's poetry is the lack of complete access to the works, the attribution of the verses and the person of their attribution to him. However, on the basis of the poet's poems recorded in the poems of his youth and war and culture, it can be concluded that he is a complete and complete representative of the poetry and poetic style of the literary heart of Chaghaniyan, and his lively, vivid images and poetic imaginations determine the essence of his artistic pursuits. . Although the views on the artistic aspect of poetry have changed over time, Munjik is still one of the artistic poets whose poetry has preserved the purity of his taste and knowledge and his art of painting for centuries.

### Materials And Methods

Munjik himself said the first word about the quality of his poetry and poetic art, emphasizing that his poetry is "high and sweet", "sweet honey" and he was proud of it (6, 13). In another place, he pointed to "the skill and approach of his poetry" (10, 216) and said:

Munjik's words in this section about "I didn't mean to kill you, I just turned my temper on you", first of all, it indicates the strength and strength of the poet, and it expresses the position and power of his art and painting. The other section of Munjik also clearly expresses his desire for poetry and poetry, firstly if he proves that he is not a greedy poet, then he emphasizes the role and place of the poet and original poetry in human society. In other words, this fragment of the poem expresses the other side of the poet's artistic goal, which also has a moral aspect:

*I went to Khoja Abulfazli Tayami,*

*I want to find a good for gold and wire.*

*The next day, when the poem heard my request,*

*He pulled his head and pulled his legs under fear (6, 61).*

Suzani Samarkandi, who is one of the powerful satirical poets of the twelfth century, mentions the name of Munjik in a section of the syllabic poets before him, which is also a proof of the poet's high status in the art of satire. Suzani wrote:

*I am the one who decided to make fun of what I did.*

*A thousand Munjik will be less than a foot in front of me (5, 30).*

Mention of the name, works and descriptions of Munjik's poetic art in tazkiras, including "Lubab-ul-albab", "Arafat-ul-ashiqin", "Haft Klima", "Khair-ul-Bayan", battles like "Iskandar Mirza's Battle" Temuri", "Safina Saib", "Safina Khushghu", "Tarjuman-ul-Balaga", "Hadaiq-us-sehr fi daqaiq-ush-sheer", "Al-mu'jam fi maoyiri ashar-il-Ajam", "Barohin-al-Ajam", cultures of "Furs Dictionary", "Sihah-al-Furs", "Qawvos Culture", "Persian Culture" of Sipahsolar belonging to Katron, "Wafa'i Culture", "Ajaib-ul-Lughat", "Culture of Jahangiri", "Majma-ul-Furs", "Culture Rashidi", "Lison-ul-Ajam", "Farhangi Onandroj", "Dictionary" of Dehkuda and other ancient sources such as "Jame-ul-Hikayot", Divan Anvari, "Kalila and Dimna", "Ehya-ul-muluk" and so on, which is the proof of his role and stable place of poetry and speech in the basin of Tajik Persian literature and culture.

The author of "Lubab-ul-Albab" Muhammad Avfi made the first accurate analysis of Munjik's poetry and description of his art of caregiving and wrote that "Munjik is one of the magicians of poets". After this description, Avfi emphasized Munjik's "strange poetry and good poetry" and then specifically mentioned the factors of "great meaning and mature expression and rare metaphors" that play a major role in confirming the artistic position of Munjik's poetry (1, 202). In the opinion of the author of "Lubab-ul-Albab", Munjik's creative art was shaped, first of all, by "big meaning" and "mature expression", which in today's understanding are poetic compositions, and for this reason, the artistic speech of the poet is masterly each stanza combines structural and semantic elements, defining and clarifying the content and artistic structure of his poem.

From this point of view, Shafi'i Kadkani is right, who considers Munjik to be "a representative of a kind of development in Persian poetry from the point of view of a characteristic feature in the imagination" and adds that "The fourth century (our eleventh interpretation) ... is more of an allegory period, it is also detailed, precise and emotional similes, but at the same time, signs of a kind of refinement both in the types of similes and in the choice of metaphors instead of similes and indeed shortening of the poetic expression can be seen in the poets' poetry, especially at the end of this century, and Munjik's poem in the same few the continent that remains of him is a perfect representative of this trend" (11, 434). It can be added to this opinion of Shafi'i Kadkani that one of the main reasons for Munjik's fame during his life and creation was his unique expression and the purity of his speaking style, which was based on the poetic experience of matching the meaning and brevity of words, which was used by Nizami Aruzi of Samarkand for many years. then he considered it as a privilege of poetic art (4, 123).

Moreover, in Munjik's poetic practice, some industries took the place of other industries, including metaphor, took the place of simile, and thus the adjective became a substitute for the adjective, which is also one of the poet's refinements in the art of painting. poets have decided.

One of the real factors of Munjik's privileges in the creation of artistic poems is the conscious and beautiful use of verbal and spiritual motifs that increase the beauty of words and create and improve the music of words from the point of view of phonic relations. He also used this poetic experience in his satirical poems, which became the reason for the survival and influence of his creations. For this reason, Rezaqulikhan Hidayat wrote that "You did not escape from the bullet of his reprimand and you did not get defiled from the lack of humor, you made the chest of the



people of hatred a syllabary and you tied the hands of the people of the time with the lack of humor" (9, 21).

The researchers considered the "victory of allegorical images over allegory" as one of the advantages of Munjik's poetic experience, which later gained influence in the way of thinking of the poets of the modern times. In particular, Shafi'i Kadkani wrote that "No doubt, the fame of his divan in the fifth century, which Nasir Khusrau speaks about, was due to this unique way of expression and purity of his speaking style. Without a doubt, we should consider him as the leader of a style that Abulfaraj Runi and to some extent Masoud Saad have turned against, and Anwari saw the same way of rendering meaning and metaphor in Abulfaraj's book... in Anwari's age, the original poetry and the basis of poetic imagination are the same. It is a special way that started in the fourth century with Munjik" (11, 434-435).

For the first time, Muhammad Avfi mentioned this unique experience of Munjik in the use of metaphor with the expression "unique metaphor" and quoted the poet's poem. Muhammad ibn Umar Roduyani in "Tarjuman-ul-Balogh" recognizes this experience of Munjik as "the garden of youth with fresh leaves" and interprets its meaning as "desire for the future" and adds that "... this quality is so great that there is nothing in it." if it is true or a word whose absolute meaning becomes special, then the speaker should transfer that name or that word to another place, for example "Ariyat" (3, 37). In the background, Roduyani gives an example of a verse and a fragment from an ode of Munjik, one of the sides of which was deleted when depicting the poet in the simile, and according to Avfi, "a rare metaphor" created a unique meaning.

In the first stanza, ajal is put "on the lips of the nipple" and likened to "Khizr's conflict", and in the second stanza, the situation changes with the arrival of loved ones and the "handover of the sun", "the curtain of the conversation is drawn" and "apples and oranges" and "to the table" rehlal" is a metaphor for "flowers and violets". The virtue of metaphor in Munjik's way of looking at it is that it gives a new image to the expression at every moment and different meanings are obtained from one word. Another feature of the metaphor in the poet's way of looking at it is that a lot of meaning is packed into a few words. In other words, Munjik used the metaphor first of all for Mr. In Munjik's poetry, we also encounter metaphors that are more popular than in his time in the modern times. For example: "the sun of sleep" fades from the lover's eyes, when "the stars of the imagination" shine, and he drinks the "cup of mourning" from the "tainted wine of a friend" and in response, he says, "the hand of parting", "the light of a candle" "killed" and the cry and plea of the poet is from a turban, in which "comfortable scales" are imprinted on the "sleeve of beauty" and from that face, which is "a list of sedition" (11, 435-436). The advantage of such metaphors is, first of all, in the brevity of the form of the image, and from the point of view of placing the anticipatory and abstract elements aside from the material and emotional things, they seem new and influential.

Iranian scholar Ehsan Shavoribi Muqaddam in the "Style of Munjiq's poetry" section of his article - "Overview of the status and poems of Munjiq Tirmidhi" from some literary works such as tarse and tajnis, muqtazib (interest), mutazadd, enot, metaphor, allegory, husni muholis), igraaq in quality, muroat un-nazir, tajohuli arif, iltifat, istrid, question and answer, lugz, qararar and tarjee, which Munjik used in his poems (9, 20-27). However, this researcher did not say anything about the way and art of the poet's use of this literary industry.

Roduyani also quoted this verse of Munjik in "Fasli fi igraaq fi sifat" of "Tarjuman ul-Baloga" and wrote, among other things: ash-sheeru akzabuhu azabuhu" which is more false than poetry"



(3, 47). In the context of the above verse and other works of Munjik, it can be said that *igraq* is one of the most powerful elements of artistic expression in his way of thinking, and the poet used this art to express life issues, of which the above verse is an example.

Even though Munjik "exaggerates (exaggerates) in the myth of madhu and other than that", he used the "form of madoeh" "according to (according to) the difference in the level of the madhus" and in this context "the difference in their condition"- also took into account, and according to Shamsi Qays, in this approach, "he did not go beyond the limits of the forbidden sex to extremes (exceeding the limits of moderation)" (8, 286). For this reason, Shafi'i Kadkani considers him one of the strongest ironic poets of his age and one of the most powerful speakers of the Persian language, and concludes that "the most mature irony can be found in some examples of his poetry". This scholar interpreted irony as "the main element of expression" in Munjik's satirical poems as proof of the poet's perfect painting skills (11, 437).

One of the aspects of Munjik's artistic strength is that the words he uses are in perfect harmony with each other. This is evidenced by his skillful use of the art of painting. In explaining this poetic art, Roduyoni narrated the following verses from Munjik:

*O letter of the sun, O raven,*

*Bahromsah and customers.*

The most accurate explanation of the literary art of *muroat* is given by Roduyani, which is as follows: "When a speaker gathers between things that are opposite to each other, in the sense of the moon, the sun, the river, a ship, and everything else, that word is *muroat*." -un-nazir they read..." (3, 52). From the verses quoted above, it is clear that "Jawr" and "Zulf" and "Crow" and "Cain" and "Sun" and "Bahromsaho" and "Kayvan" and "Mushtaryunvan" are opposites of each other and maintain a spiritual relationship. between them and in this way expanding the thought is the expression of Munjik's caregiving art. The use of this art also shows another aspect of the poet's art, which defines its essence beyond the goal of "art for art's sake".

First of all, Munjik aims to improve the content, form and artistic structure of the poem through the use of spiritual and verbal art. From this point of view, he also used the verbal industry skillfully, only for the purpose of improving the spiritual and artistic structure of the poem, which is a great art of this kind. In the definition of *tarse*, Shamsi Kaysi Razi wrote that "jewellery is to show, and in the art of speech, to make the word *musajja* (rhyme) and to have *alfoz* in the weight and font of the *hawatim* is called *tarse*" (8, 269-270).

## CONCLUSION

Thus, a cursory look at Munjik's art proves that, from the point of view of pictorial backgrounds, with the freedom of imagination and the independent use of the literary industry, he introduced many poetic ideas into Tajik Persian literature, which is the result of his own look and attention to life, nature and things. is In addition, Munjik consciously and moderately used the artistic industry, including the spiritual and verbal industry, thereby improving the structure of content, form and aesthetics of the poem, which did not affect the further process of formation and evolution of the style of Tajik poetry.

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## HEALTHY LIFESTYLE AND ITS CONSTITUENT FACTORS

**N. Bobojonov\***

\*Senior Teacher,  
Fergana State University,  
Fergana City, UZBEKISTAN  
Email id: n.bobojonov@mail.ru

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### ABSTRACT

*When implementing valeology-a healthy lifestyle, another question, if any, is the importance of psychological psychological training in the formation of a healthy lifestyle. In this regard, every person, trying to live in accordance with the requirements of a healthy lifestyle, should be ready from a psychological point of view to develop a desire in him. Consequently, changing the doctrine of a healthy lifestyle is of great importance for a person's conscious approach to this issue, conscious regulation of his behavior and achievement of the intended goal, overcoming the obstacles he faces at the same time (such as doubts, fears, distrust), relying on will. the conscious realization of the psycho-emotional state remains a key issue in the formation of a healthy lifestyle.*

*The article examines a healthy lifestyle and its constituent factors.*

**KEYWORDS:** *Sport, Physical Education, Healthy Lifestyle, Valeology, Nutrition Factor.*

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### INTRODUCTION

In many countries around the world today, people are running to improve their health. Running for healing has now been tested, and folk wisdom has laid the groundwork for its use. It is no coincidence that less than 3,000 years ago on the Forum wall in Hellas (Greece) was written: "If you want to be strong - run, if you want to be beautiful - run, if you want to be smart - run." This is now confirmed by scientific research.

Knowing how to live and work is great enlightenment. Life honors quality, productive, meticulous performers. The proverb "If you work, you will enjoy" defines the demands of everyone's life. Today's market economy lives by established rules, which require theoretical knowledge, such as diligence and business acumen, proper rest, quick and good rest.

The science that studies health is "valeology". This term was introduced in 1982 by I. I. Brekhman introduced into science. "Valeology" is a Latin word meaning "Valeo" - to be healthy, to be healthy. This means that valeology studies the state of health of a healthy person. Valeology as an integrative science uses its methods and evidence in order to improve people's health in close connection with hygiene, epidemiology, normal physiology, medical psychology, pedagogy, ethics and ecology, as well as other social sciences. And in this place, every teacher should be an expert on the human psyche. Only then it is possible to change a person's outlook on health in the formation of a healthy lifestyle. It is possible to maintain its healthy life expectancy.

**Health warning.**

We begin to achieve better results if each of us thinks at least a little about life, life expectancy, life and health. Almost everyone sooner or later has a health problem. Because diseases and accidents are the main cause of death among people, and premature death occurs in almost all cases. A person deprived of health is always left alone in the face of diseases and their terrible consequence – death. One bitter truth in life is that everyone's health is not needed by anyone but himself, and no one cares about it except himself. To a certain extent, parents, children, and close relatives can take care of his health. But even their grief in most cases may not turn into anything other than sympathy and regret.

In many cases, according to the understanding developed by each person in this matter, the main pillar of human health is the available medical service, to which a person turns primarily in case of illness and lives all his life relying on this service. It is quite natural to wonder whether the formulated understanding of anashu is correct or not. Medicine has great potential when it comes to health wishes that are not true. But health is not always and all life can be preserved with the help of medical procedures. This is absolutely impossible. Medicine can be used in emergency cases-for example, in case of an accident, unfavorable working or living conditions, as well as in case of deterioration of health due to a personal mistake. Therefore, it is necessary to develop the habit of never considering medical care as a type of household service, but as a type of emergency care. In addition, at present it is necessary to pay good money to receive high-quality medical services.

### ***The main factors that ensure human health.***

We will need to know the main factors that make up our daily life, ensuring its viability, and put them in a certain order. The main ones are:

- 1. Nutrition factor.*
- 2. Factors of movement.*
- 3. Biotic factors.*
- 4. Sexual, hereditary and family factors.*
- 5. The reciprocity factor.*
- 6. The factor of acquired bad habits.*
- 7. Factors related to environmental pollution.*
- 8. Technology and factors of life development.*
- 9. Factors of unconsciousness, illiteracy and unskillfulness in the matter of health.*

### ***The nutrition factor.***

Food is one of the battles for life, and jamiki is the main problem faced by the creature. People are no exception. It is clear that the daily worries and the main goal of primitive man is to find food and saturate the stomach. According to reports, their main occupation in the field of nutrition was cattle breeding. That is, primitive man was prolific in his basic food.

They obviously didn't know how to collect food, looked for food when they opened the snow, and E until they were full when they found it. Since finding food is difficult and tedious, it is not difficult to imagine that they are hungry for several days. In such times, they lived at the expense of the internal capabilities of their body.

## ***Factors of movement.***

The need of primitive man to find food and feed his stomach forced him to move, walk for a long time, run, climb trees, climb mountains, cross water, climb over edges, get along with animals. For each piece of food, sometimes you had to move for several days. They had to run a lot, move around not only to find food, but also to escape from predators, to save their lives. Just as anashu's work regulated the metabolism in his body, improved the functioning of internal organs, ensured joint mobility and served to form an incredibly important support system called endurance.

## ***Biorhythmic factors.***

Another key factor that led to the improvement of the human body in the process of evolutionary development, to ensure its viability, is the regularity of periodicity, orderliness in nature. Day and night, the almost simultaneous repetition of the seasons, periodic changes in biological activity and attenuation during the day, week, month, year, changes in the position of the Sun relative to the Earth, magnetic field, etc. have formed important patterns in the body of all living things on Earth, including humans. Also, changes in the activity and lethargy of our body occur during the week, month, year, and this phenomenon is called biorhythmic phenomena. According to scientists, there are more than 300 such biorhythmic phenomena in the human body. It should be well understood that biorhythms are the result of an extremely complex protective process that arises as a result of ensuring that the human body, its organs and tissues survive in accordance with natural phenomena. That is why the organization of our lifestyle in accordance with the rhythmic changes in nature is another important requirement of a healthy lifestyle.

## ***The Reciprocity Factor.***

Humanity in the course of its development was formed not only as a biological being, but also as a social product.

The relationship is conditionally divided into two inextricably linked parts. These are both family relations that have arisen as a result of the formation of a family, and social relations that have arisen as a result of the formation of society. Both of these factors are the most important and powerful factors affecting human health. This primarily affects the human psyche. On the other hand, the psyche is directly related to health. With a high mental state of a person, such vital processes as the movement of blood through the vessels, the activity of internal organs, and metabolism in cells proceed well. The mood is good, the efficiency is high. On the contrary, during depression, vital processes in internal organs and cells slow down. A person becomes capricious, indifferent to events and events that do not have access to work. The chronic course of this condition leads to diseases.

## ***The Factor Of Acquired Bad Habits.***

Historical evidence suggests that bad habits have been a long-standing companion of mankind. At the same time, one more thing is clear: as human society develops, these bad habits also began to occupy more and more space in his marriage.

Money, wealth, cattle-heads who adore the world, following in the footsteps of the devil, lead society to a dangerous abyss called drug addiction. The consequences of this range from personal and family problems related to diseases and genealogical disorders, to social problems related to

crimes and the complication of relationships. Therefore, at present our movement towards health should be aimed at the complete exclusion of bad habits from our marriage, at combating them.

***Factors Related To Environmental Pollution.***

The association of people into gangs, tribes and clans leads to the fact that they are partially grouped and live in small territories. And the fact that many people live in a cluster is the cause of pollution of the places where they live. It is unlikely that both primitive man and conscious and rational man solved this problem by frequently changing habitats. In any case, they have gone through a long process of development until they learned about the safety of physiological and agricultural waste generated in their daily lives.

However, the emergence of cities has significantly deepened this problem. Just like the pineapple process, we know well from history that due to the fact that the majority of the population is concentrated in relatively small territories, as well as due to the accumulation of waste generated in their families, various infectious diseases spread among the population in the form of epidemics, causing illness and death among them.

Obviously, to solve these problems, we consider sanitary and hygienic literacy, that is, cleanliness, as well as compliance with cleaning measures, to be one of the main requirements of a healthy lifestyle.

***Техника и факторы жизненного развития.***

Archaeologists claim that the vast majority of people who lived 50-100 thousand years ago received serious injuries (most often bone fractures) at the age of 30-35 years, and this circumstance was the main cause of death among them. It's easy to imagine. The main cause of these injuries was hunting wild animals or encountering predators. Among them are falling from mountain rocks, trees, falling into tides, as well as weather inconveniences.

In addition, the spread of infectious diseases by road, river and air transport is increasing, which means that these vehicles also contribute to the movement of the disease from one region to another.

***Factors Of Unconsciousness, Illiteracy And Lack Of Qualifications In The Matter Of Health.***

At first glance, it seems that the issue has been resolved by defining the basic requirements of a healthy lifestyle. But the most important requirements in this area are still ahead. This requirement is that each person has extensive knowledge and understanding in each of the areas that we have listed above, and applies this knowledge in their daily lives. If each of us does not have the knowledge and experience in the above areas, there is almost nothing we can change.

The same is true with human health and its strengthening – knowledge about a healthy lifestyle, as well as with unskilled skills. Only because of our unconscious, the unconscious in this area in most cases, our head stops hurting, and the body suffers. In some cases, we destroy our dear life.

Therefore, the most important requirement is that everyone has the knowledge and skills to take care of their body, as well as apply them in their daily lives. Without this, it is generally impossible to achieve any results in terms of health and longevity.

**CONCLUSION**



So, based on the above factors, a healthy lifestyle can be characterized as follows. a healthy lifestyle is a lifestyle aimed at preserving and strengthening health by organizing daily life based on biological and social laws.

Now we have the opportunity to sum up our thinking, to outline the directions of a healthy lifestyle. Taking into account the above biological and social factors, the directions of a healthy lifestyle can be determined as follows:

- Proper and rational nutrition.
- Active lifestyle and bodybuilding.
- Organization of the day and working hours based on biorhythmic patterns.
- Sexual, hereditary upbringing and a healthy family.
- Normalization of relations.
- Abstinence from bad habits.
- Compliance with cleanliness and purification measures.
- Caution in case of accidents and injuries.
- Acquisition of knowledge and skills of a healthy lifestyle.

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## EFFECTIVE USE OF INNOVATIVE TECHNOLOGIES IN PHYSICAL EDUCATION LESSONS

**Doniyor Karimov\***

\*Lecturer,

Fergana State University,

Fergana City, Uzbekistan

Email id: karimov\_d@mail.ru

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### ABSTRACT

*The process of physical education is multifaceted. In this process, both education and upbringing are given. In the process of physical education, Education will be aimed at the formation and improvement of motor skills. At the same time, it affects the physical development of those who are engaged. The unity of all types of education, their mutual influence on each other is one of the fundamental pedagogical laws.*

*Currently, interest in the use of innovative technologies and interactive methods in the educational process is becoming more widespread. The use of such methods increases the efficiency and effectiveness of teaching, increases the motivation of students to learn.*

**KEYWORDS:** *Physical Education, Sports, Sports Training, Theory of Physical Education, Principles of Physical Education, Healthy Lifestyle, and Innovative Technologies.*

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### INTRODUCTION

Only if physical education is based on a certain system, a pre-planned result is achieved. The system of physical education is understood as such a set of principles, means, methods of physical education and forms of its organization, so that it meets the goals and objectives of the richest and most comprehensive harmonious development of a member of society.

Innovation (English Innovation) - creation of innovations, innovation. Therefore, the use of a form of work aimed at improving the efficiency of the educational process based on innovation, and not based on the same patterns as in traditional education, means innovation. Relying on pedagogical technologies and striving for innovations in education, the use of various interactive methods aimed at activating students contributes to the effective implementation of the educational goal. In this technology, communicative methods are widely used, let's consider some of their main features.

### MAIN PART

It is known that interactive methods are mainly used in conducting modern interactive classes. In the future, these methods will to some extent develop into interactive technology. This is how, in our opinion, we can characterize the difference between the concepts of interactive method and technology.

Interactive teaching method-implemented by each teacher at the level of available funds and their own capabilities. At the same time, each student masters it to varying degrees in accordance with their motives and intellectual level.

Interactive learning technology-each teacher provides training that all students master as intended. At the same time, each student masters learning at a predetermined level, while having their own motives and intellectual level. Based on the study of some experience in the practical application of interactive classes, we can point out some factors that affect the improvement of the quality and effectiveness of these classes. They can be conditionally called organizational-pedagogical, scientific-methodological and factors depending on the teacher, students, means of education. We have to keep in mind that, by their very nature, they have a positive or negative impact.

Organizational and pedagogical factors include: preparation of a group of trainers conducting interactive classes from teachers;

- Organization of teachers' training by interactive methods;
- Creating the necessary conditions for interactive learning in the classroom;
- Providing a comfortable workplace for the speaker and participants;
- Prevention of violations of sanitary and hygienic standards;
- Ensuring compliance with safety regulations;
- Maintaining attendance and discipline;
- Organization of control, etc.

The scientific and methodological factors include:

- High-quality preparation of interactive training development;
- Ensuring that each element of interactive learning is related to the topic being studied;
- Definition of the topic and content of classes based on the latest scientific and theoretical data;
- The ability to allocate enough time for interactive learning, etc.

In order to organize the learning process using innovative methods, first of all it is necessary to clearly develop a lesson plan and project.

When drafting a lesson, the teacher must clearly define the forms of his work and the amount of work of students in the process of mastering skills. It is also important what teaching methods he uses. Focusing on more interactive methods when choosing a method will increase the effectiveness of training.

All interactive methods involve cooperation between the activities of the teacher and the student, the active movement of the student in the learning process. For example, when teaching a subject in terms of its modeling, a teacher can use the method of "brainstorming" before demonstrating the model to students. That is, they are asked how students can understand the problem and master the skill, and their thoughts are summarized. At the same time, the readers' opinion is absolutely not criticized. In terms of practical management, the teacher can use the "teaches a friend" technique. This method makes it possible to optimally organize the lesson, teach students

to critically monitor their own activities and eliminate mistakes. The class is divided into the first and second partner parts.

- Using the lesson transition model, the first partner teaches the second, and the second partner teaches the first parts of the model.
- The teacher first explains the parts of the model using teaching methods for those who want to then shows. Students repeat and do what the teacher said and showed.
- The teacher chooses 2 voluntary partners to observe the class. The teacher tries the model on his partners, performing it in stages. Helps them learn by understanding what they don't understand.
- The teacher tells the partners in the class to teach each other and do the first part. They help them eliminate shortcomings by monitoring their work. Only after that they move on to the next stage. On the other hand, the staff of the teacher helps the teacher to control the class.
- This method of work continues to perform other parts of the model. He teaches students to be demanding of each other and themselves, to eliminate mistakes in a timely manner, to be able to critically evaluate work.

After the students completed the task, their work was transferred to other students in the group. They are again passed on to other students after making the appropriate changes, and thus the work of each of the students passes through the hands of all the students in the group, and the end returns to itself. Everyone can make changes to the work from their point of view. Then the teacher shows the correct answer. Thus, students will be able to think creatively, express their thoughts freely and be aware of their shortcomings.

In the "sharpness of mind" method, students' logical thinking skills are developed, speech is improved, and the skill of a quick and correct answer is formed.

This game involves groups of two or three students. The first reader pronounces one of the terms on the topic. The second reader returns the term spoken by the first reader and pronounces one term himself. The third reader returns the two previous terms and adds one term. Again, it is the turn of the first reader, who also returns the previous three terms and adds one term himself. Whichever reader gets lost or does not answer the mentioned terms, he is out of the game. Thus, the group of students continues. When organizing this game, it is important that the goal is clear and focused on what knowledge, skills and abilities students acquire.

For example: say sports:

Student 1: Football

Student 2: Football-volleyball

Student 3: Football – Volleyball-Boxing

Reader 1:: football – Volleyball–Boxing-Tennis

Reader 2:: football – Volleyball–Boxing – Tennis-Karate

Student 3: Football – Volleyball–Boxing – Tennis-karate, etc.

The reader is out of the game if he makes a mistake in pronouncing words in a row.



Similarly, this game can be used when studying "sports" and other topics. This game is especially useful in lessons of generalization and repetition of lessons. Of great importance in the process of physical education is the development of students' motivation. Because motivation interests students in the learning process, encourages students to actively participate in the lesson, acquire knowledge. Interactive methods are very helpful in developing motivation to read.

## CONCLUSIONS

1. Innovations in the field of education require innovations and changes in education, improvement and improvement of existing ones. That's why there are always some changes in the learning process.
2. The current period can be called a time of great and rapid changes in the field of education, as well as in all spheres of society. There are different views on the news. Types of innovations are distinguished mainly for methodological reasons.
3. The fields of education are so inextricably linked with each other that innovations in one field generate innovations in any other field. Therefore, the introduction of innovations into individual components of education requires determining the overall effectiveness of the applied innovations.
4. When classifying innovations in the educational process, it is necessary to take into account that innovation is one of the most important manifestations of human activity. This activity is free from serious boundaries and divisions.
5. Novelty affects its methodology and technology in the process of organizing the content of training.

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School of Management Studies  
Himachal Pradesh University,  
Shimla, India.

**Dr. Durgesh Nandini**

Associate Professor  
Department of Public Administration,  
IGNOU, Delhi, India.

**Dr B. Mohan**

Associate Professor in English  
S.V. College of Engineering and Technology  
Chittoor, Andhra Pradesh, India.

**Dr. Dalbir Singh**

Assistant Professor  
Haryana School of Business,  
G.J.U.S & T, Hisar,  
Haryana, India.

**Dr. Sonia Sharma Uppal**

P.G. Department of Commerce and Management  
Arya College, Ludhiana,  
India.

**Nadeera Jayathunga**

Senior Lecturer  
Department of Social Sciences  
Sabaragamuwa University, Belihuloya  
Sri Lanka

**Mrs. Sabina Dinesh Kumar**

Assistant Lecturer  
Faculty of Management Studies & Comm.  
University of Jaffna,  
Sri Lanka

**Jumana M. Elhafiz**

Assistant Professor  
Department of Biochemistry,  
Shendi University, Ministry of Health,  
Sudan

**Dr. Sunil Kumar**

Assistant Professor,  
Punjab School of Economics,  
Guru Nanak Dev University,  
Amritsar, Punjab, India

**Dr. Ebele P. ifionu**

Faculty, Department of Finance and Banking  
University of Port Harcourt, Nigeira

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