

ISSN (Online) : 2278 - 4853

Asian Journal of Multidimensional Research



Published by :
www.tarj.in



Editor-in-Chief : Dr. Esha Jain

Impact Factor : SJIF 2020 = 6.882

Frequency : Monthly

Country : India

Language : English

Start Year : 2012

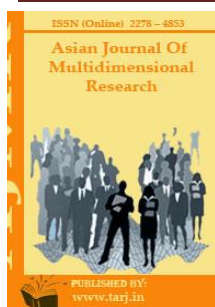
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Indexed/ Listed at : Ulrich's Periodicals
Directory, ProQuest, U.S.A.

E-mail id: tarjjournals@gmail.com

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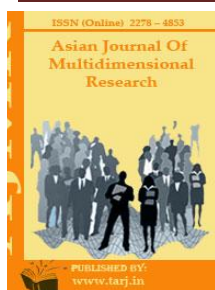
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**DOI NUMBER: 10.5958/2278-4853.2020.00087.7****A COMPARATIVE STUDY OF SOCIAL INDICATORS OF LAHORE
CITY IN PAKISTAN****Dr. Salman Ahmad****Professor,
University of Central Punjab,
Lahore, PAKISTAN**ABSTRACT**

The city of Lahore is considered to be the most developed district of Punjab (MICS 2004), (SPDC 2003)². This paper is the first attempt to analyse the extent of social development of the towns of Lahore. Measurement of the incidence of poverty in seven towns is the main focus of this study. In addition, it further explores the status of social development of towns by analyzing the indicators of education, health sector. Results indicate that the poverty incidence in Ravi, gunj Baksh, Cantt areas, and Aziz Bhatti town is above the 15% threshold. Severity of poverty is the highest in Nishtar and Allama Iqbal towns. Position regarding the gender inequality and public health seems reasonable whereas the indicators pertaining to education and health sector reveal some alarming facts.

KEYWORDS: Reasonable, Distributed, Threshold**INTRODUCTION**

Welfare gains in a society can only be maximized by a balanced by a balanced economic growth along with adequate level of social development. In a society where economic gains are unevenly distributed among members, income disparity and deprivation from basic necessities is likely to result. The Lahore district is selected with the objective of exploring the social conditions prevailing in the highest ranked region of Punjab. This paper compares the social indicators in seven towns of Lahore district.

LITERATURE REVIEW

There is vast literature discussing the measurement and comparison of social indicators. For this paper, we are concerned with some social indicators such as poverty, education and health. The calorie based approach is dominant in studies of poverty through the developing world, including Pakistan. Poverty line is determined on the basis of minimum calorie requirement. Using the relationship between calorie intake and food expenditures, the cost of acquiring a certain amount

of calories intake is estimated. This approach has been used in most of the earlier studies on poverty in Pakistan including among others are (Naseem 1977), (Irfan 1984), (Cheema and Malik 1984, 1988, 1991). Havinga, et al (1989) set the poverty line as the average food expenditures of those households who consume in the region of the minimum required caloric intake. Instead of taking average expenditures, Ercelawn (1990) used calorie consumption function (CCF) to derive expected total expenditure of those households who consume minimum required caloric intake. This method derives expected expenditure for potential (2550) caloric intake. The same was followed by Mehmood et al (1990), Shirazi (1993). Lanjouw (1994) set the poverty line as the sum of food and non-food expenditures.

Jafri and Khattak (1995), Ali (1995), world Bank (1995), Bhatti (1996), Amjad and Kamal (1997) modified this method by adjusting for non-food expenditures. To allow non-food expenditures in the estimation of the poverty line, the food expenditures needed for the required calories has been multiplied by the reciprocal of the food expenditure share in total expenditure of the relevant lower income group.

Jafri (1999) modified this approach by taking expected food expenditures (CCF) of the sample and average non-food expenditure of those households whose food expenditure is exactly equal to the minimum requirement. It is assumed that those households whose food expenditures is exactly equal to the minimum prescribed will also satisfy their other basic needs. Jafri calls this approach the “cost of basic needs approach”.

By far the most common approach has been to use 2550 calories (for urban as well as rural per day per adult) as the calorie cut-off point. The calorie norm was recommended by Pakistan Planning Commission (1985) and supplemented by recommendations of FAO/WHO. Often it is argued that “estimating the poverty line from a calorie-expenditure function using a unique calorie standard for the urban and rural sub-sample would have the effect of over-estimating urban poverty line in comparison with the rural” (Guzdar 1998). The nutrition cell of the Planning Commission, Government of Pakistan reduced the calorie cut-off point for Pakistan to 2350 per day per adult in 2002.

METHODOLOGY

Food Poverty Line

In this study, poverty has been estimated on the basis of nutritional requirements recommended by the Planning Commission, i.e. 2350 calories per day per male adult equivalent (MAE), whereas the total poverty line is determined on the basis of total expenditures necessary for an acceptable standard of living considering 2350 calories of food items. To calculate poverty in terms of currency units, this study follows the methodology applied by Ercelawn (1991). Calories consumption per MAE is regressed on total food expenditures per MAE to estimate expected expenditures for potential calories. The regression equation is:

$$\ln C = a + \ln E$$

Where

C = Calories consumption per MAE

E = Food expenditure per MAE per month

Poverty Gap

This indicates the aggregate poverty depth of the poor relative to the poverty line. This is a good indicator of the depth of the poverty in that it depends on the distance of the poor below poverty line, i.e. the average consumption gap between the actual expenditure of the poor and the poverty line. It has also an interpretation as an indicator of the potential for eliminating poverty by targeting transfer to the poor (Ravellian 1992). The formula is:

$$PG = [1/n \sum \{(z-y)/y\}]$$

Where

PG = Poverty gap (distance of the poor from the poverty line)

Z = poverty line determining expenditures

Y = consumption expenditure of the ith poor household

Severity of Poverty

Actually it is Foster-Geere-Thorbecke measure that represents the severity of poverty. This also shows variance in the poverty gap showing extent of inequality among the poor. The formula is:

$$P_2 = [1/n \sum [(z-y)/y]^2]$$

Where

P₂ = severity of poverty (mean of squared proportionate poverty gap)

Education, Gender inequality, and Health Indicators

Infant Mortality

This variable is defined as the number of deaths of under 5 years per 1000 live births. The data of this variable is taken from the summary table 6 of Multiple Indicator Cluster survey (MICS).

Maternal Mortality

This indicator is defined as the number of mothers dying due to complications of pregnancy and delivery per 100,000 live births. The formula is:

$$MMR = PRD/LB * 100,000$$

Where

MMR = Maternal Mortality Rate

PRD = number of pregnancy related deaths during last 5 years

LB = number of live births during the last 5 years.

Net primary enrollment for boys and girls and literacy rates are given in the summary table 1 of MICS

Gender inequality in education is computed by taking the ratio of female to male ratio.

Access to safe water, sanitation and waste disposal is taken from summary table 3 of MICS.

Results

An analysis of core social indicators is performed for the seven towns of Lahore. The most important indicator is poverty incidence.

Poverty Profile

Poverty reduction is the ultimate goal of development policy. To reduce poverty, policy makers first need to know the incidence, depth, and severity of poverty. The following table summarises the different poverty measures for Lahore derived from the data of 2003-04 MICS. The poverty line measured on the basis of calorie approach for Lahore is given below:

$$\ln C = 5.072 + 0.437 \ln E \quad R^2 = 0.46$$

$$t = (86.73)(52.3)$$

The food poverty line is calculated as

$$POV = [\exp\{\ln(2350-5.072)/0.437\}] = \text{Rs. } 472/=$$

This shows that on the basis of food only, any individual that is earning less than Rs. 472/= in 2003-04 prices is poor.

The percentage of households that lie below the poverty line is given in Table 1.

TABLE-1 :-EXTENT OF POVERTY BY TOWNS AND LOCATIONS IN DISTRICT LAHORE (PERCENT)

Town	Urban	Rural	Total
Gunj Buksh	17.54	-	17.54
Shalimar	10.25	8.81	9.77
Allama Iqbal	13.84	16.67	15.05
Aziz Bhatti	15.84	12.72	14.40
Nishter	14.88	23.32	18.55
Ravi	25.43	-	25.43
Cantt Area	16.43	-	16.43
Lahore	17.19	16.10	16.93

Source: Estimated from MICS, 2003-04 unit records.

The results showed 16.93 percent food poverty on overall basis with 1.09 percentage point less (16.10 percent) in rural area than urban area in district Lahore. The highest level of poverty was shown in Ravi town (25.43 percent), while the lowest is in Shalimar town (9.77 percent). There were only four towns having rural areas. Possibilities can be explored to have relatively more poverty in rural area as compared with urban area but the estimated results were not consistent to that, as poverty in rural areas was relatively lower as compared with urban areas in Shalimar and Aziz Bhatti towns, while poverty in rural areas is higher compared to urban areas in the case of Allama Iqbal and Nishter Towns. This indicated that the difference in resource ownership and productive utilization of those resources was causing discriminating situation with respect to poverty not only by households but also by location. Table-3 shows head-count index on overall as well as for different towns on rural and urban basis.

Poverty Gap

As explained above, poverty gap is the average distance between the consumption expenditure of the poor and the poverty line. It reflects the average shortfall of the consumption expenditure of the poor expressed as a share of the poverty line. Poverty gap does take account of the depth of poverty but it does not take account of the distribution of income amongst the poor. The data presented in Table-4 revealed that the poverty gap was sufficient (6.4 percent) at the district level. As the alleviation of poverty is the individual household phenomenon, the income distribution pattern and individual household poverty gap would lead towards the actual increase in income needed for the household to be out of the poverty trap. However the crude estimates gave indication that the relevant increase in consumption expenditure of the individual household by 6.2 percent would bring the poor households out of poverty trap in the district. This could be made possible only by increasing income at least to the consumption expenditure gap level. The poverty gap was the widest in case of Nishter followed by Allama Iqbal town and was the lowest in case of Gunj Bakhsh and Shalimar towns. The derived conclusions represent that in Gunj Bakhsh and Shalimar towns a relative less effort was needed to remove poverty.

TABLE-4: POVERTY GAP BY TOWNS IN LAHORE DISTRICT (PERCENT)

Town	Poverty Gap	Severity of Poverty
Gunj Bakhsh	4.2	1.4
Shalimar	5.5	1.6
Allama Iqbal	7.2	2.4
Aziz Bhatti	6.0	2.1
Nishter	8.9	3.2
Ravi	6.3	2.1
Cantt Area	6.1	1.8
Lahore	6.4	2.1

Source: Estimated from MICS, 2003-04 unit records.

Severity of Poverty

The severity of poverty is shown by squared poverty gap. So the more the poverty gap, the more would be the severity of poverty. On overall district basis the severity of the poverty was estimated to the extent to 2.1 percent. Again the severity of poverty was the highest in Nishter town relative to other towns of the district (Table-4). This gives direction to develop the policy measures addressed with weightage for severity level among towns for alleviating poverty by targeting transfers to the poor.

Education

Net enrollment in primary education on the basis of MICS is quite low. Aziz Bhatti Town has the lowest ratio (45%) while Allama Iqbal town has the highest (74%). The overall picture of Lahore is disappointing with an enrollment of 62%. The dream of universal primary education seems beyond reach for a developed city like Lahore.

Gender Inequality

Gender inequality in primary education and literacy rate shows an improvement. The assumed threshold is 75%. All the towns have exceeded the targets and it seems that in a couple of years gender equality will be achieved.

Health Indicators

Infant Mortality

The threshold of infant mortality is 70 out of 1000 live births. All the towns of Lahore are unable to reduce infant mortality below 70 except Gunj Baksh town that has reduced it to 57. The highest (105) is found in Aziz Bhatti town. For overall Lahore it is 82.

Maternal Mortality

The data on maternal mortality shows a dismal picture. The rate should be around 150 but for overall Lahore it is 425 while the highest is 515 in cantt. Area and the lowest is 311 in Ravi town.

Public Health

Almost all the population of Lahore has access to safe drinking water. With respect to sanitation facilities, 78% population of Aziz Bhatti town is enjoying this facility whereas above 95% population of the rest of the towns has the sanitation facility. Similarly, above 90% population of Lahore residing in different towns has been provided with waste disposal facility.

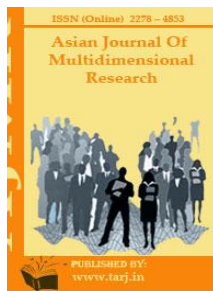
CONCLUSION

Seven towns of Lahore are analyzed according to social indicators. Lahore is the most developed city of Punjab, therefore, the level of social development should be at some international standards. We have derived social development standards from Millennium Development Goals(MDG). The data shows that majority of the towns are unable to meet MDG targets. Poverty incidence, primary education, infant mortality and maternal mortality are the areas where the towns lack in social development. However, gender equality, and public health indicators are upto the standards of MDG.

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**DOI NUMBER: 10.5958/2278-4853.2020.00106.8****BASICS OF OCCUPATIONAL HYGIENE IN THE CULTIVATION OF
GRAIN AND GRAIN PRODUCTS****H.O. Kosimov*; I.S. Manasasova****^{1,2}Bukhara State Medical Institute,
Bukhara, UZBEKISTAN**ABSTRACT**

The process of growing grain and grain products is the most difficult and responsible agro-technical stage, in which the body of the participating workers is affected by complex factors: high temperatures, noise, dust, mineral fertilizers, pesticide gases. Therefore, it is important to develop measures to protect workers involved in the production of grain and grain products from the effects of such factors.

KEYWORDS: Agriculture, Grain Growing, Working Conditions Validity: Agricultural Labor, Especially Grain And Grain Production, Is Characterized By The Following Characteristics Of Field Labor (13):

INTRODUCTION

The first feature is seasonality, the intensity of the season. This feature is more typical of the southern republics.

The second feature is that the work is carried out mainly in the field (in the open air), and the work begins in early spring and lasts until the end of autumn, even in winter. This situation depends on the impact of complex meteorological factors on agricultural workers, the climatic conditions in which it is located, the season of the year and weather conditions.

The third feature is the frequent change of types of labor in agricultural production (preparation of grain lands, sowing of grain, irrigation of arable lands, feeding, chemical pest control), which is more related to manual labor.

The fourth feature is that the workplace is located far from the place of residence. The hygienic value of this is that the worker spends more energy to get to work.

Fifth feature: many chemicals (mineral fertilizers, pesticides) are used in the cultivation of agricultural crops (grain and grain products). In return, not only jobs but the entire biosphere is irreparably polluted. (1,2,3,9,10).

Today, in addition to this, many biologically active substances, fertilizers, chemicals that ensure the growth of grain seedlings, mineral supplements are used in the cultivation of grain and grain products. (1,2,3,10,13).

Based on the above evidence, the hygienic assessment of the factors of production that occur in the agro-technical and technological conditions of grain and grain production in rural areas (fields) and the reduction of their negative impact on the body of field workers.

OBJECT AND METHODS OF INSPECTION

The main object of this research was the scientific substantiation of measures to protect workers involved in the production of grain and grain products from inappropriate factors that arise in the process of agricultural machinery. The basis of the inspection was the chemical and physical factors that occur in the workplace in the production of grain and grain products, the severity and intensity of the work process, as well as their impact on the ability and health of workers.

MATERIALS AND THEIR DISCUSSION

Grain and grain production is one of the most mechanized branches of agriculture. In the cultivation of these products, the processes of land preparation, sowing and harvesting are carried out with the help of machinery. Taking into account the natural climatic conditions, the cultivation of grain in all regions consists of the following agro-technical and technological processes: land preparation, organic fertilization, land leveling, compaction, sowing, cultivation of crops, harvesting, harvesting. Land reclamation, leveling, compaction is carried out with the help of Magnum, Maxum, Orion-630,850, M-X equipment. In some farms, leveling is carried out with the help of tractors MTZ-80, MTZ-85, HTZ-80. In most cases, SZ-3.6, SZ-3.6, SZT 3.6, agromaster sowers are used for sowing grain crops. However, along with the improvement of sowing techniques, the technology of sowing seeds and mineral fertilizers is lagging behind. The sowing of seeds and mineral fertilizers is mainly done by hand. This leads to physical exhaustion of workers, the formation of dust in the workplace soil, plant and mineral fertilizers.

Grain products are less demanding to heat and moisture than other crops (potatoes, tomatoes, cucumbers, etc.) in accordance with its agro-techniques. Therefore, they are grown in all natural climatic conditions. In the conditions of the Republic of Uzbekistan in August-September the lands are prepared for sowing grain crops. During these months, the air temperature is 35-40C. One of the main factors in the production of grain is the high temperature (35-38 C), noise (95-120 DB), vibration energy (80-90 dB), dust (80-90 dB) in the cabins of equipment (MTZ, HTZ), which are not equipped with air exchangers. 50mg3) (5,6,9,12). At the same time, the workers involved in fertilizing and sowing are exposed to heavy physical pressure and dust from soil, plant and mineral fertilizers.

Feeding of grain and grain crops is carried out mainly on the basis of manual labor, their fertilization with mineral fertilizers (November, December, February) is carried out on the basis of NRU-0.5, NRU-0.6. In such technologies, the application of fertilizers to the equipment is carried out manually, and the amount of mineral fertilizers dust around the respiratory organs of workers is recorded at a high level. (40-45 mg m3), (6,7,8,9,12).

Grain and grain products are harvested with the help of combines. For this purpose in Uzbekistan are used grain harvesters "Case", "Case 5580", "Don-1500", "Sampo", "Class-Mega-204", "Yenisei 1200". Harvesting of grain and grain products takes place in July of the year, when the air temperature is 45-48C. The microclimate (cabin temperature) is the main factor influencing

the body of mechanics. Laboratory tests carried out by us show that the air temperature in the cabin of the Yenisei 1200 combine is +35 + 38C (outside air temperature is + 48C), in the cabin of the Case combine is +32 + 39C, (outside air temperature is + 45C).), The air temperature in the cabin of the combine "Yenesey-Mega-204" was +37 + 38C, (air temperature on the rock + 48C).

The noise energy in the cabins of the above-mentioned combines was 92-140 dB.

In conclusion, the most difficult and responsible stage in the production of grain and grain products is harvesting. According to some hygienists, in the process of harvesting grain and cereals, 81.2% of combine harvesters have a rise in body temperature to 37.2-37.3C, 100% of combine harvesters have an increase in heart rate, and 47% have an increase in blood pressure. (4,5,7,8,9,13).

Thus, the complex factors of production (high temperature, noise, dust, physical stress) affect the body of tractor drivers, combine harvesters and workers in the cultivation of grain and grain products.

It is important to develop measures to protect workers involved in the production of grain and grain products from such factors. Such hygienic measures include:

- Fully mechanized and automatic control of agricultural machinery and technology of grain and grain production (land preparation, mineral fertilizers, harvesting, etc.);
- preparation of grain fields, further improvement of engines and cabs of sowing and grain harvesting equipment;
- The invention of highly advanced techniques for collecting soms without manual labor, completely banning the use of "dirty" devices in this work.
- Establishment of stationary buildings on each farm, consisting of a complex of living rooms (rest, dining, sleeping, shower) for tractor drivers, combine harvesters and workers;
- It is important to conduct in-depth pre-season medical examinations of agricultural workers (managers, workers) once a year, combine harvesters and workers involved in the harvesting of grain.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00107.X**

FEATURES OF THE IMMUNE STATUS AND POSSIBILITY IMMUNOCORRECTION AT POST-TRAUMATIC INFLAMMATORY COMPLICATIONS AT PATIENTS WITH JAW FRACTURES

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ABSTRACT

Authors conduct research on studying of influence local immunocorrection therapies on some indicators of the immune status at patients with jaw fractures (JF). At jaw fractures (JF) frequency of postoperative complications, despite application of modern measures of prevention, does not decrease, making 5,5-14,1 % from all complications at the diseases. It is shown that the traumatic osteomyelitis of the mandible develops at low immunocorrection reactance of an organism. Actual there is a problem of develop new effective influence on infectious process, in particular methods of stimulation of local and general immunity.

KEYWORDS: *Crises Of The Bottom Jaw, A Traumatic Osteomyelitis, Therapy, Imudony.*

INTRODUCTION

With fractures of the lower jaw (VLF), the frequency of postoperative complications, despite the use of modern preventive measures, does not decrease, accounting for 5.5-14.1% of all complications in this disease [3,4,7]. It has been shown that traumatic osteomyelitis of the lower jaw develops with low immunological reactivity of the body [1,2,5,6,8]. The task of developing new effective ways of influencing the infectious process, in particular, methods of stimulating local and general immunity, remains urgent.

The study was performed on the basis of the Department of Oral and Maxillofacial Surgery of the Bukhara Regional Multidisciplinary Medical Center.

The purpose of the topic:

The study of the effect of local immunocorrective therapy is not some indicators of the immune status in patients with fractures of the lower jaw (FLJ).

MATERIALS AND METHODS OF INVESTIGATION:

Inpatient treatment was 93 patients with FLJ (from 17 to 62 years old), 57 patients with a

diagnosis of unilateral fracture, 36 patients with bilateral fracture (FLJ). Patients were divided into 2 groups: group 1 - 42 people who underwent traditional therapy, group 2 –51 patients who were additionally given the immunocorrective drug Imudon.

Non-specific resistance indices (complement components C3 and ceruloplasmin) were evaluated by the immunochemical method, the level of circulating immune complexes (CIC), average molecular peptides (PSD) in the blood, complement C3, the phagocytic activity of neutrophils, and the concentration of ceruloplasmin.

Results and analysis:

Combined treatment with the use of the immunocorrecting drug Imudon allowed to reduce the concentration of SMP (from 0.58 ± 0.06 conventional units to 0.28 ± 0.02 conventional units, $p < 0.05$), the level of CEC (from $78, 1 \pm 5.12$ conventional units to 34.8 ± 3.12 conventional units, $p < 0.05$), ceruloplasmin concentration (from 39.6 ± 0.52 mg / dl to 25.2 ± 0.22 mg / dl). The level of complement C3 after treatment significantly increased compared to the initial one (from 68.8 ± 2.15 mg / dl - 101.6 ± 5.62 mg / dl, $p < 0.05$).

For 5 years, 93 patients with VLF between the ages of 17 and 62, 67 men and 26 women, were hospitalized. Persons of a young age prevailed, only 8 men were over the age of 50. 57 patients had unilateral VLF, 36 - bilateral.

The control group consisted of 31 practically healthy people.

Among the observed patients, 68.3% of patients were admitted to the hospital on the first day of the disease, up to three days - 24.5%, the rest - later than 3 days. Due to the late immobilization of fragments of the lower jaw, a purulent-inflammatory process developed in the fracture gap. The source of purulent infection was a tooth with necrotic pulp or a pathological process in the periapical tissues. In cases of rapid elimination of the focus of infection, adequate antimicrobial therapy and reliable fixation of fragments, the inflammatory process stopped. With a delay in tooth extraction and the absence of reliable immobilization of bone fragments, the transition of acute traumatic osteomyelitis into a purulent-destructive process was noted.

Traditionally, orthopedic immobilization was carried out using various modifications, individually curved wire or standard tape tires with hook loops. Drug therapy included antibacterial (ceftriaxone, sulfa drugs), desensitizing, painkillers.

All patients were divided into 2 groups: group 1 - 42 patients who underwent traditional therapy, group 2 –51 patients who were additionally given the immunocorrective drug Imudon (before surgery).

Non-specific resistance indices (complement components C3 and ceruloplasmin) were evaluated by the immunochemical method, the level of circulating immune complexes (CIC), and average molecular peptides (SPM) in the blood according to the method of A. Gabrielyan. (1981), phagocytic activity of neutrophils (FAN).

The results are presented in table 1.

TABLE 1 DYNAMICS OF NON-SPECIFIC RESISTANCE INDICES IN PATIENTS WITH VLP

Index	The control	1 group		2 group	
		Originally	14 days	Originally	14 days
SMP (conventional unit)	0,28±0,06	0,58±0,06*	0,58±0,06*	0,58±0,06*	0,28±0,02**
CEC (conventional units)	39,2±2,4	78,1±5,11*	78,1±5,12*	78,1±5,12*	34,8±3,12**
Complement C3 (mg / dl)	124,7±8,9	68,9±2,13*	68,8±2,15*	68,8±2,15*	101,9±5,64*
Ceruloplasmin (mg / dl)	24,6±0,41	39,6±0,51*	39,6±0,52*	39,6±0,52*	25,2±0,22
FAN (%)	27,7±0,61	38,4±1,38*	38,6±1,37*	38,6±1,37*	28,8±0,52

* - significance of differences compared with control, $p < 0.05$

** - significance of differences compared with the initial value in the same group, $p < 0.05$

Initially, all the studied parameters in both groups significantly differed from the control.

High values of the level of SMP in patients with VLP indicated an unfavorable clinical course of the inflammatory process, since they have toxicity and thereby reduce local resistance.

The phagocytic activity of neutrophils (FAN) in the observed patients was statistically significantly (1.4 times) higher than in healthy individuals and practically did not change in dynamics in the 1st group.

The level of CEC was initially more than 2 times higher, under their influence, the release of lysosomal enzymes from neutrophils occurs, cells - carriers of mediators are activated, inducing an acute inflammatory process.

There was a decrease in the level of complement C3 in patients with VLP by almost 2 times compared with the control, which, apparently, was due to "increased consumption" of the CEC against the background of a purulent-inflammatory process. Low values of complement C3, which is responsible for immune adhesion of the CEC and chemotaxis, contribute to the exocytosis of neutrophil granules and the secretion of lysosomal hydrolases.

Alteration of tissues with cell breakdown during inflammation leads to an increase in ceruloplasmin, which enhances the activation of the lysosomal neutrophil complex.

After a course of therapy for 14 days, the level of all the studied parameters in the 1st group did not change compared to the initial one and significantly exceeded the similar indicators in the control group.

In group 2, complex treatment with the use of the immunocorrecting drug Imudon significantly and significantly reduced the concentration of SMP (2 times), the level of the CEC - 2.3 times. After the therapy, these indicators approached the values in the control group. The level of complement C3 increased after treatment, however, it remained below the control values (101.6 + 5.62 mg / dl, in the control 124.7 ± 8.9 mg / dl, $p < 0.05$).

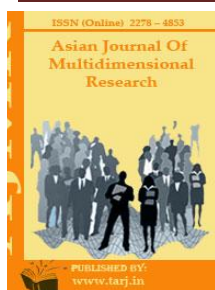
The concentration of ceruloplasmin after treatment decreased by 64%. Both indicators - ceruloplasmin and FAN - after treatment in the 2nd group did not differ from the control.

CONCLUSION:

The data obtained indicate the possibility of using the drug Imudon, which enhances immune defense factors, in the treatment of these patients.

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Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00108.1****THE EFFECT OF HEAT TREATMENT OF POTATOES AND
TOMATOES ON THE CONTENT OF RESIDUES OF
ZENKORHERBICIDE****H.O. Kosimov****Bukhara State Medical Institute,
Bukhara, UZBEKISTAN**ABSTRACT**

This paper investigates major points of the effect of heat treatment of potatoes and tomatoes on the content of residues of Zenkor herbicide. Both methodological and theoretical analyses were conducted in the points of the residues of Zenkorherbicide. In conclusion, research has pinpointed on outcomes and shortcomings as the whole.

KEYWORDS: *Effect, heat treatment, potatoes and tomatoes, content of residues, Zenkorherbicide*

INTRODUCTION

Among the measures that contribute to increasing crop yields, the chemical method of controlling weeds, pests and pathogens of plants has gained great importance. The use of chemical plant protection products provides the national economy with great savings amounting to more than \$ 4 million [8].

At the same time, the increasing chemicalization of agriculture, contributing to an increase in productivity and a huge economic effect, simultaneously leads to the introduction of new factors harmful to human health into the environment, which increasingly complicates the problem of protecting the environment and public health. Therefore, from a hygienic point of view, it is important to know the degree of accumulation, the speed and nature of the destruction of pesticides in the body of cultivated plants [4,10.]. So, in gray-earth soils, when apply in gsimazinat the rate of 3.0 kg / ha in grapes, its residues amounted to 0.01 mg / kg. With an increase in consumption rates to 4.0–5.0 kg / ha, the level of residues increased to 0.04 mg / kg [1, 2]. In loamy soils, when prometryne is added to the carrot culture at the rate of 1.0, 2.0, 2.5, kg / ha, its residues are contained only in the bund leproduct [3]. According to E.A. Kovulunayteal (1984) used prometryn found in the tops of potatoes.

When using Zenk or for tomatoes at the rate of 0.5-2.0 kg / ha, it was found in fruits at the level of 0.11 mg / kg, in potatoes - 0.39 mg / kg [5, 6], which has a potato residue - at the level of 0.15 mg / kg.

Thus, when using pesticides in agriculture, they may contaminate plant products. Therefore, in terms of the practical use of pesticides, one of ten has to decide on the possibility and ways of selling large quantities of food products containing, due to various circumstances, (violation of established regulations for the use of pesticides in agriculture, flushing from other fields), pesticide residues in quantities higher than permissible. This served as the purpose and basis for conducting special studies aimed at studying the effect of various exposures of the heat treatment of potatoes and tomatoes on the amount of Zenk residues in them.

RESEARCH METHODS

In labor at dry conditions, heat treatment (cooking) of potatoes was carried out at exposures of 15, 30 minutes. Tomatoes were cooked for 30-60 minutes, and then autoclaved at a vapor pressure of 2 atmospheres for 20 minutes, or boiled at 100 degrees for 60 minutes, followed by autoclaving for 20 minutes. When choosing the experimental conditions, the technological mode of preparation of tomato paste was taken into account. The residual amount of Zenk was determined by the spectrophotometric method we developed.

DISCUSSION MATERIAL

The studies showed the initial residual amount of Zenk in potatoes prior to heat treatment was 0.5; 1.0; 2.0 and 4.0 mg / kg. Comparison of the effectiveness of the temperature factor for different exposure times showed that with a 15-minute exposure to potatoes, the decrease in Zenk residues reached 5-10%. With an extension of exposure up to 30 minutes, drug residues decreased from 5 to 17% (Table 1).

TABLE 1. ZENKORDE COMPOSITION DURING HEAT TREATMENT (M ± M)

Product name	Initial herbicide content	Herbicide detected, mg / kg				
		Boil at 100°C			Autoclave at 1200 C for 20 min	Cooking at 1000 C 60 min followed by autoclaving
		15 min	30 min	60 min		
Potatoes	0,5	0,45±0,02	0,43±0,01	-	-	-
	1,0	0,90±0,03	0,83±0,02	-	-	-
	2,0	1,84±0,02	1,80±0,03	-	-	-
	4,0	3,80±0,05	3,73±0,04	-	-	-
Tomatoes	0,5	-	0,41±0,01	0,40±0,01	0,44±0,02	0,40±0,03
	1,0	-	0,87±0,02	0,81±0,03	0,87±0,04	0,79±0,07
	2,0	-	1,87±0,04	1,79±0,03	1,83±0,04	1,58±0,06
	4,0	-	3,77±0,05	3,69±0,06	3,74±0,06	3,54±0,06

Heat treatment (1000C for 30, 60 minutes) reduced the residual amount of Zenkorintomatoes by 6-20%.

The decrease in the amount of Zenkorin tomatoes under the influence of auto claving (2 atmospheres) for 20 minutes ranged from 7 to 13%. When boiling tomato masses for 60 minutes and subsequent auto claving at 2 atmospheres for 20 minutes, Zenko residues decreased by 11-21%.

CONCLUSION

Based on the foregoing, we can conclude that the Zenkor herbicide under the influence of the thermofactor is lightly destroyed. Therefore, potatoes and tomatoes containing Zenkorin quantities higher than acceptable should not be used for cooking.

Potatoes can be used as seed. Tomatoes containing Zenkor can be used to make tomato puree and tomato paste after mixing with fruits that do not contain Zenkor, bringing the residues to an acceptable level.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00093.2****A STUDY ON THE PERCEPTION OF SCHOOL TEACHERS ON
ORGANISATIONAL EFFECTIVENESS IN COIMBATORE CITY,
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ABSTRACT

Education helps us to acquire new skills and knowledge that will impact our development in life. Every one of us face lots of challenges in life and education is the weapon which helps to fight with those challenges. Education helps to create a better society and helps to improve one's life. The school is in existence to serve the educational needs of its community. The role of a teacher is to make students connect and focus on the good values and usefulness of their education for the development of the society and country. The schools are accountable for the development of the future generation. The performance of schools depends on the performance of their school teachers. The process of enhancing a school teacher's present and future effectiveness leads to development. The present study focuses on studying the perception of school teachers on organisational effectiveness in Coimbatore city.

KEYWORDS: *Organisational Effectiveness. Group Performance, Collective Identity***INTRODUCTION**

The aim of education system is to inculcate good values and morals in individuals. We should understand the reality that only teachers can change the economic, moral & social life of an individual. We should respect them for their service to the society. School teachers are responsible for bringing cultural transmission among children. The effective functioning of a school depends on how their teachers contribute. The government should ensure effective contribution of teachers by adopting proper monitoring mechanisms in government schools and private school management.

ORGANISATIONAL EFFECTIVENESS

Organisational Effectiveness refers to how successfully organisations achieve their missions. Organisational Effectiveness measures are concerned with understanding the unique capabilities that organisations develop to ensure that success. This includes measuring the value of organisational human resources (Jamrog & Overholt, 2004). An organisation is said to be effective if it is able to achieve its goals. The schools will be effective only if the school teachers perform effectively.

SCOPE OF THE STUDY

The outcome of the research will enable the government, policy makers, teachers, administrators, researchers and educationists to understand the existing working culture of teachers at schools, identify the areas of improvement, so that the national goals and objectives of education are achieved.

RESEARCH GAP

The detailed review of literature reveals that only very few researchers focus on studying the perception of school teachers on organisational effectiveness in India. This study tries to fill the gap found in the literature.

OBJECTIVES OF THE STUDY

To study the perception of school teachers on Organisational Effectiveness in Private, Government, Government aided and Corporation higher secondary schools in Coimbatore city, Tamilnadu.

LIMITATIONS OF THE STUDY

1. There is a chance for personal bias.
2. The sample size was restricted to 349 teachers working in 43 higher secondary schools comprising of corporation, government aided, government and private higher secondary schools located in Coimbatore city.

REVIEW OF LITERATURE

Georgopoulos and Tannenbaum (1957) studied the criteria of productivity, flexibility and intra organisational strain as reported through questionnaires by roughly 35 employees at 32 stations in five plants. The results indicated significant associations with organisational effectiveness for all three criteria as rated through questionnaires by six to nine experts (management and key station personnel) at each of the five plants.

Pieter L.J. Boerman and Timo M. Bechger (1997) conducted a study on decentralised decision making and Organisational Effectiveness in colleges for vocational education: A questionnaire was administered to heads of departments, course co-ordinators within each college for vocational education in the Netherlands. From the total population, 299 persons of 87 schools completed the questionnaire. The data were analysed with structural equation modelling. The results showed a moderate positive effect of decentralisation on organisational effectiveness.

Jehad Aldehayyat and Adel Al Khattab (2013) tried to identify and examine the characteristics of strategic planning systems in Jordanian hotels and their relationship with Organisational Effectiveness. A questionnaire was developed and a survey of all four- and five-star hotels operating around Jordan's most popular tourist attractions. A total of 138 questionnaires were

handed to the entire target population of 46 hotels. The findings showed that top management and boards of directors have less participation in strategic planning processes than outside consultants, internal scanning was used less frequently than external scanning. It was found that strategic planning was found to be positively and significantly related to Organisational Effectiveness.

RESEARCH METHODOLOGY

Sources of Data

Both primary and secondary data were collected. The primary data were collected through a well structured questionnaire. The secondary data were collected from the government's official websites and its publications, research publications and books relevant to the study.

Population and Sample Description

The primary respondents for the study include the higher secondary school teachers working in government, government aided, private and corporation schools located in Coimbatore city, Coimbatore District, Tamilnadu. 43 schools were selected out of 138 schools based on few criteria. Stratified proportionate random sampling method was adopted in selecting the respondents. Out of 1099 teachers in 43 schools, 349 responses were taken for the study.

Measuring Instrument

The demographic portion of the instrument was developed by the researcher to sort out the demographic information. A pilot study was done to test the reliability and validity of the questionnaire.

Mathematical and Statistical tools used

Secondary data were analysed using a set of mathematical and statistical tools like mean, standard deviation and ANOVA.

Table :1 Test of Reliability

Constructs	Reliability Statistics	No. of Items
Organisational Effectiveness	0.898	12

ANALYSIS AND INTERPRETATION

TABLE:2 DEMOGRAPHIC CLASSIFICATION OF RESPONDENTS

Demographic variables	Criteria	Frequency	Percent
Age of the teacher	Below 30	53	15.2
	31-40	120	34.4
	41-50	118	33.8
	Above 50	58	16.6
	Total	349	100.0
Gender of the teacher	Male	45	12.9
	Female	304	87.1
	Total	349	100.0
Educational Qualification of	UG	41	11.8
	PG	35	10.0

Teachers	UG , Bed	65	18.6
	PG ,Bed, M.Phil	190	54.4
	Others	18	5.2
	Total	349	100
Experience of the teacher	Below 5 years	58	16.6
	5-10 years	103	29.5
	11-15years	52	14.9
	16-20years	70	20.1
	21-25years	44	12.6
	Above 25 years	22	6.3
	Total	349	100.0

TABLE: 3 MEAN AND STANDARD DEVIATION OF ORGANISATIONAL EFFECTIVENESS FACTORS

Variables	N	Minimum	Maximum	Mean	Std. deviation
Group performance	349	2.60	5.00	4.2630	.55846
Organisational commitment	349	1.00	5.00	4.5253	.56540
Collective identity	349	1.50	5.00	4.5136	.55644
Organisational effectiveness	349	1.77	5.00	4.4340	.48367

The mean score of perception of teachers towards group performance in schools was 4.26, it was interpreted that most of the schools were successful in making teachers work effectively in groups. It was observed from the above table that the mean score of organisational commitment was found to be 4.52. Teachers were proud of their workplace and took pride in working for the management, this had created a sense of belongingness and commitment to school and to their profession. The mean score of collective identity was 4.51. Conflict handling was open and constructive in schools. The mean score of Organisational Effectiveness stood at 4.43 which clearly stated that the schools were functioning effectively.

Null Hypothesis Ho1 : No significant difference exists in the perception of school teachers on Organisational Effectiveness across corporation, government aided, government and private higher secondary schools.

TABLE: 4 TEST OF SIGNIFICANT DIFFERENCE IN THE PERCEPTION OF CORPORATION, GOVERNMENT AIDED, GOVERNMENT AND PRIVATE SCHOOL TEACHERS ON ORGANISATIONAL EFFECTIVENESS

Variables	Sum of squares			df			Mean squares		F	Sig
	Betwe en groups	Withi n groups	Total	Betwe en groups	With in groups	Tot al	Betwe en groups	With in groups		
Group performance	7.621	100.912	108.533	3	345	348	2.540	.292	8.685	.000

Variables	Sum of squares			df			Mean squares		F Betwe en group s	Sig Betwe en group s
	Betwe en group s	Withi n grou ps	Total	Betwe en group s	With in grou ps	Tot al	Betwe en group s	With in grou ps		
Organisational commitment	5.120	106.129	111.249	3	345	348	1.707	.308	5.548	.001
Collective identity	3.226	104.522	107.748	3	345	348	1.075	.303	3.549	.015
Organisational effectiveness	4.927	76.483	81.410	3	345	348	1.642	.222	7.409	.000

The significant value for the perception of teachers across schools on Organisational Effectiveness was less than 0.05 (5% level of significance) hence, the null hypothesis (Ho1) was rejected for these variables. The difference in the perception of Organisational Effectiveness was caused by factors such as organisational commitment, collective identity and group performance.

Ho : 2 No significant difference exists in the perception of male and female teachers on Organisational Effectiveness across schools.

TABLE: 5 TEST OF SIGNIFICANT DIFFERENCE IN THE PERCEPTION OF MALE AND FEMALE TEACHERS ACROSS SCHOOLS

Variables	Mean			Std. deviation			F	Sig.	Result
	Male	Female	Total	Male	Female	Total	Between groups	Between groups	
Group performance	4.2222	4.2691	4.263	0.5881	0.5547	0.55846	0.275	0.6	NS
Organisational commitment	4.4963	4.5296	4.5253	0.52523	0.5718	0.5654	0.136	0.713	NS
Collective identity	4.5111	4.514	4.5136	0.62376	0.5469	0.55644	0.001	0.974	NS
Organisational effectiveness	4.4099	4.4376	4.434	0.51057	0.48034	0.48367	0.128	0.721	NS

The significant values were more than 0.05 (5% level of significance), hence the null hypothesis (Ho2) was accepted for the parameter Organisational Effectiveness.

Ho: 3 No significant difference exists in the perception of teachers with varied educational qualification on Organisational Effectiveness across schools

TABLE: 6 TEST OF SIGNIFICANT DIFFERENCE IN THE PERCEPTION OF TEACHERS WITH VARIED EDUCATIONAL QUALIFICATION ACROSS SCHOOLS

	Mean										Std. Deviation										F	Sig.	
	DTE	UG	PG	UG Bed	UG Bed	UG Bed	UG Bed	UG Bed	UG Bed	UG Bed	DTE	UG	PG	UG Bed	UG Bed	UG Bed	UG Bed	UG Bed	UG Bed	UG Bed			
Group performance	.3	.312	.28	.32	.22	.52	.233	.263	.1414	.5478	.5946	.4524	.5939	.3633	.5278	.9899	.4242	.5584	.57	.822	NS	NS	Result
Organisational commitment	.666	.626	.590	.6	.457	.933	.222	.525	.4714	.5120	.4579	.4684	.6183	.1490	.7503	.2357	.7071	.5654	.271	.252	NS	NS	
Collective identity	.625	.640	.492	.592	.468	.6	.166	.513	.5303	.4645	.6926	.4668	.5741	.3791	.7527	.1767	.5303	.5564	.912	.515	NS	NS	
Organisational effectiveness	.530	.526	.456	.504	.382	.684	.207	.434	.0667	.4111	.5372	.3779	.518	.2406	.6584	.3103	.5539	.4836	.034	.412	NS	NS	

The significant values for the perception of teachers with varied educational qualification were more than 0.05 (5% level of significance), hence the null hypothesis (Ho3) was accepted for Organisational Effectiveness.

Ho: 4 No significant difference exists in the perception of teachers with varied income levels on Organisational Effectiveness across schools.

TABLE: 7 TEST OF SIGNIFICANT DIFFERENCE IN THE PERCEPTION OF SCHOOL TEACHERS WITH VARIED INCOME LEVELS ACROSS SCHOOLS

Variables	Mean						Std. deviation						F	Sig.	
	Below 5000	5000-10000	10000-15000	15000-20000	20000 &abov	Total	Below 5000	5000-10000	10000-15000	15000-20000	20000 &abov	Total	n Group	n Group	Result
Group performance	4.3733	4.2667	4.3294	4.5222	4.1811	4.263	0.49493	0.55421	0.58719	0.56626	0.54335	0.55846	2.123	0.078	NS
Organisational commitment	4.6667	4.5766	4.5392	4.7407	4.4331	4.5253	0.51946	0.50241	0.56142	0.33442	0.6306	0.5654	2.062	0.085	NS
Collective identity	4.75	4.5045	4.4522	4.6667	4.5055	4.5136	0.32733	0.57007	0.58152	0.61835	0.54103	0.55644	1.243	0.293	NS

Organisational effectiveness	4.596 7	4.449 2	4.440 3	4.643 2	4.373 2	4.434	0.298 68	0.475 73	0.502 67	0.452 65	0.493 59	0.483 67	1.856	0.118	NS
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The significant values for the perception of school teachers with varied income levels were more than 0.05 (5% level of significance), hence the null hypothesis (Ho4) was accepted for Organisational Effectiveness.

Ho: 5 No significant difference exists in the perception of teachers with varied years of experience on Organisational Effectiveness across schools.

TABLE: 8 TEST OF SIGNIFICANT DIFFERENCE IN THE PERCEPTION OF SCHOOL TEACHERS WITH VARIED YEARS OF EXPERIENCE ACROSS SCHOOLS

Variables	Mean							Std. deviation							F	Sig.	
	Below 5 years	5-10 years	0-15 years	5- 20 years	10- 25 years	Above 25 years	Total	Below 5 years	5-10 years	0-15 years	5- 20 years	10- 25 years	Above 25 years	Total	Between groups	Between groups	Result
Group performance	.2481	.2509	.2629	.2696	.24	.3909	.263	.59071	.60136	.47718	.53339	.53666	.46793	.55846	.262	.934	NS
Organisational commitment	.5738	.538	.4	.5121	.5667	.4697	.5253	.62003	.53309	.55307	.57616	.43018	.68745	.5654	.55	.738	NS
Collective identity	.4968	.511	.45	.5036	.5833	.625	.5136	.68465	.54284	.50293	.52422	.42717	.47403	.55644	.378	.864	NS
Organisational effectiveness	.4396	.4333	.371	.4284	.4633	.4952	.434	.56523	.48622	.41329	.45206	.40895	.48648	.48367	.213	.957	NS

The significant values for the perception of school teachers with varied years of experience were more than 0.05 (5% level of significance), hence the null hypothesis (Ho5) was accepted for the parameters Organisational Effectiveness.

FINDINGS

The Organisational Effectiveness of schools was found to be good which denoted that schools are mostly successful in achieving its objectives. Collective identity was the factor mainly contributing to the success of the organisation followed by organisational identity and group performance. Teachers were proud of their workplace and takes pride in working for the management, this has created a sense of belongingness and commitment to school and to their profession. Teachers hold broad consensus regarding work goals and approaches for realising these goals and the top management of schools recognise the good performance of the teachers which motivates them to achieve the targets in a better manner. From the findings, it is clear that

creating excellent group climate was one of the important approaches to enhance the group performance, collective identity and organisation commitment of staff members.

SUGGESTIONS

The state government should provide all the necessary resources and facilities to government schools and ensure effective utilisation of these resources in order to enhance better job performance among teachers. Teachers should be provided with all other facilities to perform their jobs effectively. The government should take proper decision regarding the student – teacher ratio in each class so that the teacher can give individual attention. The service of physical education teachers have to be utilized properly.

CONCLUSION

From the study, it is understood that periodical appraisal of school teachers is the need of the hour. Both private and government sector should take necessary steps for the betterment of the teachers. The school administrators both in private and public can take necessary steps for the professional development of the school teachers by organising continuous learning programmes. More research is needed among school teachers as they are playing important role in moulding the future citizens.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00101.9****THE STUDY OF THE PROBLEM OF LIFE GOAL IN THE HISTORY OF
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ABSTRACT

This article examines the formation and development of the concepts of purpose and life purpose as a philosophical category at different stages of development of philosophical thinking. The article provides a comparative analysis of the approaches and views of philosophers of different periods on the nature, structure, role of goals and life goals in the process of activity, as well as the importance of life goals in human life.

KEYWORDS: *Purpose, Means, Life Purpose, Higher Purpose, Need, Interest, Activity, Cause, Opportunity And Reality, Ideal, Contradiction, Existence, Choice.*

INTRODUCTION AND RELEVANCE

At all stages of the development of philosophical thought - issues such as man, his existence and essence, activity, meaning and purpose of life have been at the center of discussion of philosophers. In particular, the problem of human purpose and life goals has been one of the central issues in the philosophical teachings about man. Therefore, the study of the concept of life purpose, which is the main determinant and guiding factor of a person's place, position, and activity in society, has been important at all times.

In ancient India, China, Central Asia, Mesopotamia, the development of the mythological worldview of the perception of the purpose of human life and the philosophical study of this concept is characteristic of the western philosophy of antiquity, although the emergence of philosophical views

on its basis has been formed over time and embodied in the content of various religious-mythological and epic sources.

The study of the views of various philosophers on the principles of science and logic in the study of philosophical aspects of the formation of life goals in the individual - serves as a methodological basis for conducting research in this area and creating modern methods of educating young people.

2. METHODS AND LEVEL OF LEARNING

Purpose as a philosophical problem began to emerge in ancient Greece during the time of Socrates. Socrates seeks to analyze the concept of purpose as the goal of human activity. In particular, Socrates concludes that everything in the world is goal-oriented, that is, he explains the world from a teleological point of view. In the same way, human activity also pursues a specific goal, namely, absolute goodness or happiness. Human activity also requires the achievement of a specific goal [8,51]. Socrates divides the goal into private, general, and final stages. "There is no better life than striving for self-improvement," says Socrates. This means that human activity should be focused first on self-awareness and change, and then on changing, educating people (society). It is in this process that man develops both theoretically and morally and achieves the ultimate, divine goal. According to Socrates, all stages of man's purposeful activity occur and take place under the influence of the divine mind.

Plato tried to connect the moral-philosophical teachings of his teacher Socrates with his conception of ideas and recognized divine goodness as the supreme goal of the whole being. In particular, "The dominance of ideas is purposeful domination. It is the idea of well-being that brings all ideas to a certain unity. This unity is the goal. The dominant regimes in the world are purposeful regimes, all of which are aimed at the goal of prosperity. Any temporary and relative existence has the purpose of some objective being" [4,49], writes Plato.

According to Plato, the structure of being following a common purpose is manifested in the activity of man towards a specific goal. "Man always keeps in mind an image, chooses the means he needs, so that the object he is working on has a certain appearance. That is, it organizes its labor based on the image of the goal. The image of the purpose in the man's purpose is manifested in a whole" [9.V.1,335].

Aristotle, the greatest philosopher of ancient Greece, had relatively different views about purpose than Socrates and Plato. Aristotle approaches the goal primarily from an ontological point of view. That is, he includes the goal in the list of issues of natural philosophy, which is the doctrine of the causes (foundations) of existence.

In his *Metaphysics*, Aristotle thinks of four different causes. They are 1) material cause; 2) formal cause; 3) the creative cause; and 4) target cause. He analyses and explains each of these causes one by one, the material cause, that is, matter is the material of everything, everything is formed from it. The formal reason, that is, the form gives shape to everything. For example: "Sculpture is different from shapeless bronze, dishes are different from shapeless clay, and they acquire the appearance of this thing only through a certain shape. If there is no shape, bronze or copper, the clay remains as it is," he said. Aristotle considers form to be active in this, he even says that form is the appearance of an object, the meaning of being. According to Aristotle, if matter and form answer the question "what are things made of?", they answer the question: "What was created by the creator?" For example, the parent is the cause of the child. The last reason is the 'goal', and Aristotle imagines, the answer to the

question 'why?' is that it describes the origin of natural phenomena. Aristotle thus states that in every social event, in every human activity, there is a definite purpose [6,199].

Hence, in his views on the four causes, Aristotle points out that in addition to material, formal, and motivating causes, there is also a purposeful cause. In his view, the goal cause is the ultimate cause.

Aristotle tries to connect the goal with action, change, activity. According to him, the action is a process, an activity. Action is the process of turning things from opportunity to reality. This process is determined by the specific needs and conditions that lead to the ultimate goal. On this basis, targeted action, activity determines the direction of the event. So, according to Aristotle, everything that happens in the universe happens for a purpose. The dream of achieving a goal, striving for it, moves a person, thing, and event.

The Stoics, famous in the history of philosophy for their peculiar teachings, also dealt with the problem of purpose. In their view, in contrast to the purposeful instincts of animals, the purpose of human activity is related to conscious discussion and choice. The free choice of purpose requires many ways of human activity, opportunity, the universality of the diversity of human nature, and therefore morality is unique to man. Unlike an animal, man not only lives in the present but is also able to combine the past and the future to build with a sense of purpose in life. According to Diogenes Laetresky, Zeno was the first to state in his treatise "On the Nature of Man" that the main purpose of man is to live in harmony with nature [4,129].

In medieval philosophy, there were not enough scientific ideas to enrich the content of the concept of purpose. At the same time, the views of the ancient Greek philosophers on this subject were refuted or misinterpreted during this period. In medieval philosophy, all of man's life in this world was considered to be the ultimate goal - a means to live in peace in the afterlife.

In the history of philosophy, Kant's views play an important role in the development of the category of goals. Kant suggests that only the organization, creation, and conduct of human activity should be considered expedient. Because at their core lies a conscious purpose. Kant sees purpose as "one of the causes that exist in the universe and explores it as a special form of causation inherent in human activity. In his view, the goal may be based on causes, but it is free to accept them. Of course, human activity may be mandatory, but such activity has no purpose.

One of the main features of Kant's teaching is that it considers the logical-epistemological problems of the goal concerning moral-humanistic factors. That is, ethical-humanistic factors are manifested as the theoretical basis for solving fundamental problems of human life. Based on this approach, Kant distinguishes three possible levels of goal setting and problem-solving.

The first level is related to skill, ability, which are the logical technical side of the problem. That is, it is about how and by what means to achieve this or that goal.

In the second high-level, the problem of caution arises. The logical and technical problem is justified by the desire to achieve a noble goal.

According to Kant, the high degree of goal achievement is a moral problem. That is, what goal a person is striving for. The posing of this problem has to do with the development of an ethical principle. According to Kant, this principle should have the status of a law, in which the content of the goal depends not only on a particular action or activity but also should always be the basis of moral choice and a criterion for evaluating private activities and goals. In this, Kant leaving the question "What is the goal?" goes to a more profound problem-"What is the purpose of man?". Such

a turn determined the direction of development of ethical philosophical problems in the subsequent whole history of philosophy [13. V5,460].

F.V. Schelling also addressed the problem of purpose later. In his opinion, activity is the basis of the objective aspiration of the objective world and consciousness. All human conscious activity is goal-oriented [15,360]. The inconsistency of the goal with the existing object creates a conflict. This ensures the transition of activity from ideal to objectivity. Shelling first analyses the concept of "plan," which is an integral part of the goal category. In Shelling's terminology, a plan is a "scheme." That is, a tentative image in the imagination of an object that can be constructed for an appropriate purpose is interpreted as a link connecting the goal and the object.

The greatest representative of German classical philosophy, F.V. Hegel, made a unique contribution to the development of the target category. Hegel's views on purpose are influenced by the philosophical ideas that preceded him on the subject. Examples of this are Aristotle's analysis of the role of purpose in the process of human activity or Kant's concept of inner purpose. The epistemological and logical analysis of the concept of purpose by Hegel is mainly given in his work "Logic".

Hegel tried to consider the goal based on human action, activity. According to him, the goal consists of three stages in the process of the activity.

The first stage is the subjective goal, which is the opposite of the objective world, the goal that corresponds to the state of man before he is yet in action. Hegel points out that people's actions and goals stem from their needs, interests, and inclinations.

According to the philosopher, the peculiarity of the goal as a subjective imagination is that it includes the "tendency to self-realization."

The conflict between the realization of aspirations and the subjective goal can only be resolved in action. In this process, man subjugates the outside world to his goals. The goal is in the movement. The definition of the goal is achieved through its interaction with external means. Reaching the end of goal setting is a decision we make.

The second stage is the process of achieving goals and activities. The activity is always clear. It follows that the notion of purpose necessarily has a concrete meaning [3,397]. The realization of the goal is the manifestation of two aspects. That is, it is a unity of purposeful activity and means. Each achieved goal is considered to be a means to the next goal, and this situation can go on indefinitely. In this sense, the goal is relative.

The third stage is the stage of goal realization. This resolves the conflict between the subjective goal and the object. The goal thus achieved is the permissible unity of subjectivity and objectivity [3,398]. The relevance of the goal to the outcome is an indicator of the subject's skill.

Hegel uses the categories of opportunity and reality, content and form, cause and effect, in the study of target movement. In his view, along with the existing conditions, the active movement of man plays a decisive role in the realization of the goal. In this way, Hegel showed that human activity in the pursuit of a specific goal is a dialectical process.

Hegel also states, "All that I desire is the most glorious, the most sacred, that is my goal, that I must be ready for it, that I must approve of it, that I must consider it good" [3,396].

Another representative of German classical philosophy, L. Feuerbach, tried to shed more light on the purposeful activity of man. He believes that every action of man takes place based on a predetermined definite intention, a conscious goal.

Feuerbach values the pursuit of a goal (steadfastness), fidelity to a set goal, and seeks to subjugate all human activity to them. Having a single higher goal for the rest of one's life, to draw attention to it by one's strength is a necessary condition for mastering something to the end and applying it to life. "In general, man is a being who acts following a specific purpose, he does not do anything without a purpose" [12, V.2,629]. According to Feuerbach, the goal of man is to strive for the happiness of himself and others [12, V.1,622-623]. Man sets his own goal, builds his own life, not by the will of destiny. This means that man chooses his purpose and life from his nature based on his abilities and aspirations.

However, Feuerbach could not fully explain the purpose of man, while denying the religious-mystical rule about the status of man. This was hindered by his one-sided doctrine of man. For, in his teaching, the philosopher sought the characteristics inherent in man from his nature.

The philosophy of existentialism occupies an important place in the study of man in the history of philosophy. Existentialism examines man from the point of view that "existence comes before essence." According to Martin Heidegger, the founder of this philosophy, the true essence of man lies in his existence. That is, man's existence precedes his essence. So, the real existence of man is hidden in his existence. That is why the main goal of a person should be self-awareness.

Jean-Paul Sartre, one of the representatives of existentialism, tries to reveal the meaning and purpose of human life based on the principle of "existence comes before essence" of this philosophy. According to him, a person is born first, exists, and then becomes a human being in the way he shapes himself. Human qualities are not given to everyone by nature or by God. What kind of person you are is in your own hands. Sartre believes that who and what a person is depends not only on his self-awareness but also on his ability to express his will. For, in his view, the man begins to understand himself only after he has begun to exist, and it is in the process of the perfection of this being that the will manifests itself. That is, man forms himself, man does - this is the first principle of existentialism, says Sartre [10,29].

Thus, the philosophy of existentialism believes that the meaning and purpose of human life is in the self-realization, transformation, and active pursuit of each person in this path.

In the comments discussed above, the concepts of "meaning of life" and "purpose of life" are explained in one way or another. The authors of these views approached the issue based on the view that human perfection, its enlightenment, the new advanced morality, has the power to change the social environment on its own.

It is important to study the views of Marxists on this issue from a critical point of view, as they are a part of human thought. Because, along with all the important problems of the life of the individual and society, the problem of the life goals of man is also studied in detail in the teachings of Marxism. Marxism and its successors had somewhat different views on the essence, purpose, and tasks of man. Their views on this issue show a special emphasis on the social nature of man.

Karl Marx and Friedrich Engels argued that the legitimate behavior of human cognition and practical activity, the causal relationship and the purpose of the activity, that cognition is a process of perception, and that it appears and develops according to purpose, the fact that the structure of the practice process is goal-oriented, the dialectic of goals and means, the hierarchy of goals at different

levels. According to this theory, a person's life purpose is manifested in his or her activities. However, the goal given by the external world is assimilated by man and becomes his inner goal. External goals "lose only their appearance, their natural necessity, and remain the goal of the individual" [7, V.26,109].

Despite the dominance of the class approach in Soviet-era philosophy and its development based on Marxist worldview traditions, a great contribution was made to the development of the concept of purpose on a new basis. In particular, the activation of the concept of life purpose in the scientific context is also characteristic of the philosophy of this period.

During this period, the goals of the individual were considered with social processes. L.N. Kogan's views on this issue stand out. In his view, it should be the clear life goal of everyone to devote his abilities and talents to the pursuit of the creative potential and spiritual wealth for the development and common good of society. L.N.Kogan considers "the development of all human forces" (K. Marx) not only as a means of fulfilling the task of the individual in social development but also as an integral element of the individual's purpose, that is, the meaning of human life. Kogan is primarily interested in the insufficiently covered aspects of this problem. "The use of one's power and abilities for the benefit of society is the measure of one's self-expression and the meaning of one's life as a measure of one's inner purpose and perfection," Kogan said.

L.N. Kogan concludes on the connection between purpose and the meaning of life: "Man, only himself, determines his purpose and the meaning of life. The basis of setting a life goal is a person's thoughts and opinions about the value of life. At the same time, it is necessary to take into account that these values are important not only for the individual but also for other people and society" [5,218]. Kogan focuses on the relationship between life purpose and moral choice. According to Kogan, they depend on a person's aspirations, decisions, and goals. Ultimately, a person's life purpose is determined by an existing system of social relations on an objective basis. At the same time, everyone has a certain degree of freedom to choose an alternative lifestyle. [5,224].

The goal was also analyzed by the philosopher B.A.Voronovich as a form of manifestation of choice. "The social environment is the common cause of people's activities, but it does not set their goals in the same way. The same conditions are possible for the emergence of different forms of creative activity. The choice of an alternative depends on the person, his consciousness and will. People create their way of life, choose activities that suit their goals" [2,38].

The author focuses on the reality of the goal: "Human activity depends on the goal. Since the goal determines the method and content of the activity, the question of whether the practical action of the subject corresponds to its needs and interests depends primarily on the reality of the goal. If the goal is based on the needs of the person, then the activity leads to the events exactly what the person needs.

The misconception of a person's needs in the mind leads to a resemblance of what he needs to his actions. It is true only if a person's subjective aspirations correspond to his real needs [2,63].

Another Soviet-era philosopher, E.G. Yudin, studied the category of purpose based on the concept of activity. According to him, the concept of activity has a methodological significance in modern science, the theory of knowledge. Therefore, it is possible to give a general description of a person using the principle of operation. In particular, the concept of purpose allows us to shed light on the structure of human activity. "Activity plays an important role in the goal-setting process, which ensures the unity of subjectivity and objectivity. In particular, the inseparability of positive and

negative in the process of reflecting reality is an important form of this unity. It is the "negative perception" that expresses a person's attitude to reality... and motivates him to change reality. Thus, the goal is objective in content and subjective in form." [16,269]. Man is never limited to achieving a goal. That is why it is inevitable that we will face the problem of the hierarchy of goals. The subsequent logic of human activity depends on these very circumstances [16,270].

There is no single approach to defining the concept of purpose in modern science. Philosophers have given different definitions of the concept of purpose. Examples include:

The initial basis for determining the beginning of the activity (I.T. Frolov);

Perceived need, demand (A.T. Spirkin);

A form of reflection on the desired future, i.e. a reflection of the required subject (A.V. Borzenko);

Understanding the objective possibility of activity and its intended outcome (I.O. Martinyuk);

The future ideal image of the result of the activity aimed at changing the objective reality under the perceived requirements (A.I. Yassenko);

Perceived image of future results (O.K. Tikhomirov);

The result of pre-planned activities, idealized by the subject (L. I. Antsiferova);

3. RESEARCH RESULTS

Summarizing the above points, it can be said that philosophy, as one of the most ancient sciences, was the first to begin to study the problem of purpose. The following aspects of the goal are analyzed in philosophy:

-to understand and analyze the purpose with the meaning of human life (the formation and change of human goals corresponds to the historical change of human nature, place, and status in society);

- diversity of approaches to the definition of the concept of purpose;

- approaches to goal and goal setting in philosophy can be conditionally divided into three groups:

1) Idealistic approach - understanding that the goal is related to the will of the original creative power, which gives meaning to human life, defines its goals and values;

2) According to the Immanent philosophical approach, goals are determined by the inner needs of the individual, which depend on human nature;

3) According to the materialist approach, goals arise from the needs and values of the individual and society and correspond to the level of development of that society.

In the history of philosophy, the concept of purpose has evolved and developed as a category. While in the early periods the concept and views of the goal were simple and not based on a sufficiently logical basis, later the concept of the goal was gradually analyzed in a deep and comprehensive logic. Today, however, this concept has gained the status of a true scientific and philosophical category.

In the process of development of the goal category, its various forms, stages and other aspects began to be studied (life goal, activity goal, ultimate goal, relative goal, subjective goal, etc.). Nowadays especially in the spiritual realm of the category of goals, such concepts as life purpose, plan, means, and purposefulness are in scientific discussion.

4. CONCLUSIONS

The philosophical study of the basics of the problem of life goals helps to understand the essence of the category of goals, its place in human activity, as well as to understand and define each person's own life goals.

In our study, Aristotle's ideas about the role of purpose in the process of human activity, the relationship of purpose to the social environment, Shelling's focus on the specific purpose of human conscious activity, his views on dialectical features, and his analysis of the plan category, Kant's move from the question "What is the purpose?" to analyze the problem "What is the purpose of a man?" made a turn in moral-philosophical matters and influenced its further development.

Hegel's philosophical theory played an important role in the study of the problem of purpose. In his views on activity, the structure and dialectic of activity were analyzed in detail, showing that the goal and the means are mutually defining and interdependent. Hegel's analysis of the structure and complex dynamics of activity paved the way for a deeper study of the content essence of the goal. Since then, "activity" has become a universal principle that explains various scientific concepts related to man, including the category of life goals. This principle was later further developed in the works of scholars such as M.S. Kogan and I.G. Yudin.

Thus, the analysis of philosophical views on the purpose of life helps us to gain a deeper understanding of the purpose, its various forms and levels and serves as a methodological basis in our exploration of new aspects of the category of life purpose.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00100.7****LESSONS OF THE ENGLISH LANGUAGE AND DESIGNING A PLAN IN
THE EDUCATING PROCESS****Turaeva Maftuna Boboyorovna***

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ABSTRACT

This article reports on the importance of the English language lessons. It focuses on the ways how it is fundamental to make a lesson plan. It aims at instilling knowledge on the main stages of lessons. This article gives information about the list of core types of lessons.

KEYWORDS: *EL Lesson, Cycle Of Lessons, Stages Of The Lesson, Lesson Types, Classroom Interaction, Language Atmosphere, Phonetic Drill, Planning, Independent Work And Learning, Autonomy.*

1. INTRODUCTION

A lesson is a unit of a teaching process and the main form of organization of the teaching process. Conducting a lesson is shaped as a collective interrelated activity. The goal of each lesson is an important part of the final goal. Only one goal makes the lesson logical. Besides of a leading goal the lesson has accompanied tasks. It is not appropriate to define a goal of some lesson irrelatively with the whole system of lessons. For example, the task of a cycle of lessons can be developing speaking, listening and reading skills on a certain theme, language and speech material. The theme cannot be changed during the series of lessons. But a language material and type of speech activity can be a new one. That's why the goal of each lesson is defined with new skills, which are being formed or developed within a concrete lesson, or within a system of lessons.

It is necessary to realize the capacity of teaching material in the frame of a cycle. Given the above purpose we should

- 1) define words and structures, which must be learned within a quantum of time for developing required skills;
- 2) select situations and patterns, following the necessary grammar and vocabulary units, which are typical, meaningful and frequently used within this theme;

3) select a material for practice and production (tasks and activities, their sequence) for forming/developing communicative skills.

The cycle can consist of 3-6 lessons. All capacity of the work is distributed into the cycle. The sample of distribution of the teaching material is shown.

Lesson1: Presentation of a new theme; new vocabulary; structures; or stimulus for conversation; the text for listening with questions. A new material is presented by the teacher and repeated by students. It is recommended to present a new material at the beginning of the lesson, because it gives an opportunity to have time for practice this material and assess the learners' achievements.

Lesson2: Working on a grammar material and skimming reading.

Lesson 3: Active working on speech (dialogues, conversation, and retelling; making analogous text; creating a text on the basis of several texts.

Lesson4: Lesson for revision – transmission into writing, summarizing the lesson, writing a composition as homework.

The goal of the lesson determines the character of homework, because well formulated goal of the lesson is the result and the homework proposes only what we teach during the lesson. The goal also determines the selection of tasks and activities. Exercises are built on the principle “from simplicity to complicity”. Besides the lesson content should be realized on the basis of the interrelation principle with the different subject matters.

2. MATERIAL AND METHODS

Interaction in a successful lesson depends on the kinds of interactions a teacher creates during the lesson. This can include opportunities for interactions between the teacher and the class as well as interactions among the students themselves. There are four possible ways to arrange a class, with each offering different learning potentials: whole-class teaching, individual work, group work, and pair work. A lesson may begin with a whole-class activity and then move to pair, group, or individual work. Forms of interaction are:

- whole-class teaching
- individual work
- group work
- pair work

Classroom interaction: possible patterns of interaction are:

- Teacher to students (T- Ss)
- Teacher to students (T- Ss) and students to teacher (Ss- T)
- Half class to half class (Ss-Ss)
- Student to class (Ss- Ss)

Whole-class teaching. This mode of teaching involves teaching all the students together. Arrangement of a lesson for whole-class teaching depends on the type of a lesson a teacher is teaching and on the particular stage of the lesson. Whole-class, teacher-fronted teaching can serve to focus students' attention quickly on a learning task. When carefully carried out, it can

lead to the quick and effective achievement of lesson objectives, since time management is maximally under the teacher's control.

Individual work. It is necessary to point out at a lesson where students can best work individually, such as when they are reading or listening to a text, or completing written exercises in a textbook or workbook. Individual work allows students to work at their own pace and to work on activities suited to their proficiency level or interests; having learners work on their own also allows a teacher to provide them with individual support and/or assistance. In planning individual work, a teacher needs to consider how well students understand what is expected of them and whether the task provides adequate challenge, support, and motivation to sustain their interests.

Group work. Group-based learning is widely used in all forms of teaching and significantly changes the interactional dynamics of the classroom. In language classes, it increases students' talking time, helps promote self-esteem, and can increase student motivation by providing a risk-free environment for language practice.

Pair work. Pair work provides opportunities for sustained interaction and has long been recommended as a key means of promoting both accuracy and fluency in language use. Grouping students in pairs can take into consideration their ability level, language and cultural background, and other factors that will facilitate a positive approach to learning. Students who are not familiar with this learning arrangement may need careful orientation and preparation for pair-work activities.

Requirements to the EL lesson are:

1. Goal -oriented
2. Content-value
3. Activity of students during the lesson
4. Motivation-provided
5. Variety of used stimulus at the lesson
6. Correspondence of verbal and non-verbal behavior to the teaching goal, content and conditions.
7. Using up-to-date technologies
8. Achievement of the result.

The modern requirements to the EL lesson:

- 1. Goal –oriented-** Each of the lessons must provide achievement of educational, practical, bringing up and development aims through solving the certain objectives.
- 2. Content-value-** Selecting of the meaningful and relevant teaching material, adequacy of techniques and exercises to the teaching objectives and optimal correlation of practice and production
- 3. Activity of students during the lesson** -The inner and outer activity of students during the lesson must take the form of speech-mental activity related to the speech initiativeness.

4. Motivation-provided- Understanding the success of ELL by students and seeing their dynamic progress in ELL.

5. Variety of used stimulus at the lesson- Using different verbal and visual stimulus for involving students into communication. The preference is given to the real-life activities with audio-visual supporters.

6. Correspondence of verbal and non-verbal behavior to the teaching goal, content and conditions -From the position of verbal behavior the teacher carries out the function of the important means of teaching EL, quasi-bringer of the EL. From the position of non-verbal behavior the teacher plays the role of an organizer, instructor, producer, actor, designer, operator, etc.

7. Using up-to-date technologies- The teacher must organize the teaching process on the basis of different up-to-date technologies (interactive, information-telecommunication technologies and others).

8. Achievement of the result- The goal and objectives put at the beginning of the lesson must be achieved at the end of the lesson.[1]

3. The Methods and Approaches

Pedagogical mastering is careful and hard preparation to the lesson, deep self-analysis of his/her activity, study and summarizing of teaching experience, implementation the progressive experience into practice of ELT.

The structure of the EL lesson and types of lessons is considered like this.

There is no general scheme of the lesson structure which can be obligatory for all lessons. Some of the stages of a lesson are constant, others can be varied.

A constant stage of a lesson is an involving into language atmosphere. This stage includes various tasks or activities.

The atmosphere of communication created at the beginning of the lesson lasts during the whole lesson.

The dominant place is given to the teacher's communicative action related to motivation, instructions, control and evaluation.

These stages are considered as reasonable from methodical point of view:

1. Involving into the language atmosphere;
2. Explanation of the new material;
3. Doing exercises as practicing and activating the new material;
4. Writing down and explanation of the homework, summarizing the lesson's results and marking.

In the domestic methodology the following types of the lesson are distinguished:

1) The lessons are directed to acquire language elements on lexical, phonetic and grammatical levels and language use as a result of this type of a lesson is obtaining the linguistic competence.

2) The lessons are directed to acquire communicative activity. The aim of this type of a lesson is forming or developing listening, reading, speaking and writing skills.

3) The lessons which combine previous types of lessons are directed to acquire knowledge, language sub-skills and communicative skills. In the practice of teaching the preference is given more to this type of a lesson.[2]

Besides in methodology of FLT the different lesson organization approaches as teaching models are used:

- 1) Presentation -Practice - Production (PPP);
- 2) Engage - Study - Activate (ESA);
- 3) Test - Teach - Test (TTT);
- 4) Task-based approach (TBA).

Presentation -Practice –Production (PPP)

The first stage – Production. It represents the introduction to a lesson, and necessarily requires the creation of a realistic "situation" requiring the target language to be learned that can be achieved through using pictures, dialogues, imagination or actual "classroom situations". The teacher checks to see that the students understand the nature of the situation and then he/she builds the "concept" underlying the language to be learned using small chunks of the language that the students already know. It is necessary to take into consideration that at the presentation stage of the lesson *eliciting* is a useful way of involving the class by focusing students' attention and making them think; it establishes what students know and what they do not know; and it encourages students to make guesses and to work out rules for themselves.

The second stage – Practice. Practice usually begins with what is termed "mechanical practice" - open and closed pair-work. Students gradually move into more "communicative practice" involving procedures like information gap activities, dialogue creation and controlled role-plays. Practice is seen as the frequency device to create familiarity and confidence with the new language, and a measuring stick for accuracy. Thus, learners have practice making sentences with new words and structures. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner-centered.

The third stage – Production. Production is seen as the culmination of the language learning process, whereby the learners have started to become independent users of the language rather than students of the language. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so. At the stage of production learners talk more freely about the known and unknown information/situation. This model is effective for teaching a simple language at low levels.

Engage -Study- Activate (ESA)

A nice alternative to 'PPP' is Harmer's 'ESA' (Engage ->Study-> Activate) based on surveys which have shown that the conditions for successful LL are motivation, exposure to language and chances to use it.

In the Engage stage, a teacher motivate learners and arise their interest by involving their emotion through using games, music, discussions, stimulating pictures, dramatic stories, anecdotes, etc. Other ways of encouraging the learners are: asking them what they think about a topic (predicting, guessing) before reading the text. If learners are engaged they learn better. **In the Study stage**, a teacher focuses on vocabulary and constructions or information. Successful language teaching depends on the degree of quality language acquisition (getting language knowledge or skills through listening and reading), and study activities organized by a teacher. **Activate** is the stage where learners use the language knowledge and skills in given situations. These three stages can be varied, they are not constant. Variation is even recommended for effective teaching EL.

Test -Teach – Test

The first test phase- learners are more or less abruptly asked to communicatively produce a language concept based on their existing knowledge and without any prior guidance from the teacher. The teacher will then assess the students' level of competency in the particular language area, determine their needs, and proceed with the teach phase based on an overall assessment.

The teach phase allows to discuss problem areas and guide learners towards the correct use of the language concept.

The second test that aims to check how students have absorbed the new inputs from the teacher. The logic of this sequencing is for students to learn the new language concepts better by differentiating its invalid uses from correct usage.

4.Results and Discussion

Task-based approach. In TBA-structured classes, teachers do not pre-determine the language specifics to study but base their lesson strategies on how a central task is completed by the learners. TBA follows a sequential progression:

- 1) a pre-task introduction to be conducted by the teacher;
- 2) the learners' completion of a central task involving a particular language aspect;
- 3) reporting, analysis and feedback to be performed by the teacher concerning how the learners accomplished the central task;
- 4) practice sessions to hone learner proficiencies in the language area.

TBA allows learners to employ all their language resources towards the completion of a task and not just pre-selected language areas as in the case of PPP. TBA utilizes natural, real-life language contexts that are highly relevant to learners. Hence, language exploration and learning directly arises from students' actual needs and not as suggested in textbooks. TBA is also based on the premise that a holistic exposure to language is a better way of learning a new language.

5.Conclusion.
A good EL lesson consists of much more than a series of activities and exercises and it involves much more than simply presenting the material in the current EL textbook. EL teaching is not only a field of practical activity but also a discipline that draws on a considerable body of knowledge and practice. Every lesson of a teacher should reflect a solid understanding of the nature of the language of the EL learning and teaching and of his/her learners – taking into account their needs as well as their learning styles and preferences.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00102.0****THE IMAGE OF KHUSRAU PARVEZ IN THE NOVEL “FARHAD AND SHIRIN” BY NAVOI****Akramjon Dehkonov***

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Candidate of Philology Sciences,

Tashkent State University of Uzbek Language,
UZBEKISTAN**ABSTRACT**

The article reveals some peculiarities of the image of KhusrauParvez, which is the main negative image in AlisherNavoi's epic “Farhad and Shirin”. The focus is on aspects of this image that have so far been largely ignored by researchers. The great skill of the poet in creating the image of Khusrau is explored.

KEYWORDS: *Alishernavoi, Khusrauparvez, Armenia, Mehinbonu, Shirin, Kingdom, Heir, Fortress, Ambassador, Love, Amorousness.*

INTRODUCTION

AlisherNavoi's epic “Farhad and Shirin”, which is part of “Khamisa”, consists of 54 chapters. The story of KhusrauParvez in the epic begins with 36 chapters. Before that, the events of the saga had developed a lot, Farhad had many adventures, came to Armenia, met Shirin, and a love affair broke out between the two. As the events in the saga unfold, Farhad and Shirin are about to reach their destination, the sunny sky is suddenly covered with a dark black cloud and lightning strikes. In the language of Navoi:

“FarhadbilaShirin”is intoxicated by the wine, maybe unconscious by the wine of appearance. maybe senseless and flying like a dove, but unconscious drug separation additive and KhusrauiParvezShirin's sugar lips meeting sweet lips make sweet dreams come true ... (1, 280) Sweet lips make sweet dreams sweet ... (1, 280)

(Farhad and Shirin they were standing cheerfully from sweet meeting may. But the jealous beard of the period added to their (that is, Farhad and Shirin) wine of meeting the poison of parting, but also the anesthetic medicine of parting-separation, and KhusrauParvez heard the glorification of the beauty of Shirin, dreaming of reaching his meeting, sent to the word an ambassador of skill in the end...)

MAIN PART

That is, Shirin's description was heard by the mighty ruler of the time, KhusrauParvez, who became his buyer.

KhusrauParvez is interpreted as a negative image in the Navoi epic. But a closer look at the events in the epic reveals a number of peculiarities of this image. The reason why Khusrau was a buyer of Shirin was that he, that is, Khusrau, needed an heir-apparent. Because the estate inherited from him "seventy fathers", therefore, such a huge kingdom required a worthy heir. Although Khusrau had been married several times before and had a son, he did not deserve to be the heir to the throne:

Although the covenant is inevitable,

It was possible to get a pearl.

And yet done deserved a crown

The people of the crown need it (1, 283)

These lines refer to Sheruya, the son of Khusrau. Khusrau was able to see with sharp intelligence that his son Sheruya was not worthy of the kingdom, and he realized that such a great kingdom needed a worthy guardian, a worthy mother for a worthy guardian, and so on. His actions and decisions are typical of great kings. When he heard the description of Shirin's beauty and intelligence, Khusrau's heart was filled with the desire of his vassal. He also immediately tries to march on Armenia to capture Shirin.

But he realizes that such a light action is not appropriate for the kingdom, and summons his minister, BuzurgUmid, and advises him. BuzurgUmmid gives him the most sensible advice. In other words, it is not a problem for you to send a worthy ambassador to Armenia, to Mehinbonu.

When Khusrau's ambassador to Mehinbonu arrives in Armenia and declares his king's intentions, Mehinbonu is left in a very difficult situation. Because KhusrauParvez was a very powerful king, to refuse him was to put a great balloon around his neck. When he said he would accept his offer, he was heartbroken to think of Farhad:

... Come and remember Farhadi, the tyrant,

Hazin would have been disappointed ... (1, 290)

After much deliberation, Bonu refuses Khusrau's ambassador-consul, giving him the reason for not sticking so much.

When the first envoy refused, KhusrauParvez sent the envoy again and again:

How many times did the messenger go?

The goal was not achieved ... (p. 296).

Now Khusrau regrets what he started. The royal honor would not agree to Mehinbonu's refusal. One thing should be noted here: Khusrau repeatedly sent ambassadors to Armenia. After the ambassadors return in despair for the first or second time, the army is in no hurry to withdraw. Among the hand, it makes the treatment between ordinary people to the end. When the apostles came and went several times and there was no positive answer, the vein of self-esteem moved and rebuked himself: I had no need to equate myself with these and interrupt the word of

goodness. "It would not be enough for me to be so naughty, so that I would not feel sorry for myself" (1,296). Because he was a king.

He knew very well that all the reasons given were excuses. If his proposal, the most powerful ruler in the world, had not been well received, then it was time to show them his power, his royal splendor, and accept the offer with a political knife. At first glance, Khusrau's action is unique and worthy of great kings. Because he had done all the good deeds. It didn't work. Now the last resort is the sword. His events were events that made perfect sense. But the royal, noble mind alone is not enough to see the divine wisdom at the heart of what is happening. In some cases where divine wisdom is hidden, the measure of the mind is neglected:

The work of the mind dies naturally,
The wisdom of the moment is divine death.
Chun sees a different way of thinking,
Gone blindfolded and passed away (2,9).

But in order to grasp the divine wisdom at the heart of events, in addition to this intellect, an extremely pure, clear heart and enlightened mind will be required. Khusrau lacked these things.

In the process of sending an ambassador to Mehinbonu and analyzing his answers, some aspects of KhusrauParvez's character are revealed. Reasonable actions are shown in his opinions.

Another of the plates in the epic that serves to reveal Khusrau's inner world is the process of his conversation with Farhad, who was lying on a huge rock outside the Mehinbonu fortress when he marched to Armenia. When Khusrau approached the Armenian fortress with a large army, he came to see the fortress with "a thousand lovers in the position of Humayun ..." (Gorgeous palace officials and a thousand warriors). Then, when he saw Farhad lying on a huge rock in the distance, an unknown fear entered his heart. Notice that the king, who came with a large army, was surrounded by a thousand warriors, and he was worried about a young man lying on a hill-rock:

"He said: rejoin human being
When I saw that, my mother was disappointed;
Think about who you are
That is the work of depriving the memory. (1,300)

(Khusrau said to his servants: There is a wonderful man lying there, and I saw him, and I was shocked.

Nothing has happened yet. Farhad's extraordinary strength is not yet known. Khusrau just looked at Farhad from a distance. At the same moment, his heart felt a lot. He felt the inner-spiritual power in Farhad. In the face of this power, he realized that his army, his kingdom, was nothing. It takes a lot of things to grasp so much at a glance.

But the work had begun, a step had been taken, there was no going back. Khusrau acts here with royal wisdom. First, he sends a man to find out who he is. His messenger went to Farhad, asked him questions, and conveyed his answers to the king. From Farhad's wise answers, Khusrau says:

The word Khusrau is the meat of the head and feet,

The nearby birch grove is beautiful. (1, 301).

But there was no going back, just walking forward. He sends five to ten wrestlers to capture Farhad. While Farhad showed him his sharp mind with his sharp words, he showed his unparalleled physical strength by throwing two stones (one of which blew off the tip of Khusra's helmet and the other half of the mark on the top of the flag). Whether Farhad's action is reasonable is another matter. Navoi's goal here was to show that Farhad's spiritual and inner strength was in harmony with his physical strength. This goal is fully realized.

Another scene that shows Khusrau's sharp intellect is the situation when the news of Farhad's death reached him. When Khusrau sent the cunning old woman to Farhad, he said, "Khusrau took the Armenian land and Khusrau reconciled with Mehinbonu. Mehinbonu married Shirin to Khusrau. Perhaps Farhad's heart will cool down from Shirin and he will leave for his homeland. That is, killing Farhad was not in his plan.

But the cunning old woman went to Farhad and said, "Mehinbona and Khusrau reconciled and made a truce and tried to marry Shirin to Khusrau. But Shirin's heart was in a young man named Farhad. When she heard that they were trying to marry Khusrau, Shirin killed herself". Because of this false news, Farhad will also die in the force of the calamity.

When the news of Farhad's death reached Khusrau, he did not want to sleep for several days because of the horror of the incident and the fear of what had been done. Because he knew very well how cruel this case was. Although on the one hand he was pleased with Farhad's death, on the other hand he was concerned that divine justice would produce a deed worthy of his work, namely revenge:

Although this hope is a real joy

That sweet went for her Farhad.

This panic is sad at every moment

What does it come sword overhead (1, 424).

(Farhad's death, Shirin's being left to him, though he was pleased with Khusrau, but he was afraid that he would be punished for what he had done, that is, for Farhad's death).

Apparently, Khusrau understood the greatness of what had happened, that is, the death of Farhad, from within, and Khusrau was terrified because he was the cause of it. But there was work to be done, and there was no benefit in remorse. Therefore, the first thing Khusrau said was:

He said: This work was not necessary in the world,

It was to be sluggish in the impossible (1, 424).

(When the news of Farhad's death came, Khusrau) said: Farhad's death was not necessary. Since he is dead, he must now act faster).

CONCLUSION

In several other places throughout the epic, Khusrau's royal sharp mind and intelligence appear. But the royal measure in the matter of love, the inadequacy of the mind itself, is increasingly manifested in the process of conflict with Farhad. Although Khusrau's mind and intellect are

perfect in their position, Farhad's mind, enlightened by the light of love, fades before his radiant heart. Navoi skillfully described that Khusrau was not a king in vain, that he had the qualities worthy of a king. But in this way, that is, in the way of love, the following verse, which shows that kingship, does not give any privileges, sounds like the motto of the epic "Farhad and Shirin":

"It is necessary to be a slave to the people of love,

That "Being a king is different, love is different". (1,297)

(It is worthwhile for the people of love to be slaves to the saying, "The kingdom is in its own way, and love is in its own way.")

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Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00088.9****A STUDY OF PERFORMANCE APPRAISAL OF PEOPLE'S BANK & BANK OF CEYLON IN VAVUNIYA IN SRI LANKA****Mr. Sivapragasam Sivanenthira*; Mrs. Sabina Dinesh kumar****

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Email id: sabinaa20@gmail.com**ABSTRACT**

This research is based on "Performance Appraisal system of People's bank and bank Of Ceylon in vavuniya District In the competitive world, in any organization employees is very important factors in order to achieve goals and objectives of the organization. So that nowadays the firms need employees who are committed to their firms. Performance Appraisal system are used by the employers and organization to make desirable changes in employee motivation and customer satisfaction. Here we will consider correct appraisal by the manager, Better communication between manager and employees, appropriate appraisal, Employee's satisfaction, Achievement of goals Higher performances, co-operation, willingness of responsibility, challenging work and growth in job areas employee motivation. we have reached the conclusion that high level of performance Appraisal system leads to high level employee motivation and customer satisfaction. We hope this research would benefits the banks as well as other organization. Eventually we believe that this research would provide awareness to develop knowledge in applying theories.

KEYWORDS: *Competitive, Co-Operation, Willingness***1. 0 INTRODUCTION OF RESEARCH**

The following 3 resources, namely financial, physical and human resources are to be used to achieve the goal of an institution, however, institutions do not very much realise the 3rd resource – namely the human resource. Due to this reason, there is slackness in achieving their goals.

Hence, at present, in any institution human resource management principle is being followed. Accordingly, it is emphasised that in achieving an institution's goals human resource become the chief factor than any other. For effective functioning of financial resources and physical resources found in an institution, human resource is the chief factor. Therefore, it is obvious that human resource in every institution should be correctly planned, developed and initiated. Human resource in an institution should be developed. For this. Purpose performance appraisal seems to be necessary. That is through performance appraisal, managers are able to make decisions regarding promotions, salary, future development and training needs. If the above matters are to be identified correctly through performance appraisal the appraisal system should be correctly designed and appraisal also should be carried out correctly.

In this respect, in this research, attempt to analyse how in both BOC (Vavuniya) and People's bank (Vavuniya), performance appraisal is carried out, whether it is functioning efficiently and whether performance appraisal has achieved its goals. Further, this research reveals which bank is functioning more effectively.

Aim of Research

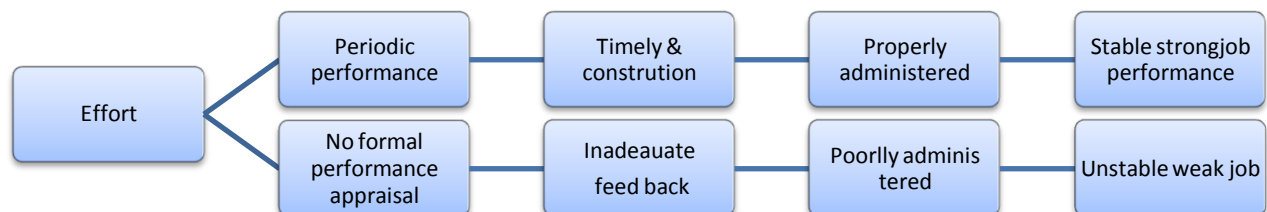
To any research aim is necessary. Research without aim will not bring any results or conclusion. This research is carried out based on the following aims.

- i. To assess the current performance systems of BOC and People's bank in Vavuniyabranches.
- ii. The appraise the current system adopted by the BOC and People's bank whether to be achieve to goals or deviated from it.
- iii. To find out the reasons if the system is deviated from its goals.
- iv. To advise the BOC and People's bank to implement an efficient performance appraisal system.

LITERATURE REVIEW

Introduction to performance appraisal

Performance appraisal, feedback, and rewards translate effort into strong performance



Source: - Robert kreitner, Angelo Kinicki, Organizational behaviour, 3rd Edition (1995, P.397)

Definition of performance appraisal

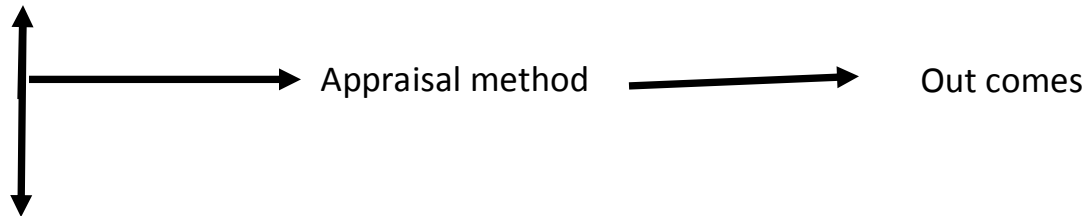
In everyday life, it is hard to escape being on the receiving end of some sort of performance appraisal. There are report cards all through school. Win – lose records in organized sports, and periodic meetings with one's boss. For managers, who are in the position of both giving and receiving them, performance appraisal are an especially important consideration. As used here, "Performance appraisal" involves the judgmental evaluation of a jobholder's traits, behaviour or accomplishments as a basis for making important personal decisions. A survey by 106 industrial

psychologists identified the top 10 used for performance appraisal data. In diminishing order of importance, they are used for

- i. Salary administration
- ii. Performance feedback
- iii. Identifying individual strengths and weaknesses
- iv. Documenting personnel decisions
- v. Recognition of individual performance
- vi. Identifying poor performance
- vii. Assisting in goal identification
- viii. Promotion decisions
- ix. Retention or termination of personnel
- x. Evaluating goal achievement

Components of the performance appraisal process.

Appraiser



Appraisee

Source – Robert Kreitner, Angelo Kinicki, Organizational behaviour (1995, P 400)

Benefits of performance appraisal

Performance appraisal is the process used by the management to inform employees individually how well they are doing in the eyes of the company. Performance appraisal goes by many different names in the industry and in the literature – performance review, personnel review, performance rating, employee evaluation, employee appraisal, merit review, and among others. No matter what it's called, the process is usually formalized to the extent that any verbal feedback given by appraisers is accompanied by some written feedback, which is eventually added to employee's permanent personnel files.

Formal performance appraisal is a process established to evaluate employee performance regularly and systematically at all levels. Normally the process includes the following steps.

- i) Management establishes policies on how often and when to evaluate staff, who appraises staff, and what the criteria are for appraisal the appraisal instrument is designed, and it is decided who will and who will not see the appraisals.
- ii) The HR manager, or his or her equivalent, trains appraisers in the process and sets a schedule for when appraisals are due.
- iii) Appraisers gather data on employee performance
- iv) Appraisers consolidate inputs to develop the individual performance appraisal.
- v) Individuals to be appraised prepare a self-evaluation (optional)
- vi) Appraisers meet privately with employees to discuss evaluation (and self – evaluation if completed)

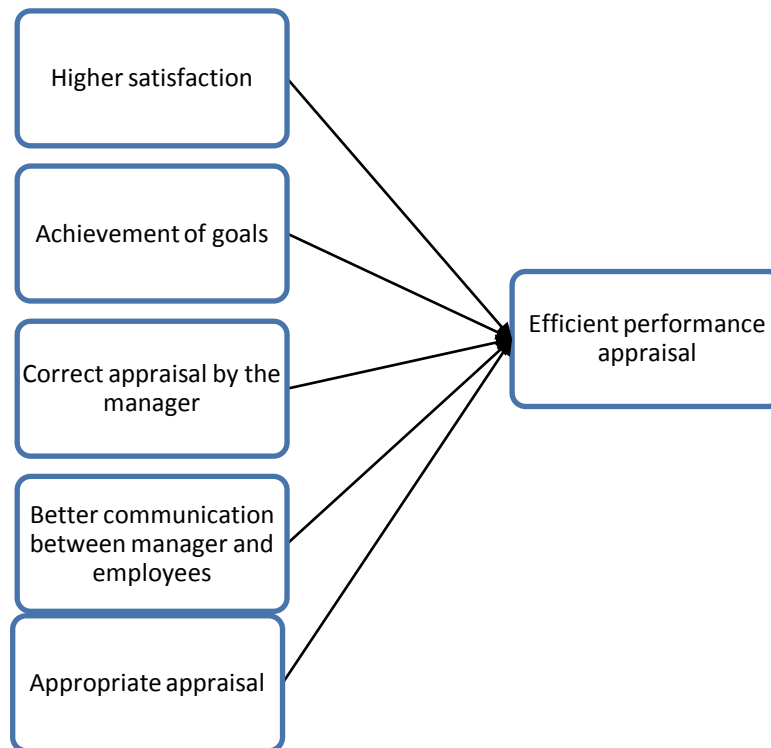
vii) The written appraisal form or other documentation of the session is routed through all appropriate parties and finally put in to the employee's personnel file.

Properly designed, the formal performance appraisal process can be quite straightforward and represents no great burden on manager or staff. There are a host of reasons why design firms should be doing regular performance appraisals on every staff member - far too many reasons for any firm not to have a formal appraisal process.

Regular performance appraisals reduce the employment related liability exposure and protect the firm. Consistent, accurate, and well – documented appraisals lower the probability that the firm will lose a wrongful termination or discrimination suit. The firm needs a consistent history of evaluations on every staff member to minimize this potential liability. Although some authors on the subject feel this is a negative motivation for performance appraisal, the financial liabilities incurred by firms in employment related lawsuits make it a powerful one!

METHODOLOGY

Conceptual structure



Analysis method

The following techniques are used in order to find out the relationship between the variables, the purpose of which is to examine the concepts of this analysis.

- i. Mean value –
- ii. Rate analysis –
- iii. Overall rate - $\frac{\text{total rate}}{\text{No of employees}}$

Analysis model

	Staff	Manager
Bank of Ceylon Vavuniya	52	01
People's Bank Vavuniya	44	01

Hypothesis of Research

This research is an attempt to design a performance appraisal system that will create higher level of satisfaction. Efficient performance and higher initiative among its employees. The following hypothesis are developed for this research

1. To performance appraisal system of both BOC Vavuniya branch and people's bank Vavuniya branch is to be satisfied by the staff officer.
2. To there is a better relationship and understanding between manager and staff officer in implementing the performance assessment system
3. To managers of both banks perform to assessment in a proper way.
4. Performance goals are achieved by the performance appraisals system.
5. The performance appraisal system adopted by the BOC is better than that of people's bank.

Collecting techniques

Questionnaires – for the purpose of analysis 3 questionnaires have been used. Questionnaire numbered one is issued to employees and questionnaire numbered two is to be filled by the managers in respect of every employee, and the questionnaire numbered three is issued to the managers in order to obtain data from them.

	Questions No	Variables	Basis
Q1	1,2,3,4,5	Employees are satisfied	a-4, b-3, c-2, d-1
	13, 14, 20, 24 and 25	Employee appraisal is carried out properly	Above basis
	5, 11 and in	Appraisal efficiently	2 marks and 1 marks for 'a' and 'b' respectively are given
	9, 15 and 24		a-4, b-3, c-2, d-1
	10, 12, 27 and 30	Employee appropriate appraisal has achieved	Above basis
	10	Employee appropriate appraisal has achieved	a1, b2,c3, d4, e5, f6
Q-2	1,2,3,4,5 and 6	Good relationship and understanding exist between the employee and manager	2 marks for a positive answer & 1 marks for a negative answer
	7 and 8	Manager is sufficiently competent to carry out the performance appraisal in respect of every employee.	Positive – 2 marks Negative – 1 marks
Q – 3	1, 3, 5, 6	Opinion of the manager performance appraisal system	a-1 b-2

			c-3 d-4
	2,4,7,8	Correct to show the performance appraisal form to employee	Above basis
	8	Opinion of the manager regarding the questionnaire	Above basis

Conclusion - to carry out the appraisal system of the institution properly, the following are necessary.

Appraiser

Appraise

Appraisal method

Therefore, by giving the questionnaires to the appraiser. Appraise and finding out the appraisal system through examining the appraisal forms, information have been collected.

DATA PRESENTATION & ANALYSIS

In this chapter, many items such as whether performance appraisal system satisfied the employees, whether it has achieved its aim, whether there is understanding between the employees and the management in carrying out this system and whether the employee appraisal is carried out properly.

4.1 EMPLOYEE'S SATISFACTION OF EXISTING PERFORMANCE APPRAISAL SYSTEM

Performance appraisal system appraises the employee. That is, it appraises the employee's performance. Hence, a system, which appraises an employee, should necessarily satisfy him. In this respect, data have been obtained from the employees of bank of Ceylon and people's bank whether the performance appraisal system of their banks satisfy them. On the basis of these data, charts and figures prepared are given below.

In both these bank, in order to carry out the study, question no 1,2,3,4 and 5 have been selected from the questionnaire 01

Chart 4.1.1 Bank of Ceylon (Vavuniya Branch)

Rate Question	1	2	3	4	Rate	No.of.employees
1	0	2	31	19	173	52
2	0	0	19	33	189	52
3	1	7	22	22	169	52
4	1	9	23	19	164	52
5	0	10	23	19	165	52
Total Rate	2	56	354	448	860	260

Source; Self Calculation

$$\text{Overall Rate} = \frac{\text{Total Rate}}{\text{No. of Employees}}$$

$$= 860 / 260$$

$$\mathbf{3.30}$$

Therefore, according to chart 4.1.1, overall rate is 3.30 Here rates are analysed as given below;

1.00 - 1.75	Unsatisfactory
1.76 - 2.50	Fair
2.51 - 3.50	good
3.51 - 4.0	Very good

Hence, the overall rate of 3.30 indicates the situation as '**Good**' therefore we can come to conclusion that there is absolute satisfaction with regard to performance appraisal system in the bank of Ceylon (Vavuniya Branch).

Chart 4.1.2 People's Bank (Vavuniya Branch)

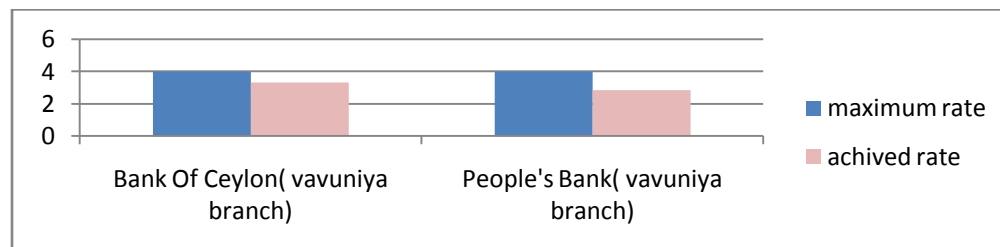
Rate Question	1	2	3	4	Rate	No.of.employees
1	4	10	10	20	134	44
2	0	0	10	34	166	44
3	5	23	16	0	99	44
4	0	20	19	5	117	44
5	0	23	21	0	109	44
Total Rate	9	152	228	236	625	220

$$\begin{aligned} \text{Source; Self Calculation} \quad \text{Overall Rate} &= \frac{\text{Total Rate}}{\text{No. of Employees}} \\ &= 625 / 220 \\ &= \mathbf{2.84} \end{aligned}$$

Therefore, according to chart 4.1.2, overall rate is 2.84 Here rates are analysed as given below;

1.00 - 1.75	Unsatisfactory
1.76 - 2.50	Fair
2.51 - 3.50	good
3.51 - 4.0	Very good

Hence, the overall rate of 2.84 indicates the situation as '**Good**' therefore we can come to conclusion that there is absolute satisfaction with regard to performance appraisal system in the People's bank (Vavuniya Branch).



4.2 CONFIRMING THAT PERFORMANCE APPRAISAL HAS ACHIEVED ITS GOAL

In both these bank, in order to carry out the study, question no 06, 07, 08, and 09 have been selected from the questionnaire 01

Chart 4.2.1. Bank of Ceylon (Vavuniya Branch)

Rate Question	1	2	3	4	Rate	No.of.employees
1	0	10	30	12	158	52
2	0	2	25	25	179	52
3	2	3	17	30	179	52
4	4	5	20	23	166	52
Total Rate	6	40	276	360	682	208

$$\begin{aligned}
 \text{Source; Self Calculation} \quad \text{Overall Rate} &= \frac{\text{Total Rate}}{\text{No. of Employees}} \\
 &= 682 / 208 \\
 &= \mathbf{3.27}
 \end{aligned}$$

Therefore, according to chart 4.2.1, overall rate is 3.27 Here rates are analyzed as given below;

1.00 - 1.75	Unsatisfactory
1.76 - 2.50	Fair
2.51 - 3.50	good
3.51 - 4.0	Very good

Hence, the overall rate of 3.27 indicates the situation as ‘**Good**’ therefore we can come to conclusion that there is absolute achieved goal.

With regard to performance appraisal system in the bank of Ceylon (Vavuniya Branch).

Chart 4.2.2 People's Bank (Vavuniya Branch)

Rate Question	1	2	3	4	Rate	No.of.employees
1	0	10	12	30	176	44
2	0	2	25	25	179	44
3	2	3	30	17	166	44
4	4	5	23	20	163	44
Total Rate	6	40	270	368	684	176

$$\text{Source; Self Calculation} \quad \text{Overall Rate} = \frac{\text{Total Rate}}{\text{No. of Employees}}$$

$$= 684 / 176$$

3.88

Therefore, according to chart 4.2.2, overall rate is 3.88 Here rates are analysed as given below;

1.00 - 1.75	Unsatisfactory
1.76 – 2.50	Fair
2.51 – 3.50	good
3.51 – 4.0	Very good

Hence, the overall rate of 3.88 indicates the situation as **‘Very Good’** therefore we can come to conclusion that there is absolute achieved goal with regard to performance appraisal system in the People’s Bank (Vavuniya Branch).

We can come to a conclusion that People’s bank has achieved its aim of performance appraisal better than BOC

4.3 UNDERSTANDING AND RELATIONSHIP BETWEEN THE EMPLOYEE AND THE MANAGER REGARDING IMPLEMENTING PERFORMANCE APPRAISAL SYSTEM

In both these bank, in order to carry out the study, question no 01, 02, 03, 04, 05, 06 ,07 and 08 have been selected from the questionnaire 02. For a positive answer to any of the selected question is given 2 marks and for a negative answer 1 marks is given. This study is performed on this basis.

Chart 4.3.1. Bank of Ceylon (Vavuniya Branch)

Questions - Rate	one marks	two marks	Total Rate	No. Of.Employees
1	12	40	92	52
2	02	50	102	52
3	15	37	89	52
4	07	45	97	52
5	03	49	101	52
6	10	42	94	52
7	12	40	92	52
8	11	41	93	52
Rate	72	688	760	416

$$\text{Source; Self Calculation} \quad \text{Overall Rate} = \frac{\text{Total Rate}}{\text{No. of Employees}}$$

$$= 760 / 416$$

1.82

Here all the factors are very close to 2. Hence we can say that a high degree of relationship and understanding prevails between the BOC employees and BOC manager.

Chart 4.3.2 People's Bank (Vavuniya Branch)

Questions - Rate	one marks	two marks	Total Rate	No. Of.Employees
1	07	37	81	44
2	03	41	85	44
3	02	42	86	44
4	01	43	87	44
5	14	30	74	44
6	04	40	84	44
7	06	38	82	44
8	14	30	74	44
Rate	51	602	653	352

Source; Self Calculation $\text{Overall Rate} = \frac{\text{Total Rate}}{\text{No. of Employees}}$

$$= \frac{653}{352}$$

$$\mathbf{1.85}$$

Here all the factors are very close to 2. Hence we can say that a high degree of relationship and understanding prevails between the Peoples Bank employees and Peoples Bank manager.

In both the banks overall rate seems to be high. BOC, it is 1.82 and People's Bank it is 1.85. People's Bank has got only 0.03 more than the BOC. As this is very negligible, we can conclude that both banks are in a similar position.

4.4 ENSUREING PROPER CARRYING OUT OF PERFORMANCE APPRAISAL.

In both these bank, in order to carry out the study, question no 10, 11, 1 2, 13 and 14 have been selected from the questionnaire 01

Chart 4.4.1. Bank of Ceylon (Vavuniya Branch)

Rate						
Question	1	2	3	4	Rate	No.of.employees
1	0	18	14	20	158	52
2	0	9	13	30	177	52
3	0	03	40	9	222	52
4	0	18	14	20	148	52
5	0	13	13	26	169	52
Total Rate	0	172	282	420	874	260

Source; Self Calculation $\text{Overall Rate} = \frac{\text{Total Rate}}{\text{No. of Employees}}$
 $= \frac{874}{260}$

$$\mathbf{3.36}$$

Therefore, according to chart 4.4.1, overall rate is 3.36 Here rates are analyzed as given below;

1.00 - 1.75	Unsatisfactory
1.76 – 2.50	Fair
2.51 – 3.50	good
3.51 – 4.0	Very good

Hence, the overall rate of 3.36 indicates the situation as ‘**Good**’ therefore we can come to conclusion that there is absolute ensuring proper carrying out of performance appraisal in the bank of Ceylon (Vavuniya Branch).

Chart 4.4.2 People’s Bank (Vavuniya Branch)

Rate Question	1	2	3	4	Rate	No.of.employees
1	0	10	14	20	142	44
2	0	9	13	22	145	44
3	0	03	32	9	138	44
4	0	18	10	16	130	44
5	2	13	13	20	147	44
Total Rate	2	106	246	348	700	220

$$\begin{aligned} \text{Source; Self Calculation} \quad \text{Overall Rate} &= \frac{\text{Total Rate}}{\text{No. of Employees}} \\ &= 700 / 220 \\ &= \mathbf{3.18} \end{aligned}$$

Hence, the overall rate of 3.18 indicates the situation as ‘**Good**’ therefore we can come to conclusion that there is absolute ensuring proper carrying out of performance appraisal in the bank of Ceylon (Vavuniya Branch).

Therefore we can come to a conclusion that BOC Carries out its performance appraisal in a better way than People’s Bank.

4.5 EFFICINCY OF MANAGER IN CARRYING OUT PERFORMANCE APPRAISAL

In both these bank, in order to carry out the study, question no 15, 16, 17, 18, 19 and 20 have been selected from the questionnaire 01

$$\begin{aligned} \text{Source; Self Calculation} \quad \text{Overall Rate} &= \frac{\text{Total Rate}}{\text{No. of Employees}} \\ &= 974 / 312 \\ &= \mathbf{3.12} \end{aligned}$$

Therefore, overall rate is 3.12 Here rates are analyzed as given below;

1.00 - 1.75	Unsatisfactory
1.76 – 2.50	Fair
2.51 – 3.50	good
3.51 – 4.0	Very good

Hence, the overall rate of 3.12 indicates the situation as '**Good**' therefore we can come to conclusion that there is absolute ensuring efficiency of manager in carrying out of performance appraisal in the bank of Ceylon (Vavuniya Branch).

$$\begin{aligned} \text{Source; Self Calculation} \quad \text{Total Rate} \\ \text{Overall Rate} &= \frac{\text{No. of Employees}}{\text{Total Rate}} \\ &= 784 / 264 \\ &\mathbf{2.96} \end{aligned}$$

Therefore, overall rate is 2.96 Here rates are analyzed as given below;

1.00 - 1.75	Unsatisfactory
1.76 - 2.50	Fair
2.51 - 3.50	good
3.51 - 4.0	Very good

Hence, the overall rate of 2.96 indicates the situation as '**Good**' therefore we can come to conclusion that there is absolute efficiency of manager in carrying out of performance appraisal in the People's Bank (Vavuniya Branch).

We can come to a conclusion that BOC has achieved its efficiency of manager in carrying out of performance appraisal better than people's bank.

4.6 MANAGER'S OPINION REGARDING PRESENT APPRAISAL SYSTEM

In both these bank, in order to carry out the study, question no 1-8 have been selected from the questionnaire 03

$$\begin{aligned} \text{Source; Self Calculation} \quad \text{Total Rate} \\ \text{Overall Rate} &= \frac{\text{No. of Employees}}{\text{Total Rate}} \\ &= 1274 / 416 \\ &\mathbf{3.06} \end{aligned}$$

Therefore, overall rate is 3.06 Here rates are analyzed as given below;

1.00 - 1.75	Unsatisfactory
1.76 - 2.50	Fair
2.51 - 3.50	good
3.51 - 4.0	Very good

Hence, the overall rate of 3.06 indicates the situation as '**Good**' therefore we can come to conclusion that there is absolute manager's opinion regarding present of performance appraisal in the bank of Ceylon (Vavuniya Branch).

$$\begin{aligned} \text{Source; Self Calculation} \quad \text{Total Rate} \\ \text{Overall Rate} &= \frac{\text{No. of Employees}}{\text{Total Rate}} \\ &= 1084 / 352 \\ &\mathbf{3.07} \end{aligned}$$

Therefore, overall rate is 3.07 Here rates are analyzed as given below;

1.00 - 1.75	Unsatisfactory
1.76 – 2.50	Fair
2.51 – 3.50	good
3.51 – 4.0	Very good

Hence, the overall rate of 3.07 indicates the situation as ‘**Good**’ therefore we can come to conclusion that there is absolute manager’s opinion regarding present of performance appraisal in the People’s Bank (Vavuniya Branch).

In order to find out whether performance appraisal system is carried out efficiently and correctly in both banks data have been collected from employees and analysis made. Here analysis have been made on the revelations of data

CONCLUSIONS AND SUGGESTIONS

Suggestions for improved performance appraisals

1. Appraisal should be carried out at the proper time
2. In a performance appraisal, employee’s feedback should be importantly considered
3. There should be good understanding and relationship between the appraise and the appraiser
4. Manager should be a keep observe. Because in the performance appraisal it is an important matter that manager should observe his employee’s behaviour.
5. Employee appraisal interview should be frank and creative
6. According to the improvement in their performance employees should be rewarded. And promotions to be given considering the performance appraisal.
7. Short term goals to be created to employees
8. Performance appraisal system will work effectively.
9. Next, important thing is, the appraiser should have adequate training about performance appraisal system and appraisal skill.
10. The following should be clearly seen in various activities of the banking
 - A well co-ordinate employee’s appraisal and training
 - Career development system

By considering the above, performance appraisal system of the employees could be developed. And we believe that this research would also help to design an effective performance appraisal system.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00109.3****AN INTEGRATED APPROACH TO IDENTIFYING RISK FACTORS FOR
DEVELOPMENT, EARLY DIAGNOSIS AND PREVENTION OF
DISEASES OF THE ORAL MUCOSA IN CHILDREN****S.A. Gafforov*; J.N. Bakaev****^{1,2}Tashkent Institute of Advanced Medical Studies
Bukhara Medical Institute, UZBEKISTAN**ABSTRACT**

The problem of prevalence, prophylaxis, microbiological and immunological aspects of the problem has not been studied enough, there are few developments on effective and reliable methods for the prevention of COPD diseases among the population, especially rural areas and children. If any changes were detected in the SOP, the possibility of the action of a traumatic factor was excluded. When diagnosing diseases of SRO, attention was drawn to the presence of primary and secondary elements of the lesion of CO and the red border of the lips. Examination of teeth and dentitions was carried out in a specific order using a dental mirror and probe, starting from the upper jaw, and each tooth was examined in sequence. In this regard, it must be emphasized that the state of hygiene of PR can be used as risk factors for the development of diseases of MOP in children of senior school age. As can be seen from table No. 5 and 6, a number of samples of the functional state of the PR as GI, PI, Schiller Pisarev test, Kulazhenko test, Yassinovsky test and blister test worsen in parallel with age and with SOP problems. The development of preventive, diagnostic and organizational measures based on the study of monitoring the dental morbidity of children in different age groups determines the relevance of the problem chosen for research, the solution of which is important for practical public health. Thus, it was found that factors such as children's school performance, physical education and sports success of children, parental abuse of alcohol, tobacco and Nasa, the presence of family marriages are practically not associated with the formation and development of children with COPD.

KEYWORDS: *Prevalence, Prophylaxis, Practically, Yassinovsky*

INTRODUCTION

We know that the most common lesions of the human body are dental diseases. Dental care planning and assessment of its effectiveness must be carried out on the basis of data on the actual dental morbidity of the population of a country or region, which can be obtained by conducting an epidemiological dental examination (1, 2, 3, 4, 7).

Dental morbidity in childhood and adolescence largely determines the state of health of people in subsequent years of life. For this reason, data on the intensity of dental pathology in children are the subject of close attention of specialists (9). A special place among dental diseases is occupied by diseases of the mucous membrane (CO) of the oral cavity (PR) (CO + PR). They remain one of the urgent problems of therapeutic dentistry. Recently, there has been an increase in the number of inflammatory diseases of SRO. This is due both to an increase in the number of adverse factors affecting the body, and to a decrease in the standard of living of the population. The severity and prevalence of COPD diseases is determined by the nature of the etiological factor and the intensity of aggression [5, 6, 7]. The problem of prevalence, prophylaxis, microbiological and immunological aspects of the problem has not been studied enough, there are few developments on effective and reliable methods for the prevention of COPD diseases among the population, especially rural areas and children. Risk factors for development have not been fully studied, and existing preventive measures were prescribed without taking into account the territory of residence, environmental factors, and the state of local immunity of the PR, which made them ineffective (8, 9).

The development of preventive, diagnostic and organizational measures based on the study of monitoring the dental morbidity of children in different age groups determines the relevance of the problem chosen for research, the solution of which is important for practical public health.

PURPOSE OF THE STUDY

It will identify risk factors for the formation and development, early diagnosis and prevention of MOPD diseases in children in hot climates.

MATERIALS AND METHODS OF RESEARCH

At the first stage, the object and scope of the study were selected, it was taken into account that all the studies were randomized, age-gender differences, the group of healthy and sick people with COPD were representative among themselves; at the second stage, the dental status in children was determined according to the recommendations of WHO experts [2005], and in addition, the medical and social aspects (emotional, social and family well-being of the child) were studied using the questionnaire - Oral Health - Related Quality of Life (OHRQoL) proposed by John MT [2002] and Pahel B.T. [2007] as modified by O. Yariyeva [2019]

To carry out the studies, 1961 children from 12 to 18 years old, permanently residing in the city of Bukhara, who taught a secondary school (OOS), were examined. All children were divided into the following age groups: 14–14 years old (n = 1015, 51.8%); 15-18 years (n = 946, 48.2%). The number of boys and girls among those involved in the research did not practically differ from each other - 1,009 (51.5%) and 952 (48.5%) children, respectively (table. No. 1).

TABLE NUMBER 1. AGE AND GENDER COMPOSITION OF THE EXAMINED CHILDREN OF SENIOR SCHOOL AGE

Age, years	Girls		The boys		Total	
	Aбс	%	Aбс	%	Aбс	%
12	100	5,1	56	2,9	156	8,0
13	235	12,0	240	12,2	475	24,2
14	184	9,4	200	10,2	384	19,6
15	235	12,0	173	8,8	408	20,8
16	172	8,8	177	9,0	349	17,8
17	66	3,4	91	4,6	157	8,0
18	17	0,9	15	0,7	32	1,6
Total	1009	51,5	952	48,5	1961	100

Another important indicator for children is past illnesses, as the state of somatic status is important for the dental health of the child. [4, 5, 9]. In carrying out the research, we complied with all the ethical principles of medical research involving children and their parents, adopted by the HDVMA (Helsinki, 1964 and supplemented by Seoul, 2008).

The survey began with a survey of the child, parents or close relatives. A medical history is the first step in examining a sick child. In addition to identifying complaints indicating signs of the disease, the survey allowed an assessment of the course of the disease.

Inspection of the examined PR was carried out using fluorescent lamps and paid attention to CO. Its peculiarity is compliance, the presence of folds, frenulum of the tongue and excretory ducts of the salivary glands, a drop of secretion. If any changes were detected in the SOP, the possibility of the action of a traumatic factor was excluded. When diagnosing diseases of SRO, attention was drawn to the presence of primary and secondary elements of the lesion of CO and the red border of the lips. Examination of teeth and dentitions was carried out in a specific order using a dental mirror and probe, starting from the upper jaw, and each tooth was examined in sequence. When examining each tooth, attention was paid to its position, shape, color, condition of hard tissues (caries, fluorosis, hypoplasia), tooth stability, position in relation to the occlusal surface of the dentition, and dental conditions recommended by the WHO expert committee were evaluated.

The intensity of dental caries in the period of temporary bite was determined using the index CP + KPU, in the period of a permanent bite of the KPU; GI was evaluated using the Fedorov-Volodkina index and the requested index of oral hygiene - IGR-U (Green J.C., Vermillion J.R., 1964), CPITN; PMA (Schour, Massler); GI (Loe, Silness); and enamel resistance test (TER) of the teeth.

A blister test was used to determine the hydrophilicity of the tissues and the latent edematous state of SOP. The Schiller-Pisarev test was used to determine the intensity of gingival inflammation. Yasinovsky's test was carried out to assess the emigration of leukocytes through SOPR and the amount of desquamated epithelium, and to determine the resistance of gingival capillaries by Kulazhenko.

Statistical processing of the material was carried out by traditional methods of variation statistics. The arithmetic mean number (M), the mean error (m), the reliability criterion (t) were

determined. All studies were carried out on a personal computer using special programs for biomedical research.

RESULTS AND ITS DISCUSSION

Given that the transferred somatic and infectious diseases can act as external risk factors for the development of dental diseases, including dental caries in children, this fact, we analyzed materials on the medical history of the transferred diseases of children according to the parents' questioning, the results of which are given in Table. No. 2; most often, children had ARVI (95.4%, $n = 1870$), diseases of the ENT organs (24.9%, $n = 488$), and allergic reactions to medicines and food (11.0%, $n = 216$). The results of the study with medical and social factors and the performance of children in school and success in physical education and sports (Table 3), of the children and their parents surveyed, indicated that performance was good and excellent (86.3%, $n = 1692$), and close results were in answers about the success of children in physical education and sports - 88.5% ($n = 1735$).

A comparative analysis showed that these parameters are practically not associated with risk factors for the development of dental diseases, including children with maternal and respiratory problems. In this connection, when analyzing the incidence of SRO diseases in children, these factors are not included in the risk group; the group also does not include factors such as "Abuse of the father or mother by alcohol and smoking," which were identified in 100 (5.1%) and 582 (29.7%) cases, respectively, "Presence of closely related or long-term marriages of the parents of the examined children" ; 5.1% ($n = 100$); in 10.4% ($n = 204$) cases, respectively. In the remaining cases (84.5%, $n = 1657$), the parents did not have family ties.

Thus, it was found that factors such as children's school performance, physical education and sports success of children, parental abuse of alcohol, tobacco and Nasa, the presence of family marriages are practically not associated with the formation and development of children with COPD. In this regard, these factors were excluded as risk factors for the development of DECS diseases in children. In more than half of cases (51.5%, $n = 1010$), women during pregnancy had toxicosis in the first or second half of pregnancy (Table 4). In addition, some diseases were noted in women during pregnancy for this child. Among them, anemia of various degrees (9.5%, $n = 186$) and acute respiratory viral infections (13.5%, $n = 264$) were more common. In 90.2% of the mothers ($n = 1769$) of the examined children, the birth was normal, and in 80.7% of the respondents ($n = 1582$), the birth was natural, without outside interference, in other cases (19.3%, $n = 379$) there was an intervention from the outside - surgical intervention, stimulation of labor, application of forceps and others.

The results of the mothers of the examined children interviewed and established the medications they used during pregnancy show that mothers most often used vitamins, iodomarin and vitrum during pregnancy — 25.1%, respectively, $n = 492$; 10.6%, $n = 208$ and 7.1%, $n = 139$. Of the mother's antibiotics during pregnancy, penicillin, ampicillin, amoxil were most often used - 8.7%, respectively, $n = 171$; 6.9%, $n = 135$ and 6.5%, $n = 127$. A comparative analysis of these results is not a risk of determining risk factors for the development of COPD diseases in children. The study of the results by the factor of natural and artificial breastfeeding of the examined children as the development of MOP diseases showed that artificial feeding since birth was observed in 137 children (7.0%), in other cases (93.0%, $n = 1824$), breastfeeding was observed during different months from 1 to 12 months. The analysis showed that this parameter is also almost not associated with the development of SOPR diseases in children.

The presence of a school dentist at the place of study plays an important role not only for treating diseases of the child's PR or providing specialized assistance in various situations, but as a specialist who constantly conducts preventive measures, together with teachers and parents of students.

We found that 1249 students (63.7%) have a dentist at the place of study, in 36.3% of cases ($n = 712$) there is no dentist at the place of study. The absence of a school dentist in 1/3 of the examined children indicates the absence of preventive measures to be taken to prevent dental diseases, including COPD diseases in the examined children.

In our studies, only 137 children examined (7.0%) were registered at the dentist, 1824 students (93.0%) were not registered at the school dentist. The main reason for this low coverage is that children mainly sought help after the development of dental diseases, including OCD. Preventive measures, including regular mass preventive examinations, were practically not carried out, and therefore it was not possible to establish a true picture of the incidence. This fact indicates that, not knowing the extent of damage to hard and soft tissues of PR children, it is almost impossible to carry out preventive measures to prevent dental diseases in children of high school age. On the other hand, for the constant conduct of mass dental examinations for the organized contingent, large financial resources are needed, the participation of a large number of specialists, there are huge organizational difficulties in conducting this event, and also more time is needed to study, analyze and evaluate the results.

Next, the presence of inflammatory diseases of the dentition was examined in the examined children pulpitis was most often detected - in 731 cases (37.3%); periodontitis (3.3%, $n = 65$), abscesses and phlegmon (0.4%, $n = 8$), periostitis (0.7%, $n = 14$) were also found. When analyzing the parameters of the development of CSF in the examined, it was revealed that milk teeth changed on time in 1631 examined children (83.2%), malocclusion was detected in 284 children, which amounted to 14.5%; the state of the hard tissues of the teeth showed that in 1788 cases (91.2%) children did not find changes in the hard tissues of the teeth, hypoplasia of the teeth was found in 153 cases (7.8%); Indicators of the state of SOPR in children of the main contingent of the examined signs of the defeat of SOPR were not found (78.7%, $n = 1544$); gingivitis was found in 296 examined children (15.1%); stomatitis (6.0%, $n = 117$) and candidiasis PR (0.2%, $n = 4$).

The general condition of PR, including teeth and SOP, was also evaluated on the scale proposed by O. Yariyeva. [9], adapting it to the state of SOPR in children 12-14 years old ($n = 1015$), they most often established a "satisfactory state" of SOPR (25.8%, $n = 505$); every tenth child (9.5%, $n = 186$) revealed an unsatisfactory condition of the oral cavity, including MOP. At the age of children 15-18 years old, the percentage of "good condition" of the oral cavity was significantly reduced compared with the other age group (12-14 years) of the examined children - respectively 10.2% ($n = 200$) and 16.5% ($n = 324$). This decrease is associated with an increase in the percentage of "unsatisfactory state" of PR in the examined children.

It was established that PR hygiene was good in 27.7% of cases ($n = 543$), and in 1347 examined (68.7%) it was rated as satisfactory, and in 71 cases (3.6%) it was rated as unsatisfactory. A close, direct relationship was established between the state of PR hygiene and the development of pathological processes in SRO in both age groups of children - in children 12-14 years old ($p = 0.51$) and 15-18 years old ($p = 0.64$), and it can be seen that the older the children, the closer the relationship between the compared indicators in children.

In this regard, it must be emphasized that the state of hygiene of PR can be used as risk factors for the development of diseases of MOP in children of senior school age. As can be seen from table No. 5 and 6, a number of samples of the functional state of the PR as GI, PI, Schiller Pisarev test, Kulazhenko test, Yassinovsky test and blister test worsen in parallel with age and with SOP problems. These data states that the functional state and fluid mobility in organs and tissues of the oral cavity is associated with the general conditions of the body.

CONCLUSIONS:

1. The above comparative analysis to identify risk factors for the formation and development of DECS diseases in children of high school age shows that factors related to the history of the examinee's life, past illnesses, academic performance and physical education, and parents' lifestyle cannot be factors risk, in connection with which they were excluded as the main risk factors for the development of COPD diseases in children.
2. A close, direct relationship was established between the state of PR hygiene and the development of pathological processes in OPR of the oral cavity in both age groups of children - in children 12-14 years old ($p = 0.51$) and 15-18 years old ($p = 0.64$), and it can be seen that the older the children, the closer the relationship between the compared indicators in children. In this regard, it must be emphasized that the state of hygiene of PR can be used as risk factors for the development of diseases of MOP in children of senior school age.

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DOI NUMBER: **10.5958/2278-4853.2020.00110.X**

DEVELOPMENT OF ACTIVITIES OF COMMERCIAL BANKS IN THE SECURITIES MARKET IN THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

This article develops recommendations and practical suggestions for improving the activities of banks in the financial market based on the theoretical and practical study of the issuance, investment and intermediation activities of commercial banks in the context of economic modernization.

KEYWORDS: *Activities, commercial banks, development, economy, financial market, management services, securities*

INTRODUCTION

In the modern economy, financial market is a kind of "nervous center," depending on the level of its development, one can think about the "state" of the country's economy, since it can influence the financial market and control the economic activity of society.

In the history of mankind, the two most common ways of using them are: to store cash (to "put it under the carpet" or to put it in savings banks) or to buy securities [1,2,3,4,5].

Most of the funds are family hearths of the society, and investment in the economy is mainly carried out by economic entities. A specific mechanism has been developed for the economic development of institutions and tools that regulate the flow of money from one to another. The financial market functions as such mechanism.

The stock market is one of the most stable parts of the economic mechanism in many Western countries, which have emerged on the developing trade capital. It is already embedded in the stock and over-the-counter trading system, has its own beliefs and traditions, some cultures and traditions have a long history [6,7,8,9,10].

The emergence of the securities market in Uzbekistan is related to the process of privatization and transformation of state-owned enterprises into joint-stock companies.

This market is different from any other market, first of all with its crown - valuable brass. It specifies the specific composition of the market participants, the order of its functioning and its rules and regulations.

The securities market is one of the most important components of the market economy. As part of the financial market, it serves as a channel that accumulates savings and subsequently turns them into financial assets for investment in the economy and improving its productive capacity. The securities market complements and interacts with the bank loan system. Commercial banks usually provide loans no more than 1 year, which means they prefer short-term loans, but the securities market allows producers to attract a significant amount of money for any period and more favorable terms than bank loans.

The main participants of the securities market are commercial banks. Banking is a legal entity engaged in accepting deposits from legal entities and individuals, lending and investing funds at its own risk, as well as making financial payments.

The activities of banks in Uzbekistan, including their activities on the securities market, are regulated by the Laws of the Republic of Uzbekistan "On Banks and Banking" and the Law "On the Central Bank of the Republic of Uzbekistan".

As in many developed countries, there is a two-tier banking system run by the Central Bank (the first level).

The special position of banks in the securities market is that they, unlike other undertakings, act as market participants simultaneously in several functions, namely: stocks, deposits and savings.

Issuers of certificates and bills of exchange; as other undertakings and investors purchasing government securities.

The securities portfolio management services of banks provide clients with a great income. Customers are willing to invest their money safely or in relatively reliable securities. At the same time, banks will have to compete with each other, as clients may entrust several banks to carry out such transactions at a time, and then select one bank with the highest efficiency. Banks create their depositories for the purpose of keeping and accounting of their rights during transactions with securities. They are located directly in the banks (usually in underground chambers, warehouses where special safes are stored, where customers' wealth is stored). Depositories of the Bank keep securities in cash and non-cash form, electronically in computer systems. Banks can also act as specialized securities accounting organizations. The establishment of investment institutions by some companies is of particular importance, through which the securities market works in several areas.

The growing attention of commercial banks to the formation of the national securities market is directly linked to the growing needs of the national economy for investment, without which the deep restructuring of social production, the growth of export potential and the growth of the population's living standards are impossible.

METHODS OF RESEARCH

An important factor of banks' activity in the securities market is the growing need for additional resources on the basis of their own securities and working capital.

The special position of commercial banks in the securities market of the country is that they, unlike other undertakings, can simultaneously perform various tasks as a qualified participant of the market. These tasks are:

- ❖ securities, depository certificates of securities,
- ❖ Issuers of certificates of deposit and bank note.

Securities market consultations for their clients, as registrar and depository operations:

- ❖ as other investors in the economy and investors purchasing government securities (short-term government bonds and government medium-term bonds);
- ❖ Management of securities and funds transferred to their clients for investment in securities as an investment institution providing services.

At the same time, commercial banks are an integral part of the overall securities market infrastructure, and their role in this task is extremely important because not every securities market participant can operate without the services of a commercial bank. Because a commercial bank will open their account number and other accounts, which will keep money, including securities transactions.

The purpose of commercial banks' participation in the financial and securities markets as noted, banks differ among all securities market participants simultaneously in almost all financial instruments authorized by the law: stock, bond and deposit certificates, may participate.

The main objectives of commercial banks operating in the banking system of the Republic of Uzbekistan in the national stock market are:

- ❖ attracting temporarily free funds of legal and physical persons for the implementation of the main activities of the bank (forming their own liabilities);
- ❖ receipt of return on investment of own funds on various securities (active operations);
- ❖ revenue from the services provided to its clients (depository services) for transactions with securities in the stock market;
- ❖ increasing its prestige and attracting new clients based on successful operation of the stock market;
- ❖ the right to control the activities of various commercial banks and other joint stock companies by acquiring controlling stake in the issuer's shares;
- ❖ get complete and quick information on stock market, clients, competitors, market conditions (demand and supply for securities), quotations.

Banks play a major role in the issue of their own bonds. In Uzbekistan, in particular, the vast majority of banks have the status of a joint stock company, which implies, first and foremost, the issuance of these securities in order to form their authorized funds.

Since October 1, 2017, the minimum authorized capital of commercial banks has been set at 100 billion soums and the deadline to do this was January 1, 2019. (Item 25 in edition of the Resolution of the Board of the Central Bank of the Republic of Uzbekistan from September 9, 2017 of No. 23/2).

Each bank issue policy (issue of securities) was developed and approved by the Board of the Bank the following issues must be specified in the obligatory order:

- ❖ strategy and objectives of bank emission activity (formation of the authorized capital, liquidity support, attraction of borrowed funds);
- ❖ types of securities to be issued by the bank, terms of their issue;
- ❖ maintaining liquidity and circulation of securities;
- ❖ ensuring timely repayment of debt.

The interest of commercial banks in issuing their shares and placing them on the open market is determined by a number of conditions. First of all, it is the need of forming bank liabilities. Inflation, which constantly undermines its own capital, deprives banks of their ability to attract long-term deposits. As a result, banks will have to use their own capital to grow relatively short-term investments. It should also be noted that commercial banks are used to increase their authorized capital and to issue additional shares, to carry out restructuring - to change the shareholder's share. Finally, as mentioned earlier, there are requirements for the minimum size of the authorized capital of a commercial bank, as well as economic norms established for banks by the relevant regulatory agencies (the Cabinet of Ministers, the Central Bank).

The prospectus of securities issue is prepared by the bank's management and signed by its chairman and chief accountant. Information on the Bank, its financial condition and future securities issue on the prospectus information, terms and conditions of their distribution, information on the terms of the issue of securities, information on the payment of dividends or interest on securities.

The registration of issuance of securities and prospectus issues is carried out by the issuing bank through The Capital Market Development Agency, which is an authorized state body in the manner prescribed by law.

Publication of prospectus and issuance of securities in mass media for this purpose, the issuing bank usually publishes the prospectus in the form of a brochure in sufficient quantities to inform the majority of buyers.

Sale of securities: The issuing bank may only begin to sell securities after registering the issue of securities and issuing prospectus and issuance of securities. Advertising of their own securities is prohibited until the prospectus is registered. Placement of shares can be carried out through sale of a certain number of shares with the buyer in sums of purchase and sale agreement. At the same time, the bank may enter into special brokerage and assignment agreements with broker-broker firms and use their services. The number of shares sold should not exceed the number of shares to be issued and listed in the registration documents.

Registration of results of securities issue. This process will take place upon completion of the sale of securities. The Bank analyzes the sales results and will prepare a report on the results of the issue of securities, which will be signed by the management and sealed (affixed) by the Bank and submitted to the registration authority. This body should review the securities issue report and register the report and conclusion, if there is no objection to that. If the registering authority refuses to register the bank, it must notify the issuer in writing. The letter should clearly state the reasons for the refusal (for example, violation of the current legislation, banking regulations, instructions, issuance of securities in the process of issuance of securities).

Commercial banks play a key role in the securities market of Uzbekistan. Due to the universal banking system of Uzbekistan, they have the right to perform all functions from the professional participant in the stock market to the issuer.

Commercial banks must comply with listing requirements, as well as provide certain documents to sell their securities on the stock exchange.

In accordance with the Regulation on the stock quotation list of the RSE “Toshkent”, the issuer (owner of the securities) should submit to the following documents in order to include equity securities in the stock quotation list:

- ❖ statement of the issuer, with the corresponding decision of the general meeting of shareholders of the issuer for category “A”, “B” and “C” of the quotation list of the RSE “Toshkent” attached to it
- ❖ copies of constituent documents, as well as amendments and additions to them, certified by the issuer
- ❖ copies of documents of the issuer's financial statements certified by the issuer
- ❖ copies of audit reports in which the financial statements certified by the issuer
- ❖ copies of decisions on the issue of securities and prospectuses for the issue of securities (for equity securities).
- ❖ paid dividends represented the annual reports.
- ❖ Additionally, Issuers of category A of the official stock listing must meet the following requirements:
- ❖ the issuer's authorized capital should be at least 16 billion soums, as of the date of filing the application for inclusion in accordance with the latest annual report;
- ❖ positive financial results for the last 3 years in the form of joint-stock company;
- ❖ availability of the issuer's corporate website;
- ❖ the share of shares of issuers in free circulation and not owned by the state, state joint-stock companies, holding companies and business associations, as well as not burdened with obligations, should be at least 15% of the number of shares issued by the issuer;
- ❖ the list of affiliates and other relevant information;
- ❖ the issuer's equity should be at least 120% of the authorized capital;
- ❖ availability of internal audit service;
- ❖ the presence of a separate structural unit for corporate governance;
- ❖ reporting under International Financial Reporting Standards (IFRS);
- ❖ availability of a corporate governance code.

RESULTS

Nowadays, there are 30 banks. These are 5 state-owned, 13 joint-stock, 6 private, 6 banks with foreign capital. During the gradual transition to market relations of the economy, commercial

banks have been able and still have the opportunity to operate in the securities market among other business entities. These conditions include:

- ❖ Firstly, commercial banks have highly qualified specialists with a clear understanding of the stock market's importance;
- ❖ Secondly, the current legislation on commercial banks regulates the activities of a commercial bank as a joint stock company, the issuers of various securities and, first of all, shares. It should be noted that joint stock companies are the first major issuers in the country;
- ❖ Third, in comparison with conventional businesses and organizations, commercial banks have accumulated a large amount of their own resources and resources, which, in turn, will create the necessary conditions for participation in the domestic stock market as a major investor (investor);
- ❖ Fourth, the current legislation of the Republic of Uzbekistan does not restrict the activities of commercial banks in the securities market (for example, according to the Glas-Stigal law of the United States), but at the same time commercial banks have the most important information about the financial and economic activities of their clients. It offers significant benefits to ordinary investors with limited access to information.

In the beginning of March 2008 the Center for Coordination and Control over the Securities Market registered the first issue of subordinated bonds of Kapitalbank.

Series and Form of Issue Bonds: Number of subordinated interest-free bonds with the name of the owner, 2,500 units.

The nominal value of the issue bond is 1,000,000 soums. The total amount of publication (at face value) is 2,500,000,000 soums. Term of circulation of bonds - 3,640 days from the date of placement, maximum 90 days from the date of registration of this prospectus. Interest on bonds: Refinancing rate + 2%. Interest payments are made quarterly as interim payments. (11)

TABLE 1. SECTORAL STRUCTURE OF EXCHANGE TURNOVER BY THE AMOUNT OF TRANSACTIONS IN 2018

Indicators	2017		2018		Changes	
	in percentage	the amount mlrd.soum	in percentage	the amount mlrd.soum	in percentage	the amount mlrd.soum
Banks	86,3%	257,6	86,0%	591	-0,3%	333,4
Agro-industrial complex	9,2%	27,3	2,5%	17,5	-6,7%	-9,8
Leasing	1,0%	3,2	1,2%	8,3	0,2%	5,1
Construction	0,5%	1,6	2,3%	15,6	1,8%	14
Insurance	0,5%	1,6	1,6%	10,9	1,1%	9,3
Others	2,2%	6,4	4,1%	28,4	1,9%	22
Industry	0,3%	0,9	2,3%	15,6	2,0%	14,7
Total	100,0%	298,6	100,0%	687,3		388,7

Source: Based on Republican Stock Exchange Toshkent

The table above illustrates the exchange turnover with securities in the context of the main sectors of the economy. The share of enterprises in the financial sector of the economy accounts for 88.8% of the exchange turnover or 610.3 billion soums, including banks - 86.0% of the exchange turnover or 591.0 billion soums, insurance companies 10.9 billion soums (1.6%) and leasing companies - 8.3 billion soums (1.2%). In 2017, the share of the financial sector amounted to 87.8% of the exchange turnover or 262.2 billion soums. The share of the agro-industrial complex - 2.5% or 17.5 billion soums in 2017 - 9.2% or 27.3 billion soums. The share of enterprises in the construction industry - 2.3%, or 15.6 billion soums in 2017 - 0.5%, or 1.6 billion soums. The share of the industrial sector - 2.3% in the turnover of the exchange or 15.6 billion soums in 2017 - 0.3% in the turnover of the exchange or 0.9 billion soums.

Bonds are located between legal entities - residents of the Republic of Uzbekistan.

confused.

According to the Law of the Republic of Uzbekistan on Banks and Banking, commercial banks can carry out active and passive securities transactions in the stock market and act as professional participants. These activities include:

- ❖ issue of securities;
- ❖ brokerage services;
- ❖ transaction operations;
- ❖ depository services;
- ❖ securities clearing service;
- ❖ nominal holder of securities;
- ❖ performance of consulting and other services.

In the first half of 2019, the total volume of transactions completed on the Republican Stock Exchange (RSE) "Toshkent" in the first half of the year amounted to 144.7 billion soums, which is almost 15.3% lower than the same period in 2018, and 3.6 times lower. than in the second half of 2018. This is stated in the comment on the exchange trading in the first half of the year, prepared by Avesta Investment Group.

The main reason for this decrease in turnover compared with the previous year, especially with the second half of 2018, is associated with the placement of bank shares last year in accordance with the new requirements for the minimum authorized capital from the Central Bank of Uzbekistan. Banks were forced to increase their registered capital to 100 billion soums. The average daily trading volume for the first six months of 2019 amounted to 1.4 billion soums, which is 1.17 times lower than the same period of the previous year, and 3.38 times lower than in the second half of 2018.

The number of transactions reached 17628, which is almost 3 times higher than in the first half of 2018, and 3.5 times higher than in the second half of the year. The total number of types of securities that participated in the RSE transactions amounted to 100 units. Here the opposite dynamics is visible - the number of transactions increases significantly due to the activation of foreign portfolio investors and local personal accounts. The average daily number of transactions on the exchange in the first half of the year was 144.

The shares of Qizilqumsement (QZSM) and Qoqon Mexanika Zavodi (KUMZ) were traded daily at the RSE "Toshkent" - 122 days out of 122 working days, which is 1.7 and 30 times higher

than in the first and second half of 2018, respectively. Kvarts (KVTS) showed similar results - 121 days, which is 1.14 times higher than in the previous half year.

Hamkorbank (HMKB) traded 112 days, 3.3 times more often than in the second half of 2018, and shows the highest average daily trading volume of 150.2 million soums, which is 532.3 times lower than in the second half of 2018. This is due to one particular transaction in the previous year, when the International Finance Corporation (IFC) sold half the stake in Swiss Responsibility Investments.

Kvarts and Qoqon Mexanika Zavodi traded on average 11 million and 13.1 million soums per day. The daily trading volume for Qizilqumsement is 87 mln UZS.

Banks form the largest share of all transactions, reaching 85% of turnover, compared to 66% of the same period in 2018. The cement industry with 8% takes the second place, and engineering with 5% takes the third place.

As represented in the table below, the shares of Turkiston Bank (TKTN) have the largest trading volume of 29.3 billion soums, or 20.26% of all transactions, and the largest share of shares of the total authorized capital held during trading (27.98%). The top 10 market includes eight banks in terms of transactions, which confirms the largest share of banks in trade. Kapitalbank (KPBA) also has a significant amount of transactions worth 20.6 billion soums with almost 20% of the capital traded on the stock exchange, and Hamkorbank (HMKB) with 16.83 billion soums, which is 2.4%, occupies the third place in the top ten. from the bank's equity.

TABLE 2. TOP 10 ISSUERS WITH THE HIGHEST TRADING VOLUME FOR THE FIRST HALF OF THE YEAR

Issuers	Sector	The amount, Soum	Number of deals	Average price, soum	% of turnover	% of capital	Monthly change
JSCB Turkiston (TKTN)	Bank	29 318 563 647	49	1 000,00	20,26%	27,98%	0,00%
JSCB Kapitalbank (KPBA)	Bank	20 582 969 079	2	950,26	14,22%	19,46%	1,32%
JSCB Hamkorbank (HMKB)	Bank	16 829 807 563	721	32,93	11,63%	2,44%	-30,88%
JSCB Ipak yoli Bank (IPKY)	Bank	16 168 329 218	3	10,10	11,17%	4,75%	-16,53%
JSCB Ravnaq-bank (RBQB)	Bank	14 845 921 000	12	1 000,01	10,26%	14,85%	0,00%
JSCB Universal bank (UNVB)	Bank	13 945 889 700	21	5 000,06	9,64%	13,95%	0,00%
JSC Qizilqumsement (QZSM)	Cement	10 644 582 261	4 684	1 751,19	7,36%	1,36%	7,02%
JSCB Agrobank (AGBA)	Bank	6 023 021 732	58	1 068,07	4,16%	0,30%	-0,87%
JSCB UzPSB	Bank	4 801 624	1 447	18,79	3,32%	0,22%	0,99%

(SQBN)		040					
JSC Qo`qon mexanika zavodi (KUMZ)	Bank	1 596 461 696	3 558	1 304,76	1,10%	5,47%	-21,99%
Others		9 963 536 747	7 073		6,88%		
Total		144 720 706 682	17 628		100,00%		

Source: RSE Toshkent, Calculations: Avesta Investment Group

At the same time, analysts note that in a similar rating by the number of transactions only Hamkorbank (HMKB) and UzPSB (SQBN) from the top 10 in terms of trading volume are presented. Kapitalbank (KPBA) formed the entire amount for just 2 transactions, Ipak Yuli Bank (IPKY) - for 3 operations, Ravnaqbank (RBQB) - for 12.

Only Qizilqumsement (QZSM) and Qoqon Mexanika Zavodi (KUMZ) are at the top 10 of non-banking companies.

Four out of ten securities in the list were registered with a decrease in prices at the end of June, which was mainly due to the closing of the registry period for dividends by the last week of June, therefore, all shares were traded with a decrease in the price by the amount of dividends expected to be paid.

The top 10 companies account for more than 93.1% of the exchange's turnover, while in the first half of 2018 this indicator reached only 78%, and for the whole of 2018 - up to 82.9%.

TABLE 3. TOP 10 ISSUERS WITH THE LARGEST NUMBER OF TRANSACTIONS FOR THE FIRST HALF OF THE RSE OF TASHKENT

Issuers	Sector	The amount, Soum	Number of deals	Average price, soum	% of turnover	% of capital	Monthly change
JSC Qizilqumsement (QZSM)	Cement	10 644 582 261	4 684	1 751,19	26,57%	1,36%	7,02%
JSC Qo`qon mexanika zavodi (KUMZ)	Engineering	1 596 461 696	3 558	1 304,76	20,18%	5,47%	-21,99%
JSC Kvarts (KVTS)	Glass	1 335 779 688	1 770	6 649,31	10,04%	0,21%	15,83%
JSCB UzPSB (SQBN)	Bank	4 801 624 040	1 447	18,79	8,21%	0,22%	0,99%
JSCB Hamkorbank (HMKB)	Bank	16 829 807 563	721	32,93	4,09%	2,44%	-30,88%
JSCB Ipoteka Bank (IPTB)	Bank	53 694 124	625	0,90	3,55%	0,00%	3,80%
JSC Almaliq Mining pref (AGM1)	Metallurgy	645 551 409	542	13 949,72	3,07%	0,05%	187,46%

JSC O`zbekko`mir (UZIR)	Metallurgy	773 756 781	539	2 962,5 6	3,06%%	0,68%	23,94%
JSCB Ipoteka-bank pref (IPTB1)	Bank	70 493 940	449	2,45	2,55%	0,00%	-14,29%
JSCB UzPSB (SQBN)	Bank	111 874 983	397	39,38	2,55%	0,00%	-15,18%
Others		107 857 0 81 197	2 896		16,43%		
Total		144 720 7 06 682	17 628		100,00%		

Source: RSE Toshkent, Calculations: Avesta Investment Group

The second table illustrates 10 different securities for the largest number of transactions at the RSE for January-June. Here Qizilqumsement (QZSM) is the leader with 4684, or 26.57% of the total number of transactions. Two other companies - Qo`qon mexanike zavodi (KUMZ) and Kvarts (KVTS) concluded 3558 and 1770 transactions. These three companies concentrate more than 56% of all operations on the RSE in the first half of 2018, while the top ten account for 83.5%.

Interestingly, according to analysts, in the table only five securities represent the banking segment, including two banks represented by ordinary and preferred shares, therefore, by the number of transactions, these are only three banks in the list of the most popular securities. The preferred shares of the three companies are on this list - in addition to UzPSB (SQB1) and Ipoteka-Bank (IPT1), it is the Almalyk mining and metallurgical plant (AGM1) with 542 deals worth 770 million.



Fig.3. "Qizilqumsement" Stock Price Dynamics



Fig.4. “Kvarts” stock price trends

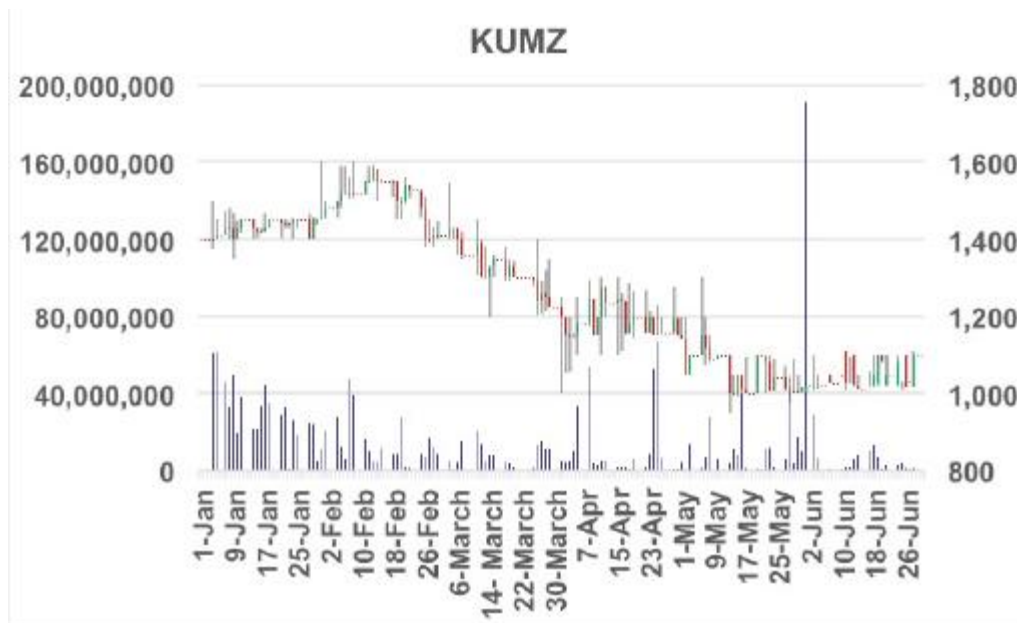


Fig.5. “Qo’qon mexanika” zavodi stock price trends

Source: RSE Toshkent, calculations: Avesta Investment Group. Click on graphs to enlarge.

Qyzylqumcement (QZSM) shares started the period from 1495 soums and completed it at a price of 1600 soums (price change by + 7%). The highest price of the shares of the company was on April 21, and on January 1, the shares of companies were trading at the lowest price - 1495 soums per share.

The shares of Qo’qon mexanika zavodi (KUMZ) were trading with a downtrend when the price at the beginning of the year after SPO was 1401 soums, and at the end of June fell to 1100 soums. The highest price for the company's shares was recorded on February 18, then prices

gradually fell lower. The lowest point was fixed at 1000 soums on May 18. The main reasons for this trend are not the best financial results of the company - in the 1st quarter, sales of the company decreased by 43%, and net profit - by 29%, and as of the end of the second quarter, sales decreased by 35.9%, and net profit was halved.

In contrast, Kvarts shares (KVTS) started the period with a price of 5400 soums and ended June at around 6255 soums (+ 15.83%). The lowest price - 5400 soums - was on January 1, and the maximum price - 8200 soums - on June 12. The reduction in prices in June was due to the issue of additional shares - all shareholders received one additional share due to the capitalization of profit in 2018, which caused an obvious decrease in price by about half.

In addition to the RBF, there is an organized over-the-counter platform Elsis-Savdo, and in January-June 2019, transactions worth 6.66 billion soums were registered there, however, this number was 10 times higher in the first half of 2018 and about 9 times higher during II half of 2018.

Regarding transactions in the first half of 2019, investors concluded 438 transactions, while this number was 97 for the same period of the previous year and 140 for the second half of 2018, therefore the OTC market is in the same conditions as listing securities - the number of transactions is growing amid a reduction in their volume.

CONCLUSION

Consequently, market is turning into a much more retail and realistic platform, where the main volumes of operations are carried out due to real demand and offers of investors, and not just because of administrative requirements, which leads to a decrease in volumes and an increase in the number of transactions.

Depending on the implementation of the securities market policy, commercial banks will choose their activities and determine their activities. The banks choose their own business policy depending on the changes in the stock market conditions and work within the framework of the combination of the above activities.

Based on the aforementioned, we consider the issue of further improvement of effective regulation of the commercial banks' activity in the securities market by the state and self-regulating organizations as well as by the banking authorities.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00096.8****U. K. YUSUPOV AND CONTRASTIVE LINGUISTICS: INTERFERENCE
AND FACILITATION IN LEARNING LANGUAGES****Iroda Abdunazarova Melikuzikizi***

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Email id: ijalolova41@gmail.com.**ABSTRACT**

In this article importance of comparison of language units for linguodidactic purposes will be discussed. One of the founders of contrastive linguistics in Uzbekistan was U. Yusupov. He had several works proposing contrastive linguistics as a separate subject, not as a part of typology. One of the main aims of this subject is to compare language units in order to find similarities and differences which facilitate or interfere while learning any language. Some examples from Uzbek, Russian and English languages are given.

KEYWORDS: *Typology, Comparative Linguistics, Contrastive Linguistics, Interlinguistic Facilitation, Interlinguistic Interference, Language Units, Language Parallels, Comparison For Linguodidactic Purpose, Interlinguistic Equivalents, Linguocultural Comparison.*

INTRODUCTION

Born in the 15th of February, 1938 in Tashkent, U. K. Yusupov was one of the founders of contrastive linguistics in Uzbekistan. Although there was certain linguists as V. D. Arakin, or J. Buranov who considered contrastive linguistics as a part of typology, U. Yusupov tried successfully to prove by his scientific works that contrastive linguistics is separate independent discipline.[1]

Contrastive linguistics is crucial in creation of methodology of language teaching. It helps to reveal interference and facilitation in language learning. According to Yusupov, contrastive linguistics mostly deals with the following aspects of comparison:

1. Comparison for linguodidactics(to optimize language teaching)
2. To compare for linguophilosophical aim
3. Comparison for theoretical purpose

Linguodidactical comparison:

1. Determines similarities and differences among compared language units
2. Defines importance of that similarities and differences, i. e. analyzes whether that unit creates interference or facilitation in language learning

While learning foreign language differences in native language and learned language may cause interference of the act of communication. These differences are divided into two main groups: methodologically important and non-important ones.

MATERIALS AND METHODS

Methodologically important differences cause confusion and likely to be translated as the sample in native language. For example, in English, words which have meaning more than one (two, three, many) are followed by plural form of the nouns, whereas such words in Uzbek used with singular nouns: seven pencils, many notebooks (English); yettitakitob_, kop daftar_ (Uzbek). As a result, it can be predicted that during the act of communication English speech of Uzbek student is likely to sound as seven pencil_, many notebook_.

Methodologically non-important differences will not have negative effect on speech process. Category of gender is bright example in this case. In Russian each noun is assigned a gender. Russian has three genders: masculine, feminine and neuter. In the cases of words like 'father' these relate to physical gender. In the case of other objects like 'pen', 'cup', 'house' there is no physical meaning attached to the gender. However, one will still need to know the gender because it affects how words are formed, for example хороша**я**книга, хороши**й**друг.

In comparison, Uzbek nouns are neither masculine nor feminine. They might all be considered 'neutral'. Accordingly, for Russian learners of Uzbek gender will not cause any difficulties (methodologically non-important difference), whereas the same grammatical category of gender hinders Uzbek learners of Russia from creation of proper grammatical structure (methodologically important difference) .

When it comes to interlingual similarities that are methodically significant and insignificant, the first of these (methodologically significant similarity) is the similarity between two compared linguistic units, which helps to communicate in foreign language. Language learner transfers the knowledge in native language to work in a foreign language. Similarities of the word order in the phrases 'hot tea' and 'issiqchoy' is an example to such facilitation. In the formation of such phrases, neither English nor Uzbek make a mistake in word order. In other words, the word order in such phrases makes it easier to learn a foreign language.

As for the interlingual similarity, which is methodologically insignificant, it is a superficial resemblance between the two language units, in fact there are large differences behind it, so this superficial resemblance does not create facilitation. Many linguistic universals can be cited as examples of this similarity. For example, cases exist in all languages. Existence is a sign of similarity, but it does not create interlingual facilitation. The reason is that cases in different languages vary greatly in number, form, meaning, usage, and other signs. Although, in the course of linguistic investigation the category of case in English has become one of the vexed problems of theoretical discussion, it might be said that there are 5 cases in English (**Nominative**, Genitive, Vocative, Dative, Accusative)[2] In Uzbek there are 6 cases(Bosh, Qaratqich, Tushum, Jonalish, O'rin-payt, Chiqish). As it can be noticed it, although both Uzbek and English has the grammatical category of case, it vary in different aspects.

Linguists and methodists categorize interlinguistic interferences on the basis of language levels and their units. We support the division of interlingual interference into such types, and suggest that they be divided into the following types according to the result, that is, the consequence: 1) interlingual interference that leads to a typical error 2) disrupting communication, i.e. interlingual interference that does not allow the transition from one language to another.

Most commonly, first type of interference is a result of differences between foreign language and native language in such language units as sound, syllable, suprasegmentic units, words and phrases. Most of the language teachers are well aware of this type of differences.

Second type of interference (interlingual interference that does not allow the transition from one language to another) is usually caused by the difference in big language units and some stylistic devices at two languages. For example, experiments show that most of the Uzbek students fail to translate into English the compound sentences as “ Haliuyimgayetibkelmasdnoq, yomg’iryog’ibybordi”, “Qanchalikko’po’qisang, shunchalikko’pbilasan”[3]. As a consequence, translation or speech process is likely to stop. This type of interference may be considered as most harmful.

RESULT AND DISCUSSION

Aims are the first most important consideration in any teaching. The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching.[4]The aims of foreign language teaching was threefold: Practical, Educational, and Cultural, but nowadays we can add one more objective in English teaching, that is Linguocultural approach. The concept of the relationship between language and culture is presented as a key one in the modern paradigm of foreign language education. Humanization of the education system focuses on new approaches to teaching foreign languages. The linguistic and cultural approach reflects modern requirements for foreign language teaching and allows foreign students to master linguistic knowledge, communicative skills and a complex of cultural knowledge. The tendency to attract culturological material into the language learning process is relevant and promising. The acquisition of spiritual values and cultural traditions promotes the development of spirituality and morality, the formation of the intellectual and aesthetic potential of the individual, the activation of cognitive motivation and the speech activity of foreign students[5]. Taking into consideration all the above, it is extremely important to identify intercultural interferences too.

Comparison of languages for linguodidactic purposes also requires the identification of interlinguistic equivalents, because when a person begins to learn a foreign language (subordinate bilingualism), he first forms the idea in the brain in the native language, translates it into a foreign language, and then directs the translation to the communicator. Therefore, in order to make it easier, faster and stereotype this situation, it is necessary to determine the **language** minimum for language and speech units in the native and foreign language and pre-distribute equivalents (parallels)[6] The parallels between two languages also serve semantizing(explaining meaning) foreign language units.

U. Yusupov suggests doing following activities to help students automatize some of language parallels. Students first learn and memorize these bilingual parallels at home, then in pairs they check it themselves, by asking it from each other . In this case, the examining student will have a list of two language parallels, while the other one do not. Then a quiz is conducted on the

parallels of the two language items. Other communicative exercises are performed at a later stage.

One more task of comparison for linguodidactic purpose is to show when and which compared language material is effective to use during the lesson, as it is harmful to use it always and continuously.

CONCLUSION

To conclude, comparing languages for linguodidactic purposes helps to find out valuable materials for foreign language teaching and learning process, i.e. interlinguistic alternatives, interlinguistic interference, and facilitation, and they are in its turn helps to decide

- 1) Which of that foreign language units are difficult or easy;
- 2) Whether wide range of activities should or should not be given at all in accordance of their easiness/difficultness;
- 3) Volume(number) of activity to be worked with;
- 4) The time that is needed to be given.

Clarifying difficultness and easiness of the learned language units also give an opportunity to follow the principle of 'from easy to hard' while planning order of teaching curriculum. An outcome of comparison for linguodidactic purposes might be extremely helpful for foreign language learners and teachers as well as textbook writers.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
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(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00094.4****COMMUNICATING ARCHAEOLOGY IN INDIA
SIMPLIFYING THE UNDERSTANDING OF THE PAST****Dr. E. Iniyan***

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ABSTRACT

A Common man's perspective about the archaeological material evidences would be as like the glance they are having towards elegance of the architectural styles for the first time. The observations, either affirmative or hindrance, would be merely based on their visual cogitation which has nothing to do with the subjective understanding of the material evidences. As far as India is concerned the communication among the people had its beginning in the prehistoric times where petroglyph and pictographic representations were considered as a part of medium of communication. India, serving as the confluence of varied arts and cultural resemblance, also being the nation of multifaceted ethnicity, as far as the 2011 census is concerned, there were more than 22 scheduled languages spoken by the native speakers in addition to hundreds of languages spoken throughout the nation. The impact and the influence of various languages in India, happens to be an important aspect to contemplate to communicate archaeology through language and associated accent. Communicating archaeology is not such an easy task to make it a commonest discipline in educational arena of India. Mere teaching in the classroom will not structuralize the archaeological importance among the mass population, instead reaching the unreached by the process of making them explore and realize the fundamentals of archaeology and its vantage would be the precise track in creating the people much interested and attractive towards archaeology.

KEYWORDS: Media Communication, Archaeology, Hindrance, Conceptualization, Multi Vocal

INTRODUCTION

A Common man's perspective about the archaeological material evidences would be as like the glance they are having towards elegance of the architectural styles for the first time. The observations, either affirmative or hindrance, would be merely based on their visual cogitation which has nothing to do with the subjective understanding of the material evidences. Man can articulate his own notion about the archaeological materials which is being spotted at a glance, for which there happens to be non-essential necessity of adequate and elementary knowledge of understanding in Archaeology. Many illustrations potentially like recent excavations conducted at Keezhadi¹ in Sivaganga district in Tamilnadu can be indicated here as praiseworthy for the above mentioned aspects. As the excavations at Keezhadi been conducted for more than six years and is going to be continued in future too in huge acres of land, for which its being frequently occupied by scholars, students, public, heritage conservators etc with basic perception of visiting a well established site with the credit going to the media for consistently disseminating the finds of archaeological excavation. Archaeological evidences are the heterogeneous and having multifaceted treasure house, laying foundation in reconstructing the ancient history by understanding and discerning available sources. In a country like India, it is up to the common man in perceiving the archaeological material evidences in righteous way, and it's the duty of the archeologists and journalists with enhanced electronic media resources, to induce the available source materials in proper dimension among the public, as the nation is said to compose of multi – vocal community.

Media Communication

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject. American Philanthropist Anthony Robbins quotes "To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others." Archaeological research, say in the kind of exploration and excavation is being conducted in the specific areas and by certain class of people who are devoted to archaeological research and explicitly divulging the recovered and identified sources to disclose the historical events, to which, communication is considered much more essential in presenting the recorded resources. Communication, the process of transmitting information from one person to another, is a necessary adjunct to the practice of carrying out archaeological research. Although the practice of archaeology can take place with minimal communication to others, in practice archaeologists realize that their findings need to be communicated to the world at large.² As far as India is concerned the communication among the people had its beginning in the prehistoric times where petroglyph and pictographic representations were considered as a part of medium of communication. Petroglyph, an picture generated by dismantling a particular piece of rock surface by the way of incising, carving or engraving to express his thoughts and portray the environmental surrounding and society that existed. Evidences for earliest petroglyph in India comes from Bhimbetka³ in Raisen district of Madhya Pradesh whose possession may be traced backed to Palaeolithic and Mesolithic period. Later Kupgal⁴ in Bellary district of Karnataka dated to Neolithic era and Perumukkal in Villupuram district of Tamilnadu being compared with the hieroglyphs of Egypt was dated around 4000 B.C.E also yields petroglyphs with various representations. Pictographs occupies the next place in the mode of representing the ideas and played an important role in the communication gadget among the ancient people,

leading its way to the arrival of inscriptions, representing the dissemination of knowledge and mode of representing their own ideas to others in the form of scripts like Kharoshti, Brahmi, Tamili etc. It points to fact that medium of communication in India has shown various stages of development in its evolution process in different forms before attaining its present state of play in media presentation from the Prehistoric times. Slowly, the refinements in the technological inventions made the discovery of paper, easily transportable material from one end to the other from which countless number of books were printed and published to be used by the public in later centuries has enhanced the communication to far extent.

Eventually in the twentieth century, conceptualization, notion, outcome of various research problems etc have been communicated among the mass audience with the advent of television and its associated electronic equipments. In India, by 1960's Doordarshan remained one of the leading public sectors broadcasting media among the mass audience, which transmitted and communicated reliable historical events, societal structure being practiced, economic affairs in existence, changes in agricultural sector, process of development in industrial formulation and their virtue and ruins. But, in later 1990's most of the television channels in India has allocated only certain time limit for this type of programmes as they considered them as dry, as it was very burdensome to reach the mass due to the act of debate practice. But, instead most of the channels have shown their interest in broadcasting the entertainment programmes, which was ultimately due to the revenue they received from the advertisement agencies and companies. In this state of pathetic atmosphere, as most of the television channels are changing their mode of direction in telecasting towards entertainment sector, few channels in the midst of this has allotted space for covering archaeological and historic information's. In addition to these processes, other social media like youtube, whatsapp, facebook and others has created a leeway to promote archaeological research and expeditions which was till recently was unimaginable.

Communication is merely the widening of one's attitude and intellectual activity with the others. This analysis has been discussed by Marshall McLuhan⁵ in 1964 in his scholarly words pointing out that communication is the extension of our own mind and personalities. In India, till late 90's there was the vision fabricated due to the notion that understanding archaeology would be complex and difficult, which embodies complicated technological involvement and also the process of archaeological research would be time consuming. This led to the students and scholars not to devote themselves in archaeological research, more particularly women have shown least interest in the research. Also, even some of the renowned scholars like R.D Banerjee known for his discoveries in Harappa and Mohenjodaro, H.D Shankalia, specialist in Pre and Proto History of India, made his contribution in the excavation arena at Maheswar, Navdatoli, V.S. Wakankar pioneer in discovering the Bhimbetka Rock caves and others who made extensive contribution to the archaeological research in India, where been unnoticed and their profound research works and their result have not reached the common people rather than being familiar within the archaeology and its associated disciplines. It is because, media either been electronic or print are scarce in quantity and data's they broadcast or publish were mostly on the nationalized issues and its similar activities, in which archaeology news and its relevance on the historical research were not concentrated much to its extent. But the advent of electronic media and its development, reconnaissance in technological gyration in addition to the contribution of the social media in recent years have made it an effortless attitude to reach out the public lively and make them anticipated in knowing the archaeological news often upon their issue.

Communicating Archaeology

India, serving as the confluence of varied arts and cultural resemblance, also being the nation of multifaceted ethnicity, as far as the 2011 census is concerned, there were more than 22 scheduled languages spoken by the native speakers in addition to hundreds of languages spoken throughout the nation. The impact and the influence of various languages in India, happens to be an important aspect to contemplate to communicate archaeology through language and associated accent. Though, Hindi and English were being communicated commonly in public forum, Hindi occupies majority of the space in its presence. The cognizance in the archaeological studies had augmented in the late 20th century among the public. Earlier, the research on archaeological arena was incarcerated within succinct bounds among the scholars who devoted their priceless time in archaeological research. Investigations on archaeology in India were consummated mostly by British Historians like Robert Bruce Foote, Alexander Cunningham, Mortimer Wheeler, John Marshall, who were keen in exposing the hidden treasure of India, also in addition to some Indian scholars namely N R. Banerjee, K.N Dikshit, K.V. Soundararajan, H.D. Shankalia and many more whose publications were too in foreign language, English., the ratiocination which culminated the people who were below literacy and the people who only speak native language from understanding the archaeological importance of the nation. In the later part of the 20th and in outset of 21st century, archaeological information's and the unearthed material evidences through various modes of expeditions in archaeological research is being customary among the people by the consequence of bounteous progression in the technology and the subvention of the media.

Obviously, amidst the field surveys and excavations carried out, India encompass thousands of archaeological material evidences validating the antiquation of particular region, in addition adducing that the India is one of the oldest archaistic civilized nation in the globe. This sort of historical treasures immured in India has the publications either as articles or books like on archaeological research which are considered national importance are mostly in English. It is also pertinent to mention here that a nation would proliferate when it is emphasizing its own mother language and its antiquity, opulence, intrinsic linguistic components and aesthetics by making the people to know their history and its associated facts. Organizations like The Indian Archaeological Society, Indian Art History Congress, Indian Numismatic Society, Epigraphical society of India and other copious numbers which predominately nurture the archaeological research output amongst student community, scholars and archaeological activists has publications in English. Moreover the discussion on archaeological expeditions and discoveries were also carried out in English or in Hindi deemed to be accepted as the national language. This medium of uncloaking the substantiate archaeological proofs in the unknown language, for whom been mentored in his native language in his academic and livelihood atmosphere would be a hellacious assignment in understanding the context and some, who are capable of according in English also faces challenges in complete accent due to use of certain glossary of terms. This type of compact profession in archaeological research should be changed in India and the publications, discussions, media presentations in relation to local interest pertaining to local sites, material evidences, art and cultural traditions must be let out in local regional languages which may help the students, young scholars, cultural activists, heritage preservationists and others to promote the archaeological delving deep into the community eager in comprehending the historical glory of their living habitat. The advent of the Humans, racial formations, transfiguration in hierarchical pattern and its segregation, physiological haecceity, genetic composition, ecological changes and the modification that existed in social structure could be

well assimilated from the book called Sepians⁶ published in English was translated into Telugu paves way for the students and scholars of the so called language to grasp some informative and progressive note on the ancient human mankind. In recent days, the path breaking excavations and corresponding results published by the Govt. of Tamilnadu were in two languages namely English and Tamil, where the need for the translation of these results should extend to the multiple language composition. This would create a common platform for the scholars, students and others those interested in perceiving the history of one of the senescence civilization of the world.

The role of electronic communication and media plays a vital role in enhancing the translational studies in the archaeology discipline. There are software's which instantly translate the materials in multiple languages in both video and audio formats. But there seems to be some hurdles too in this, as some software's are not capable of translating the core concept of the subject, which may lead to misunderstanding of the subject. Regardless of the above aspects, the software's plays a formidable role in providing the archaeologists to communicate without language barrier. It makes easy for the organizers of the seminar, conferences, workshops etc from eluding human interpreters and with other telecommunication systems. Software's compatible to be installed in the mobile devices or in computers is also available from which the attendees can actually see the conservations in their language of choice in the screen or hear translation.

Besides, being imparting archaeological studies, research among the students and scholars, sense of fascination to expatiate the archaeological information's among the public to make them feel free to understand the necessity of archaeological evidences in reconstructing the history, archaeologists must speak in the commonest language in the simplistic style of approach. Certainly, fantasy and adventurous stories begets a great impact among the people, due to various aspects of lifestyle of common man like love, war sequences, heroic attempts etc. One fine example of the archaeology oriented adventurous book is Ponniyin Selvan penned by the great Tamil scholar Kalki. Krishnamoorthy, which exemplifies the chola history that encompass the political history, social structure, war sequences, art and architectural excellence in addition to love was portrayed with good sense fantastic approach with the words of satire pertaining to the period of Raja Raja Chola I. Hence the conventional approach of the archaeologists in propagating archaeological research and unveiling the archaeological material evidences in regard considered much dry and unexcited. The only way to make to public to make precise attention in the archaeology is to involve them particularly in field surveys by making them to understand the antiquity of their locality. The public must be made competent in handling the archaeological materials that are being identified coincidentally and necessity of bringing them to the notice of the government for the purpose of preserving for the future society.

With the availability of uncountable number of television channels, the often identified archaeological evidences should be telecasted for the public to get attention of the archaeological resources. Though, the slot in broadcasting the archaeological news may draw limited number of attention, it is the duty of the media to make the people aware of heritage resources with the care in the society and cultural heritage upliftment. Non Governmental Organisations, Heritage and Cultural Preservationists, Free lancers working in the field of archaeology, scholars, students etc should make a sincere attempt to involve the public in the archaeological expeditions and to train them in the materialistic way of approach in archaeological findings. Either conserving the nature or preserving the archaeological resources is a hard and difficult task without involving the people to the core of archaeological interest.

Archaeology with Students

In repeated attempts, it is being insisted that the importance of archaeology should be made realized by the students, archaeological studies must be infused among them etc, yet it is clearly mentioned here that in what mode the archaeological importance is going to be induced within the students. Are professional archaeologists concerned simply to make clones of them as far as understanding and knowledge are concerned? In general, there is a big divide between the 'Anglo-Saxon' approach to teaching (which also includes the Netherlands and Scandinavia) and the 'continental' model, which is found in most of Central and Eastern Europe and in much of southern Europe. In the former, students are expected, after initial training in the basics, to question what they are told by their professors, to accept nothing on trust but to look at the facts for themselves and work out what the most likely outcome is. In the latter, the reverse is the case: what the professor says is to be regarded as true, and what the student studies and writes is determined and controlled by the professor.⁷ But in India, the students were trained in the classrooms by the professors leading them to search for more information's and associated details and determines them to post the questions from their side, by questioning the theories being transplanted among the academic community.

The prominent problems for the students in India are the consequence of understanding the multi - vocal languages seen scattered throughout the nation. Even so, English being the obligatory language in the communication interchange, the faculties train their students in their native language, leading to face problems with considerable difficulties. Of course, these situations should be over thrown for up-scaling the archaeological studies by the hard work bestowed from the part of the student community. In India, national institutes like institute of archaeology is giving excellent in house and intensive field training in archaeological studies for the students hailing from all part of the country. One way of training the students in archaeological studies is to excavate the sites where the exploration was conducted prior to the earlier process. In this way, the students would be able to understand the complete cultural and stratigraphic sequences of the site. Instead, the exploration and excavation conducted at two different sites would not let to students acquire reliable material resources pertaining to a site. This is the way of process, archaeological studies is being carried out in Tamilnadu in various educational institutions. There are also various factors relating to this issue like financial burden, time limit etc prompting the institutes to windup the archaeological expeditions at certain point of time. The way in making the students more attentive, impressive and enthusiastic in archaeological studies is to give simultaneous training in technology enabled training like making the students handling drone, gpr, remote sensing equipments etc. The students at under graduation level should be made to develop skills mentioned above and the post graduation level students should be trained in such a way to have considerable knowledge in various archaeological topics. In more higher level of studies like pursuing doctorate the mere skilled knowledge would be well equipped with high specialist skills in certain part of the subject. The students must also be trained in a way that they can manage the challenges and overcome the hurdles in them while they pass out of the university training.

It is the duty of the teachers to squire the students in studying the necessary and appropriate books and also to make themselves, well equipped with the recent trends in the archaeological studies and research. Even so, there arises a question, whose work may be considered as authoritative in archaeological applications. Certainly, students can question the theories; results obtained from previous research works and can reinterpret them, to bring qualitative and

quantitative research output in the archaeological forum. In a higgledy and piggedly situation and processing of low quality of interest in searching for relevant resource materials among the students, leads them to go in search of resources from the internet. Here, arises a problem in knowing which are the reliable websites that discloses necessary and informative details in archaeology. Most probably wikipedia would be the introductory website for exposing well defined details in archaeology, in which much information's are written by experts and most interested in writing correct reliable information's.

CONCLUSION

Communicating archaeology is not such an easy task to make it a commonest discipline in educational arena of India. Mere teaching in the classroom will not structuralize the archaeological importance among the mass population, instead reaching the unreached by the process of making them explore and realize the fundamentals of archaeology and its vantage would be the precise track in creating the people much interested and attractive towards archaeology. It is the bounded duty of the scholars or students to frame the archaeology discipline more comfortable and comprehensible within the society; being frankly to say archaeology should not be a subject being more intimacy for the klatch of feeble minded individuals whose discussed opinions, suggestions and output of the research is compartmented to a small class of people. Still, only the printed versions like books, journals, etc cannot make the subject public oriented; rather initiative roles promoted by the media like television, electronic media such as internet, more recently the social media platform like facebook, whatsapp, twitter, etc having the capability of reaching the public in fraction of seconds make archaeology more easily reachable among the mass. Also to mention here is, in India, archaeology is being a part of higher education; seems to be the hurdle for the school going students who are not more aware of archeology. The curriculum designing for the school students must have certain significance in including archaeology as a subject. Community involvement in the archaeological expedition either in the form of exploration and excavation is a necessary criteria in creating the people, more intent in preserving the cultural heritage of the locality; the task ought to be regulated by the government institutions, cultural heritage preservationists and others more interested in archaeology and heritage conservation.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00092.0****MUSEUM TOURISM OF FERGANA REGION****Gazieva Saida***

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ABSTARCT

This article reveals aspects of the development of museum tourism in Uzbekistan, especially in Fergana region. As we know, the republic has opportunities for the development of museum tourism, as evidenced by the many objects of material and cultural heritage and unsurpassed hospitality of the Uzbek people attract travelers. The purpose of this study is to analyze the development of museum tourism of Fergana region.

KEYWORDS: Museums, Cultural, Heritage, Display, Fund, History, Natural, Exhibition, Applied Art, Painter, Regional Centers.

INTRODUCTION

Museum tourism is a widespread field that provides detailed information about the history of different countries, peoples, nations, their cultural heritage, religion, customs and ceremonies, in particular, art. It also creates opportunities for cultural recreation. During the years of independence, large-scale work has been carried out to restore our national values, study our history, and provide comprehensive information to our country. Today, museums are recognized in the world not only as an exhibit fund but also as a laboratory of public opinion and modern culture, which requires further improvement, increasing their role as a centre of education.

6 cultural heritage sites located in Central Asia are included in the "List of World Cultural Heritage", 5 of which are located in the territory of the Republic of Uzbekistan. Since 1993, mobile exhibitions of museum reserves in foreign countries have been organized. Besides, to promote the rich historical and cultural heritage of Uzbekistan abroad, in cooperation with UNESCO and foreign television, it is necessary to continue making films in the series "World Treasures and Human Heritage" in the historical cities of Fergana region, such as Kokand, Margilan, Rishtan, Kuva. The text of 10 booklets, guides and catalogues about the collections kept in the fund on museums and architectural monuments in the system of museum-reserve were prepared.

Today, the interest in our country is growing. This is due not only to our huge cultural and historical heritage, our unique nature but also to the fact that during the years of independence our country has achieved great success in all spheres of life. There are more than 4,000 historical and cultural monuments on the territory of Uzbekistan, located at the crossroads of the Great Silk Road. Some of them are included in the UNESCO World Heritage List. By virtue of the constant care of the head of our state for the restoration of national values, many monuments have been repaired in recent years. Conditions have been created for the revival and development of traditional forms of art and folk art. In turn, the importance of museum work in Uzbekistan is growing due to the development of international tourism and the growing interest in the historical past of the peoples living in this country.

Today, the Ministry of Culture and Sports of the Republic of Uzbekistan has a total of 87 museums: 14 of them are located in Tashkent, 29 in regional centres, 19 in cities and 25 in districts. Of the total number of museums, 40 have the status of republican, regional and city museums, 47 of them are their branches. There are 8 to 12 state museums and their branches in Andijan, Bukhara, Navoi, Samarkand and Fergana regions, 1 museum in Namangan region and 1 separate branch, 2 museums in Surkhandarya, Syrdarya and Kashkadarya regions and 3 museums in the Republic of Karakalpakstan; 32 of them are historical, 16 are local lore, 11 are art, 6 are literary monuments, 13 are monuments, 2 are natural science and 7 are literary museums.

At present, new tourist routes are being launched in museums around the world. These include ethnographic, archaeological, flora and fauna. In this regard, Fiero in the Netherlands, Leyr in Denmark, Betser Kili in England, and Pamunk in the United States were created.

It is gratifying to note that the open-air museums in our republic - Samarkand, Bukhara, Khiva, Shakhrisabz - are among them. It is necessary to raise the level of open-air museums in the territory of Kokand and Margilan cities of Fergana region. The artifacts of these cities, the exhibits in the museums testify to the greatness of the historical and cultural richness and values of our country and people. In international tourism, museums should work closely with other foreign museums throughout their activities. In particular, we can see this cooperation in the exchange of various exhibits, cultural monuments, copies of written sources, holograms and similar sources. Observations show that the achievements in the field of tourism in recent years, the desire to create a history of tourism is leading to an increase in interest in museums in the field of cultural tourism.

In the context of liberalization and liberalization of our economy in the Republic of Uzbekistan, the attention to tourism is growing. The effectiveness of economic tourism requires the development of modern tourism infrastructure in all sectors of the industry, including museums and historical monuments.

In the context of the current economic crisis in the world, countries with developed tourism industry, such as Italy, Greece, France, have reduced the price of museum tickets to attract more tourists to their museums. It is increasing the interest of foreign citizens by opening museums and exhibitions in other countries.

To develop tourism in Fergana region, it is necessary to reconsider the activities of museums. In Fergana region, the Fergana Museum of Local Lore, Hamza Hakimzoda Niyazi Memorial Museum, Usmon Yusupov Memorial Museum, Margilan City History Museum, Altariq District History Museum, Uzbekistan District History Museum, Uveysi House Museum, Ziyoviddin

Khazini House Museum, Gomof House Museum, G'omi Khakimzoda Museum (Kokand), Kokand City Museum of Local Lore and its branches Mosque Museum of Applied Arts, Hamza House Museum, Mukumi Khuze House Museum, Kadyrjon Khaydarov House Museum, Rishtan Crafts Museum, Fergana City Court museums. The main purpose of the development of museums is not only to acquaint foreign and domestic tourists and travelers with our great and glorious past but also to educate the younger generation in the spirit of patriotism, to inspire a sense of national pride. 200 million sums were allocated from the national budget for the installation of security equipment, video surveillance and communication services in the historical complex "Orda" in Kokand. The organization of a museum-gallery in the mosque "Mosque" in Kokand has been completed, 200 million sums were allocated from the national budget for this work.

The city of Kokand is one of the cities of Khiva and Bukhara, where the ruling throne has been preserved. Khudoyorkhan's ode is recognized as a gem of the XIX century. Today, there is a museum of local lore in Kokand khan Khudoyorkhan's palace. To attract foreign and local tourists to the museums, it is necessary to organize regular performances of the ethnographic group "Kokand Yoryori", create a special website for museum funds and exports and develop virtual museums. As a result, users will be able to get acquainted not only with the exhibited, exhibited historical items but also with information about the many items that are not on display in the museum fund.

It is necessary to create a new catalogue of architectural monuments located in Kokand, Margilan and other regions of the region. It is necessary to include them in tourist routes, to make documentaries in Russian, English and other languages for international exhibitions, to show photo and video exhibitions at tourist fairs.

To revive the activities of museums, it is necessary to introduce innovations in this area. In particular, the "audio guide" system is developing in museums around the world. Once the audio guide system is up and running, detailed information about the exhibits in the museums will be posted to the audio system in different languages. This, in turn, allows for accurate and complete data retrieval. It is also necessary to develop the virtual activities of existing museums in the region, to launch a system of electronic information exchange.

To revive the activities of museums and create new museums in the territory of Fergana region, it is necessary to establish about 200 shrines of local significance and open museums in 173 archaeological monuments. To organize virtual trips to these regions, it is necessary to place information and documentaries in all world languages on the global network. During the first virtual trips to these regions, their interest in the Fergana Valley will increase and will have a significant impact on the increase in the flow of tourists.

Fergana Museum of Local Lore is located in Fergana. It was founded in 1895 based on the Agricultural and Industrial Exhibition, which opened in 1894. Originally it was called "Fergana Regional People's Museum" (1899-1911, with 2223 items and books in its collection), "Fergana City Scientific Museum" (1920-1938). From 1938 to the present it has been called the Fergana Museum of Local Lore. The museum has departments of history, nature, science, art and treasury. The museum has a permanent exposition (archaeological finds, works of applied art, works of art, etc.) that reflect the nature of the region and its history from ancient times to the early 20th century. The museum fund includes archaeology (more than 10,000), numismatics (7,895), applied arts (900 rare pottery, 1,200 copperware, 562 pieces of jewelry, 1,670 items of

clothing and embroidery, etc.), fine arts (more than 1,000) and There are other artifacts. The museum includes the Hamza Hakimzoda Niyazi Memorial Museum (in Shohimardon), the Museum of Literature and Art (in Margilan) and other public museums in the cities and districts of the region. The museum is equipped with modern equipment (including a computer system connected to the Internet). The museum conducts scientific research. It cooperates with foreign countries (England, Japan, etc.). The museum is located in a modern building, built-in 1985.

In the museum's reserves, there are many items made by carpenters of the last century and the beginning of our century. Their arrival at the museum stock is different. From the very first years of the museum's existence, citizens and officials from all districts, cities and villages of the then Fergana Governor-General's Office donated museum items here. Among them were various wooden items. For example, among the first items handed over at that time were wooden items from the collection of Dr. Smirnov: "Hakkal kavush", carpentry tools, children's toys, children's cradle (with all wooden parts, national musical instruments, handicrafts), handed over by the governor of Shahrihan volost. benches (whistles, grinders, shovels, blowers, toothpicks, matchsticks, pencils, plates, candlesticks. The museum also has a variety of wooden vases, pottery, bowls, seals, chitgar and doppidoz molds, "vassa shop" and "vassa couple" and also doors, columns, as well as musical instruments. Doors, columns, bowl boxes, molds with floor carvings (more Islamic, the plates are in the form of «grill»). From the above-mentioned items, it can be seen that wood production in Fergana Valley was a boom.

Craftsmen used local wood species — maple, elm, walnut, spruce, mulberry, willow, poplar, apple, quince, and pear as raw materials. Today, more mulberries, willows and walnuts are used.

In artistic wood carving, a flower (pattern) is made by carving, cutting, drawing, and embossing (flat or high) holes, connecting boards or pieces of wood (mainly on a grid).

In the second half of the XIX century, there were two different artistic wood carving styles: soil and groundless. The soil is carved and perforated in wood style. The soil style was used by skilled craftsmen and was used to decorate unique items. They are bowls for boxes, covers for books, pieces of architecture, tables, chairs, chests, plates. In architecture, large, deep multi-layered pattern carvings of ground wood carvings were used.

Drawing, chain make-up patterns are made in the groundless carving. The item itself served as the soil (or background). Groundless carving has been used more and more to decorate items used in daily life. This was because it was easier to work with.

There are various schools of artistic wood carving in Uzbekistan. Each school is different in its work. Kokand Fergana School of Art Wood Carving has its traditions. Kokand masters created a special school by carving short embossed flat carvings on boxes, chairs, frames and other items, i.e. deep patterns on the columns. These carvings differ in size, multilayeredness, and monumentality. Kadyrjon Haydarov and his students made a great contribution to the development of Kokand school of art wood carving. They made extensive use of poplar, walnut, and beech timber.

Margilan school of wood carving has a unique national look, using deep-floor construction. Recently, the masters of Margilan are doing a great job in decorating the buildings with wood carvings.

Another advanced branch in carpentry is the painting pattern on wood. The masters of painting on wood were called "painters". The main tool of the painter is a "pattern pen". The pattern was

first drawn on paper and prepared. The decorative item was then transferred to the surface. It was then painted in oil paint, with much bronze and silver added. Thus, intricate composition patterns are drawn.

Local tree species were used to make musical instruments. The best material for making a musical instrument is mulberry wood. Musical instrument makers decorated their creations with practical decorations.

Above, we have touched on some of the woodworking trades. These networks still exist. Especially in recent years, interest in folk arts has increased. The "Master" Association provides practical assistance to masters who are still engaged in applied arts. This, in turn, has led to the development of these industries, an increase in the number of masters engaged in these trades. The workmanship of the masters is increasing. Today, not only public institutions, public buildings, but also private homes are decorated with practical types of woodwork.

Our national treasures are inherited from our ancestors. Therefore, they also said that we should take care of it like the apple of an eye and leave it to our children. After all, it is not easy to think about the future without studying our history. Thanks to the practical assistance provided by the Government of the Republic and the regional administration, the work of museums in our region is improving.

Museum branches and house-museums have been established in cities and districts to serve our people. Several measures are being taken to educate young people in the spirit of respect for our past. Thanks to independence, great changes have taken place in our motherland - Uzbekistan. The changes in the field of culture and enlightenment are especially noteworthy. Over the years, the museum's performance has improved somewhat. The number of visitors has increased. It is no coincidence that the beautiful Fergana is the pearl of our Republic. Its unique nature fascinates anyone.

It is known that the museum is a place that enriches the spiritual world of man and awakens a sense of national pride. When a person realizes who he is and wants to know who he is, the artifacts in the museum can answer that. In this sense, museums are a unique source of spirituality and enlightenment. The Decree of the President of the Republic of Uzbekistan "On Radical Improvement and Improvement of Museums" adopted on January 12, 1998, and the Law of the Republic of Uzbekistan "On Museums" of 2008 was another important step in the development of this sphere.

As in all parts of the country, in our region, certain work is being done to further improve the activities of museums, to acquaint the population, especially young people, with the rich cultural heritage of our people. Today, there are 15 state and 29 public museums in the region.

After gaining independence, great attention has been paid to the careful preservation of the historical, spiritual and cultural heritage of our people. Of course, one of the important things is to adopt them and pass them on from generation to generation. Today, at the initiative of the head of our state, sacred shrines, complexes and museums are taking on a whole new look. Therefore, in recent years, the interest of foreigners in such places is growing. Museums also play an important role in educating young people in the spirit of national independence and the formation of a patriotic spirit.

The Ghafur Ghulam Regional Museum of Literature in Kokand has become a favourite place for everyone. Over the past period, the museum has been enriched with many exhibits. Currently,

the museum has 14,000 exhibits. These include more than two thousand unique manuscripts in Arabic, Persian and Turkish, as well as a large number of lithographs, archives of poets and writers, and unique photographs. The museum's exhibition is located in 8 halls, where interesting exhibits on the activities and literary heritage of 66 artists, whose life and work are associated with the literary environment of Kokand. The oldest exhibits here are manuscripts written in the 15th and 16th centuries. The museum also has many copies of Alisher Navoi's Hamsa, devons and other works.

The great attention paid by the head of our state to raise the morale of our people also plays an important role in revitalizing the activities of our museums. The museum pays special attention to the promotion of our national literature. Especially important here are the many scientific and literary conferences, meetings, scientific research.

A special place in the exhibition is given to poets and writers who are working in the region today. Their works published during the years of independence give a clear idea of the current literary environment in Kokand. It is also important to pay special attention to the promotion of our literary heritage of the years of independence.

Along with introducing foreign guests and compatriots to the rich cultural heritage of our ancestors, this school also makes a worthy contribution to educating young people in the spirit of patriotism, national values and devotion to our traditions.

The opening of a museum dedicated to the history of the criminal justice system in the Fergana regional building and the ongoing reforms in the field of justice, the culture and ethics of justice, the activities of veterans of the judiciary, the development of the judicial system, techniques and technologies, state The opening of the museum, enriched with information about the activities of judges, the judiciary, is also an example of the development of the network of museums.

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**DOI NUMBER: 10.5958/2278-4853.2020.00112.3****PECULARITIES OF USE OF AUTHENTIC MATERIALS IN EFL
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ABSTRACT

The article is devoted to a problem of using authentic materials in the process of foreign language teaching in general and at University of tourism in particular. The use of authentic materials is considered as one of the basic requirements of communicative approach, the specific aim of which is to make language learning process as close as possible to real life and real communication, as well as a necessary condition for the formation of cultural awareness and cross-cultural communicative competence, which is very important for tourism students. The article presents specific arguments of the necessity to include authentic foreign language content into the learning process, the specificity of which cannot be reproduced in any other "artificial" way. Moreover, peculiarities of use of authentic materials at University of tourism were investigated and discussed. It is concluded that although authentic materials may contain complex grammatical structures and difficult vocabulary, they bring real-life situations into classrooms and help teachers and students achieve their goals in the process of teaching and learning foreign languages.

KEYWORDS: *Authenticity, Authentic Materials, Intercultural Communication, Communicative Competence, Motivation.*

INTRODUCTION

Nowadays, the need for skills and abilities in oral and written foreign language communication for personal and professional purposes is a widely recognized fact. It is due to the expansion of economic, political and personal inter-ethnic contacts. The main purpose of foreign language teaching is intercultural communication. Learning vocabulary and grammatical structures of a language creates a passive language fund of a person but it is not sufficient for full communication. Millions of people today have the opportunity to travel and get acquainted with

the culture of another country, have access to the Internet, listen to music in a foreign language and read fiction and other types of written text. Accordingly, foreign language teachers are currently aimed at teaching students a foreign language as a means of communication. Modern methods of teaching foreign languages are based on a communicative approach, which means that the main purpose of language learning is to use it in practice.

To achieve this goal, it is very important to use authentic materials in foreign language classroom. Authentic materials are oral or written materials of any kind that are not intended for pedagogical purposes. There are many definitions of authenticity. Morrow states, "An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort... texts that are written for the purpose of communicating information" (3, 13). Porter and Roberts defined authenticity as the language produced by native speakers in a particular language community" (6, 37). Harmer points out the realness of certain materials by stating that authentic materials are those written for native speakers of the language with the real purpose (1, 36).

From these definitions of authenticity, we can make a conclusion that the key to authenticity for many authors is the transmission of information by native speakers to native speakers. In our opinion, authenticity should be understood more widely, not only as something specific to only native speakers, but as something related to real life. And in our understanding of authenticity we are close to the definition of Morrow "An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort... texts that are written for the purpose of communicating information" (3, 13).

As Tran-Thanh stated "The world is changing in a way that globalization is happening in every corner with profound effects, especially in the language people use. It is an incontrovertible fact that an enormous number of people here and there are learning English as a means to communicate with each other. Affected by this plain fact, the notion of native speakers of English is arguable changing in a more diverse way (7, 2). Nault claims that many learners who learn English as a foreign language use it to communicate with non-natives (4, 314). It can be here inferred that countless texts, including lectures, business correspondence, contracts, announcements, assignments, discussion posts and many others are written in English by non-native speakers with very real purposes, which greatly contribute to the diversity of English language (7, 2). For students learning a foreign language nowadays, especially English, it is very important to get acquainted with the accents and styles of English from different countries.

The aim of the paper is to examine some aspects and advantages of using authentic materials and peculiarities of their use at university of tourism.

Advantages and peculiarities of using authentic material

There are certain advantages of using authentic materials in the process of teaching foreign languages. One of them is the motivational effect. Authentic materials are brighter, more convincing and more real-life, which inspires students to further learning a foreign language. Authentic materials serve as a bridge between the classroom environment and the real world.

Another advantage of using authentic materials in EFL classroom is their rich and varied language that differs from the language of learning materials. However, this can also be difficult because students will find it more difficult to understand the meaning, and consequently students may lose the motivation to further study the material. The question here is when teachers should

start using authentic materials. Some researchers believe that authentic materials should be used in the early stages of language learning, while others believe that it is better to use authentic materials at more advanced levels. In our opinion, with access to the Internet, teachers currently have a huge variety of materials for different levels, ranging from weather forecasts for beginners to National Geographic or Economist articles for advanced students. As it is stated by Gebhard "There are unlimited sources for teaching materials. For many people who live in countries where English is a foreign language, it is simply a matter of searching creatively" (5, 67).

It should be noted here that educational materials are also of great value. Teaching materials explain language structures, introduce new vocabulary. They are useful for introducing and practicing language material, especially at early stages of learning. But the language of textbooks is different from the language of real life. And to practise real-life language it is useful to use authentic materials, which will show students the studied structures and vocabulary in practice, in real life. In this way we can conclude that authentic materials are good for practicing language skills of students.

Using authentic materials in EFL classroom has some more advantages:

- a holistic, integrated approach to language learning without emphasis on vocabulary or grammar;
- the learning process becomes flexible and in line with students' interests;
- students understand different accents and vivid speech more easily, learn the meaning of idioms more easily and use them in speech, start reading and watching films in English more quickly;
- the learning process is not based on repeating the same activities each lesson in a passive way, but on a more effective and interesting way that builds students' ability to use the language in life.

On the other hand, the use of authentic materials at foreign language lessons provides certain requirements. A teacher must have a good command of language, a good knowledge of methodics of teaching, and an excellent understanding of students' needs.

The difficulty in using authentic materials is the lack of language availability for most students. One of the main and common solutions to this problem is their prior adaptation, which allows to reduce the gap between their level of linguistic complexity and learners' level of knowledge. But adaptation is not always the most effective solution, as authenticity can be lost. Nevertheless, adaptation allows to use large number of materials at foreign language lessons and make an emphasis on the needs of students and the objectives of the lesson.

Adaptation of authentic materials allows to adapt the original text, firstly, to the level of knowledge and skills of students (by simplifying the original language structures) and, secondly, to the current learning objectives (by strengthening some lexical and grammatical characteristics).

But adaptation does not contribute to the main goal of using authentic materials at foreign language lessons—improving strategies of working with authentic materials. This is especially true at early stages of language learning. It is important to understand that effective work with authentic materials requires certain skills, which cannot be sufficiently developed on the basis of educational and adapted texts.

Authentic materials are selected by the instructor according to the course objectives and needs of students. Authentic materials can be divided into groups that develop certain skills of students: reading, listening, writing and speaking.

To develop speaking skills, it is possible to create real-life situations, such as making a phone call, conducting a mock tour, inviting a foreign guest to a lesson, writing an e-mail to a real travel agency.

Teachers can use popular science articles from newspapers and magazines, restaurant menus, tickets, boarding passes, advertisements in newspapers, magazines, bulletin boards, leaflets, brochures, guidebooks, press releases, blogs, websites to develop students' reading skills.

Video blogs, lectures and presentations, airport announcements, talk shows, news, commercials, film passages, songs can be used to develop listening skills.

E-mails, blogging, feedback, and announcements can be used to develop writing skills.

Use of authentic materials at University of Tourism

Today the impact of tourism industry on the world is undeniable. Tourism has become one of the most profitable directions in business. Tourism industry closely intertwines interests of economy, culture, international relations, hotel business, employment of population and transport organizations.

Professional activity of specialists in the sphere of tourism, first of all, implies direct contact and interaction with other people: consumers of tourist product, partners, colleagues. Professional functions of specialists in the sphere of tourism include advising clients on the choice of tours and registration necessary documents; developing of new tourist routes; selection of tourist attractions for the tour; booking tickets and hotel rooms; registration of necessary documents for obtaining visas, insurance; attracting new clients; interaction with counterparties representing tourist services; solving problem situations that tourists have; study tourist market, writing letters of inquiry, letters of complaints, letters of confirmation, writing CVs and cover letters, writing e-mails and formal invitations, making reports, taking bookings and filling in booking forms, writing, working with brochures, writing press releases, writing reports, describing ways of promoting an area, writing and presenting promotional materials, preparing itineraries, reading correspondence, such as letters, faxes, reports, messages, working with websites, describing museum exhibits and monuments, giving a guided tour, handling a telephone conversation, designing a program of excursions. etc. Different specialists in the sphere of tourism belong to the type of "human person", which implies the process of communication between people.

A high level of professional training for the tourism industry is one of the conditions necessary for sustainable tourism development.

One of the most necessary professional competences of specialists in the sphere of tourism is communicative competence. Communicative competence is a complex of integrative skills that includes, in addition to language knowledge, skills and ability to reasonably and effectively interact with other people in a situation of communication based on highly developed personal qualities (empathy, sociability, reflexion), allowing to consider the individual psychological, personal characteristics and interests of the interlocutor. In other words, the communicative competence of bachelors of tourism implies the willingness and ability to communicate in a foreign language with other people.

Communicative competence allows the employees in the sphere of tourism, first of all, to carrying out communication with consumers (transmit, receive, comprehend information, perceive, understand another person), to present their product, to establish business relations, to conduct business correspondence in native and foreign language, to work in a foreign language environment, to realize offered services, to carry out intercultural communication. Communicative competence is a kind of regulator of further relations with other people. Thus, study of foreign languages is an important point in the process of training of specialists in tourism. Learning English is conditioned by its status of an international language. Knowledge of English facilitates the process of communication in any country of the world. The content of the course of English at higher educational institutions of tourism prepares future specialist for their future job. Therefore, we can make a conclusion that for future specialists in the sphere of tourism it is very important to know and use English. And the use of authentic materials at English lessons is especially important as it can help to develop communicative competence of students.

The use of cultural and authentic materials in the process of training specialists in the sphere of tourism is particularly important for several reasons. First of all, it is a real language in use, students have an opportunity to see, read, hear how communication in the sphere of tourism happens in real life. Moreover, students have an opportunity to see and apply in practice terminology, language structures encountered in tourism.

And second, very important aspect in the process of teaching foreign languages, particularly tourism students, is cultural awareness. Developing cultural awareness and cross-cultural communication skills has gained importance in recent years (2, 107).

When choosing cultural and authentic materials for students in the sphere of tourism, it is very important for students to see their practical value. The materials must necessarily be close to real-life situations that students may encounter in their future professional activities. For this reason, all materials should be closely linked to tourism. Thus, newspaper and popular scientific articles about tourism and travel, films and videos, travel guides, news fragments and talk shows can be used at lessons of foreign language.

Tasks should also be interactive, close to real life and aimed at developing students' communicative skills. For example, while working on an article about tourism, students may be given an assignment to prepare a presentation on the content of an article or to have a debate after reading an article or to write their own article in a blog or magazine. These types of tasks are much more effective in developing students' communication skills than answering questions according to the text or filling in gaps.

There are many options for using authentic materials at foreign language lessons. They can be used as a warming-up, to introduce a topic of the lesson and then discuss it (watching a short video on a topic of the lesson and discussing it, brainstorming); also as main lesson material to develop students' language skills (listening to news, watching parts of a talk show, reading articles, writing letters); as homework (watching a movie, watching a video, reading a magazine article and writing a feedback or making a presentation), etc.

One of the main things to be considered when using authentic materials: they should reflect the goals and objectives of a course of foreign language for tourism students.

CONCLUSION

We can conclude that there is no single definition of authenticity. The teacher's task is to achieve a harmonious combination of all the parameters of authenticity in order to achieve the desired result and to develop certain skills of students.

There are also a number of drawbacks in the use of authentic materials. For example, some materials often contain difficult language and lexical units that are outside the scope of the topic being studied and beyond the student's comprehension; authentic materials may not always be able to standardize instruction, and the use of textbooks may ensure that all students receive the same content, thus allowing uniform forms of control. The solution to these problems can be a combination of learning and authentic materials in a foreign language lesson.

According to our experience of working with different types of authentic materials, it can be noted that students, while working with such materials, have a noticeable increase in internal motivation when studying a foreign language. The naturalness of reaction to the questions raised during the discussion of a certain topic is noticeable. Authentic video materials evoke such emotional and verbal response, which is necessary for effective learning a foreign language.

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Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00113.5****“PERIODONTAL DISEASES IN MILITARY AGE PERSONS AND
ARTERIAL HYPERTENSION”****Baratova M.S*; Ataeva M.A**; Yuldasheva Sh.T***; Vohidov U.G******^{1,4}Bukhara Medical Institute
UZBEKISTAN**ABSTRACT**

A study of the state of the organs of the oral cavity in people of military age of 153 people aged 18-25 years. Very complex periodontal conditions were studied clinically, and the methodology and regularity of toothbrushing were clarified. According to our data, it has been established that with all types of malocclusion, an inflammatory process develops in the tissues of the mouth, and deposits of tartar are noted. Periodontitis is a bacterial infection of specialized gum and bone tissues surrounding and supporting teeth and is known under the general name periodontium. This is one of the forms of the second and most severe stage of gum disease. Periodontitis is irreversible and can lead to permanent tooth loss.

KEYWORDS: *Draft Age, Arterial Hypertension, Periodontium, Inflammation.***INTRODUCTION**

Periodontitis is a bacterial infection of specialized gum and bone tissues surrounding and supporting teeth and is known under the general name periodontium. This is one of the forms of the second and most severe stage of gum disease. Periodontitis is irreversible and can lead to permanent tooth loss. Chronic inflammatory periodontal diseases (gingivitis, periodontitis) occupy not the last place in terms of prevalence among dental pathologies [1,2,4].

Periodontitis is a disease of the dentition, characterized by the development of an acute or chronic inflammatory process. Disorders in the microvasculature and the presence of periodontal pathogens are among the main factors leading to the development of inflammation in periodontal tissues [3,5].

RESEARCH METHODS:

A study of the state of the organs of the oral cavity in people of military age of 153 people aged 18-25 years. Very complex periodontal conditions were studied clinically, and the methodology and regularity of toothbrushing were clarified. When determining the significance of local etiological factors, oral hygiene, dentoalveolar anomalies, with the development of the

inflammatory process and further developing destructive phenomena, changes in organs and tissues of the oral cavity. Systemic inflammatory reactions that develop during periodontitis can be significant for vascular damage, but the direct effect of periodontal bacteria on the vascular wall is not entirely clear.

RESEARCH RESULTS AND DISCUSSION:

When studying the general condition of people of military age, it turned out that there were 78 disorders of the cardiovascular system, diseases of the nasopharynx in 97, 38 in the lungs and upper respiratory tract, 36 in the endocrine system, 15 in the gastrointestinal tract, and 116 with dental.

Patients were divided into 3 groups: the control group ($n = 45$), the 1st group with hypertension without periodontal disease ($n = 59$). The duration of hypertension was 4.194 ± 2.21 years, in group 2 ($n = 47$) with hypertension and periodontitis. The duration of hypertension in this group was 5.820 ± 3.21 years.

Indicators of SBP and DBP in the examined individuals (mm Hg)

Blood Pressure INDICATORS	Control group $n=45$	1- Group $n=59$	2- Group $n=47$
Systolic blood pressure (mmHg)	$115,321 \pm 5,210$	$123,210 \pm 6,210^*$	$133,424 \pm 10,400^*$
Diastolic blood pressure (mmHg)	$73,860 \pm 6,120$	$82,860 \pm 6,120^*$	$92,125 \pm 7,240^*$

Note: * $p < 0.05$ significance of differences between groups

The indicators of systolic (SBP) and diastolic blood pressure (DBP) in patients in groups 2 and 3 were relatively higher, i.e. by 8.4% and 12% ($p < 0.05$), in relation to patients of the 1st group of the study.

When studying the dental status, dentoalveolar anomalies of 44 individuals -37.9%, anomalies in the position of the teeth 18 -20.3%, crowding of the teeth -20 -23.1% and anomaly in the formation of the vestibule of the mouth 12-10.3%. According to our data, it has been established that with all types of malocclusion, an inflammatory process develops in the tissues of the mouth, and deposits of tartar are noted.

CONCLUSIONS:

The considered relationship between hypertension and periodontal disease does not allow us to unambiguously assess their nature, the need to clarify when collecting an anamnesis of possible dental complaints and examination of the oral cavity when interned by patients with hypertension, and if there are patients referred for consultation and treatment to the dentist.

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(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00097.X****COURT RITUALS AND ETIQUETTES: PRESENTS (1526-1707)****Dr. Shashi Kiran****Associate Professor History,
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ABSTRACT

The mughal court rituals and etiquette have been referred to in the contemporary court chronicles in the context of various events which form an interesting theme in understanding the mughal polity, society and administration. Rituals and etiquettes defined and expressed the emperor's relationship with the ruling elite and also with the subjects in general. Infact the nature of rituals and etiquettes referred the nature of sovereignty. Broadly speaking the mughal rituals and etiquette evolved from two sets of components, what the mughals brought with them from central Asia and what they found in Hindustan. One of the major objects of these rituals and etiquettes was to enhance the power and prestige of the emperor. Thus they strengthened the ties between the emperor and the imperial servants. The practice of accomplishing presents to the mughal emperor remained as a custom throughout the mughal period. These etiquettes, rituals and customs were designed to enhance the power and prestige of the mughal emperor in the eyes of the various types of the grandees of the state as well as the people at large. They are found in Akbar's liberal, broad and humane outlook and earned a broader acceptance of the subjects for the mughal polity but it took a long way in shaping a distinct mughal polity and culture in India which articulated kingship of higher order than that of earlier Turkish Sultans of Delhi. The outlook of Akbar's successors also reflected in their court rituals and etiquettes, however, brought some changes in Akbarid traditions. Most valuable presents were given to the emperor Jahangir by his nobles and the magnificence of the court increased considerably in Shahjahan's reign. The hall mark of the Aurangzeb's reign was his puritanical outlook guided by his religious bent of mind as he stopped some Hindu customs. Such departures from Akbar's liberal and broad outlook based traditions were not without results. The beliefs and assumptions about the nature of mughal sovereignty and polity are well defined in the mughal court rituals and etiquettes. Infact the nature of rituals and etiquettes reflected the nature of sovereignty. The presents meant for the nobles were not of much value. But the presents offered to the king were

very valuable and rare and costly things. It was expected that the worth and glitter would enhance the splendor of the imperial court and that person might win the imperial favour after giving his presents. Nazr was less substantial and was offered in thanks giving on felicitous occasions of lesser importance. It had only a nominal amount whereas the peshkas must have imposed a real burden on the nobles. These presents may be regarded as an investment because on the occasions when the emperor received the nobles' offerings he also in return gave away valuable gifts to them in the form of jagirs, appointments, promotions sometimes in cash and things like jewels, elephants, horses and sets of robes. The visit of the emperor to an amir was an honour and was always an occasion for the later to make valuable presents. The court rituals, thus, established and defined the relationship of the emperor with the imperial servants and the subjects and also strengthened the ties between the emperor and his officers.

KEYWORDS: *Etiquettes, Contemporary, Emperor*

INTRODUCTION

The court rituals and etiquettes occupy an important place in understanding the Mughal polity and society. The court rituals stated, at least in theory, the emperor's relationship with the ruling elite and the subjects in general. The symbolic package of the court rituals and etiquettes revealed various aspects of the Mughal Kingship and polity. The beliefs and assumptions about the nature of mughal sovereignty and polity are well defined in them. Infact the nature of rituals and etiquettes reflect the nature of sovereignty. The ritual interactions define the relationship between the emperor and the state officials and also define and express the relationship between the government and the people in general. These rituals and customs also reinforced the ties between individual officers and the emperor. The rituals and etiquettes evolved two sets of components, what the mughal brought with them from Central Asia and what they found in Hindustan. One of the major objects of these etiquettes, rituals and customs are to design and enhance the power and prestige of the mughal emperor in the eyes of the various types of the grandees of the state as well as the people at large. They are found in Akbar's liberal, broad and humane outlook, went a long way in shaping a distinct mughal polity and culture in India and they also earned a broader acceptance of the subjects for the mughal polity and articulated kingship of higher order than that of the earlier Turkish Sultans of Delhi. The outlook of Akbar's successors also reflected in their court rituals and etiquettes, however, they brought some changes in the Akbarid traditions. Most valuable presents were given to the emperor Jahangir by his nobles. The magnificence of the court increased considerably in Shahjahan's reign. The hall mark of the Aurangzeb's reign was his puritanical outlook guided by his religious bent of mind as he stopped some Hindu customs. Such departures from Akbar's liberal and broad outlook based traditions were not without the results. The practice of accomplishing presents to the mughal emperor remained as a custom throughout the mughal period. In Babarnama we find references of presents given to him by his begs on the birth day of his son Humayun. Babar wrote in his memoirs that a white mass of tankas helped him at the time of the fist of Humayun's nativity and he had never seen before such quantity. Badaoni also told that Akbar issued a general order that everyone from highest to lower rank should bring presents when visited to him. During Jahangir's reign this system of making presents became burdensome and at the time when he was presented with any present he used to calculate its intrinsic value carefully. The narrative of Jesuit missionaries has contained many references to the eagerness with which the

emperor received the presents from his nobles. The presents offered to Jahangir from his nobles were more valuable than those offered to any of his predecessors. This system of offering the presents to the mughal emperor had become the part of the court etiquette. It was accustomed throughout Aisa in those days. The presents meant for the nobles were not of much value. But the presents offered to the king were very valuable and rare and costly things also. It was expected that the worth and glitter would enhance the splendor of the imperial court and that person might win the imperial favour after giving his presents.

Gifts of substance presented by the officers were known as 'peshkas'. Besides peshkas 'nazr' was also presented to the emperor on some special occasions by umrahs and others. Aurangzeb ordered in the year 1700 that all peshkas offered in cash to be called nazr. But next year he ordered that instead of nazr the term niaz should be used for the gifts offered by the princes and instead of nazr the term 'nisar' should be used for the gifts offered by the nobles, however, in the earlier period nazr was different from peshkas. Nazr was less substantial and was offered in thanks giving on felicitous occasions of lesser importance. It had only a nominal amount whereas the peshkas must have imposed a real burden on the nobles. Peshkas was much valuable than nazr and often it was not offered in cash, however, was offered in the form of jewels, precious articles, horses etc. e.g. Jaffar Khan a noble was ready to pay very high price for a diamond to Tavernier in order to be able to offer Peshkas to the mughal emperor according to his status. The nobles also offered peshkas whenever they wanted some favour from the emperor. The peshkas offered by the zamindars and the tributary princes was different in nature. Peshkas, offered by the ordinary nobles, was a token of the recognition of the emperor's supremacy. The zamindars offered peshkas at the time of their accession to the throne while the tributary princes offered an annual peshkas.

Nazr in general was presented on various occasions of happiness. Any person who received an audience of the emperor had to present a nazr. Nazr was offered by a noble after i.e. recovery from illness, on his reinstatement and a noble come to the court from his post or jagir, the celebration of a victory ,however, given amount was usually small, amounting to a few muhrs(minimum one muhr) and some rupees (minimum five) even when offered by the highest noble also.

There were various occasions on which it was customary for the nobles to offer presents to the emperor. On the birth anniversary of mughal emperor, during the weighing ceremony and in the mid of the great rejoicing, all the nobles were expected to offer present to the emperor according to their positions and ambitions. These presents were offered by way of congratulation on the happy occasions. Some of them were very much costly consisted of various gold muhrs and stones etc. To offer these costly presents were burdensome for the nobles. A Persian festival (the New Year day) was started by the emperor Akbar on this day the emperor received the offerings as gifts offered by the entire nobles who were present at that time in the court. At this occasion even the common people were also permitted to offer the presents to him. On the birth day and on some other occasions it was considered wrong to go to court with empty hands. On the different occasions congratulations were accompanied with the costly gifts. On the great victory of the royal army the nobles also offered presents to the emperor by way of congratulations e.g. on the victory of the Deccan by the army of Jahangir Rana Amar Singh's son Kunwar Khan came to kiss the ground and also offered as peshkas one hundred gold muhrs and twenty one thousand of rupees in jeweled vessels, some horses and elephants. On the other hand when the emperor passed nearby their place it was required by the nobles, chiefs and princes to come out

to the edge of the camp and offer presents to him and absence at that time was considered as a breach of etiquette.

The nazr offered by the princes indicates that they were also the subjects of the emperor like other nobles and equally bounded by the rules of the imperial court i.e. at the time of an audience of the emperor in the fort of Mandi in 1651 prince Khuram presented him one thousand gold muhrs and one thousand of rupees. The Rajas who went to pay homage to the emperor had to make presents to him because they were also his subordinate chiefs' e. g. the raja of Kumaon paid his homage to the emperor Akbar at Lahore and he offered rare presents including a Yak and a Musk-deer among other things. The presents given to the emperor Jahangir by his nobles were always had more valuable than those offered to any of his predecessors e.g. the present given by Mahabat Khan consisted of jeweled dagger worth rupees one lakh and jewels and other things worth rupees one lakh and thirty eight thousand. Those who offered the most valuable presents generally received the highest rewards. These presents, which were called peshkas received by the emperor in the capacity of sovereign ruler and those who offered these presents to him expressed their allegiance. He looked upon them as his right which none of his subordinates could withhold. It was tangible form of homage which his subordinates must render to his supreme majesty. Even the presents brought by the foreign potentates were treated by him in the same way. He believed that the donor must feel highly honoured if his present was accepted. Sometimes the emperor had only touched the present and returned it to the owner or the giver which was as good as accepting it. Sometimes a part of the present was accepted and rest returned. The subordinate rulers of Deccan i.e. Bijapur, Golkunda and Khandesh and the rulers of and Rajputana sent peshkas and presents regularly to the emperor. These presents may be regarded as an investment because on the occasions when the emperor received the nobles' offerings he also in return gave away valuable gifts to them in the form of jagirs, in the form of appointments, in the form of promotions sometimes in the shape of cash and things like jewels, elephants, horses and sets of robes.

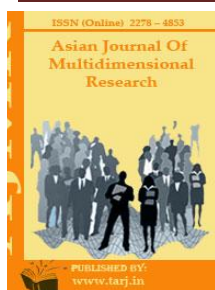
The visit of the emperor to an amir was an honour and was always an occasion for the later to make valuable presents. When Babur visited his paymaster, he was given money and goods worth rupees two lakhs of rupees. When Jahangir visited to Asaf Khan's house he offered presents worth rupees one lakh and fourteen thousands consisting of jewels, jeweled ornaments, articles of gold and clothes. Jahangir promoted Asaf Khan from the rank of an amir to that of wazir and raised his rank from the command of two thousand and five hundred horses to that of five thousand. When emperor visited Itimad-ud-daulah's house, he presented to his master a throne of gold and silver worth rupees four lakhs and fifty thousand. Prince Khurram presented to his royal father worth rupees four to five lakhs out of which things worth one lakh were accepted and rest were returned to the prince. Aurangzeb visited his kinsman and wazir, Jaffar Khan's house entitled Umdat-ul-mulk on the plea that he wanted to see his new house. He made the present to the emperor consisting of gold coins amounting to one hundred thousand crowns, some handsome pearls and a ruby which was valued at forty thousand crown. The court rituals, thus, established and defined the relationship of the emperor with the imperial servants and the subjects. They strengthened the ties between the emperor and his officers.

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Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00099.3****WORK ON A MAKE-UP SKETCH IN THE PROCESS OF CREATING A
DIPLOMA PERFORMANCE****Djalilova Feruza Suratovna***

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Department of "Art of Musical, Drama Theatre and Cinema",
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UZBEKISTAN**ABSTRACT**

This article gives recommendations on working on make-up sketches in the process of creating a play. There is talk of the differences between amateur and professional make-up. The process of working on make-up sketches as described in the examples of the heroes of the works of great writers.

KEYWORDS: *Make-Up, Performance, Image, Character, Rehearsal, Scene, Sketch, Wig.*

INTRODUCTION

The enormous importance of make-up in the process of creating performances is often not taken into account within amateur groups. Work on the make-up, which is one of the most responsible stages in the creation of the image, is practically not observed in this. Approximately so it will be amateur actors who don't know how to do make-up rehearse a show without make-up at all. A professional make-up artist invited to a premiere or main rehearsal will often make-up using their "universal" wigs, relying on their free imagination and skill, even without reading the text of the play.

Spontaneity, in this case, cannot be said about the artistic integrity of the performance. Thus, there emerges amateurism which is in the worst scene.

The main results and findings

What to start working on the make-up? Initially, the process of choosing the make-up begins. Therefore, it is necessary to determine the "appearance" of the hero, that is, what he expresses in himself. Then it is necessary to carefully read the play and determine the places where it is written about the appearance or character aspects of the personage. Because, the character, nationality, age, profession and biography of a person will have their characters in his image. Such instructions will be included in the content of any play. Sometimes these instructions are

direct. For example, the speech of the heroes about the images of each other, or the author's comments could be. Sometimes, however, these instructions are indiscriminately figurative, and it is also possible that almost in detail about the image of the hero of the work was told. For Example, plays B. Show "The Shewing-Up of Blanco Posnet", the image of Blanco was commented like this: "Blanco is a hooligan with all his signs.

In order to know exactly his age, he needs to be washed, but he is younger than forty; however, his mustache, which is turned upside down, his hair, which is rubbed on the forehead, reveals his flouting, even though he is incredibly meanness. He holds his head high, his lips quivering, and his burning eyes indicate that he is becoming an alcoholic" [1]. Sometimes such instructions are indirect, as exemplified by sentences that vividly reflect the behavior and character of the heroes.

In the Uzbek Tele-theatre series, such instructions appear, for example, in the image of Rano, which was drawn very brightly and vividly by the author Abdulla Qodiriyin his novel "Scorpion in the Mihrab"...Rano's name was very well descended on his body, or rather on his elegance," wrote Abdulla Qodiriy, "I am not a painter. If I had this art, I would not have depicted by the word, would paint a picture of Rano, and only I would have needed more water for the flower of Rano...

Uzbeks, especially Kokand, have a special hue, a hue that is prone to yellow. But this hue cannot be called yellow on the hips. Because we call the hue of the pain in person is yellow. Even, victory hues can be crudity for this. If our interpretation did not fall rough, then this beautiful girl was created either in the tone of a hungry rose or in a white-yellow tone. The same color has an effect on the hair on the limbs. Rano's hair looked dull-black, that is, black in places without the sun, but a little yellow in the sun. Similarly, the effect of this can be seen in Rano's eye: the magic eye, which is more prone to roundness, was radiating a different kind of red light than blackness, rather than staring at the person. There was an elegant riding circle under her lashes. Even if the eyebrow looks like adjoining cross-lying between the two swords was an elegant dwelling separating a condescending rise? The face was neither as elongated nor as a stallion; when smiling at a person, two forms of hike clarity were formed under the red apple, and the fur was visible to us in the case when the flower of the chin was opened. n any case, this girl was one of the beauties praised not only in Kokand, but in Fergana in general [2].

It is admirable that the great writer was able to skillfully draw not only beautiful but also plain images. For example, the portrait of Aunt Jannat in the novel "Days Gone By" was drawn like this: "The woman was coming towards Kumush. She was a stout woman of about forty-five years of age, with a clean nose, almost as flat as her face, as deep as a peg in her eyes, as big as a spoon in her mouth, and as pale as a forty-year-old in pain" [3].

Sometimes the protagonist of the work can even talk about his own image. For example, F. Schiller's protagonist, Franz Moor, says of his appearance: "I have every right to be dissatisfied with nature, and I swear before my conscience that I use that right. Why was not I born first of my mother? Why has nature given me a burden of misfortune? Why me? It had a catastrophe on the eve of me. Why exactly did this Lapland nose bestow on me? Is this mouthpiece similar to the blackheads? Are these the eyes of the gottentots? I think he took the most disgusting parts of a human being, mixed them up, and made me out of that shit. Hell and the death!... So go ahead! Get spirited to work! I will pull out everything that is bothering me in the way of power. I will be a ruler and I will achieve by force what I cannot achieve through my appearance" [4]. It is clear from these lines that Franz Moor exhibits not only signs of his appearance, but also his character

traits (anger, ruthlessness, incompetence, cunning, and willpower). This is also very helpful to the make-up artist, as often every detail that is found appropriate can be directed to accurately reveal the image that the actor needs to create.

There is a lot of detailed information about the make-up in many Russian manuals. For example, there is a lot of talk about K.S. Stanislavsky's memoirs about the process of searching for Stanville make-up in Moler's comedy "George Dundee". It is no coincidence that we have this information in our newly written books about make-up [5].

Similar processes have taken place in the lives of other famous actors. For example, the book contains the following lines by the famous French actor and director Charles Dullen: "... I have worked with many characters ... They often agreed to talk only when they were in costume and make-up. The appearance of Boldevino in Pirandello's comedy "The Pleasure of Honesty" in the most fashionable suit and straw hat immediately tells me about the character's behavior and status throughout the play. The personage Augustus in the play "Atlas-Hotel" by Armand Salacrou's also came to me at the last minute when I was straightening my wig in front of the mirror behind the scenes. Suddenly I noticed some funny side of him and ran upstairs to my room to change the make-up a bit, and that determined my style of speaking and acting" [6].

It is preferable to create make-up sketches on a paper rather than starting from the face. Unfortunately, even in a professional theater, this is done occasionally, as a result of which sometimes it is necessary to change the make-up in excess, to process it over and over again. In this regard, the lack of sketches in amateurism can make the work even more difficult. It will also be useful if the sketch is not adapted to a particular actor since the image found graphically from the artist's icon can be the basis for the make-up, freeing the actor or make-up artist from a lot of research.

A sketch of a separate personage can give a general direction to the make-up of this image. The preliminary mutual comparison of all the sketches of the make-up allows visualizing and checking the force of interaction of images, color harmony, stylistic consistency.

Sometimes it is also possible that some kind of work of fine art for the preparation of a sketch will serve as a starting basis. For example, it is noted that in the staging of some Russian plays for make-up were used images of characters depicted in the pamphlets of V.G. Perov, V.E. Makovsky, and I.M. Pryanishnikov. These artists were contemporaries of the great playwright and with the power of their talents were able to help the audience to imagine many characters of A.N. Ostrovsky "as if they saw with their own eyes".

CONCLUSION

An artist of an amateur theater troupe or anyone else who dedicates his or her free time to dramatic art should collect portrait reproductions, photographs of uniquely impressive images from newspapers, magazines, and other sources. He should look carefully at the images of surrounding people and try to draw the most amazing of them in his notebook. This illustrative material can be an invaluable aid in working on the role and make-up.

Many artists have left examples of stunning make-up sketches that vary in creative style and execution, but are equally sharp and expressive. An example of a very revealing character is a sketch of the provocative Shprik make-up by A.Ya. Galovin (Drama by Lermontov "Masquerade"). Rimsky-Korsakov's sketches for the opera "Mlada" by K.A. Karovin are also very expressive. With a few drawings, the artist creates a generalized image of Varyagin and the

Prince King. The make-up sketches by B.M. Kustodiev for Ostrovsky's comedy "Our people - let's go" are also wonderful. Here knowledge of the environment harmonizes with irony. This is how the artist treats Lipochka and Tishka. In the sketches for Mayakovsky's comedy "Kandala", the artists (Kukriniks) ridicule their heroes. The family of petty bourgeoisies and greed deliberately depicted in a caricature style. This situation is fully consistent with the revealing nature of Mayakovsky's playwriting.

The artist M.V. Libakov's sketches for Shakespeare's tragedy "Hamlet" show the creative process in the search for make-up. Here it can be seen how the image of Hamlet and other characters is created.

It turned out that the make-up sketches he drew on the "Revisor" were characterized by great impressiveness in the description of the personages. It is noted in many books that the director and artist N.P. Akimov drew make-up sketches with certain precision and sharpness.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00103.2****THE CONCEPT OF “LACUNA” IN TRANSLATION STUDIES****Ismatullayeva Nargiza Rasuljanovna***

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ABSTRACT

This article is devoted to the issues of the application of the term “lacuna” in the field of translation, a cross-sectional aspect with other concepts that are “not translated”. In linguistics and translation, the concept of “lacuna” differs among themselves in terms of its description, classification criteria and scope of application, etc., given to it by scientists. In translation, the phenomenon of lacunarity is studied within the framework of Lexicon, which is not equivalent.

KEYWORDS: *Lacuna, Phenomenon Of Lacunarity, Occasional Lacuna, No-Equivalent Lexica, Realia.*

INTRODUCTION

Studies on the occurrence of the phenomenon of lacunarity in translation in foreign countries began in the 50-ies of the XX century, when they were divided into language and cultural spheres. In 1954 year, Charles Hockett of America first encountered the concept of "emptiness", when he studied the structure of two languages by analogy. In 1957 year Lado in his work “linguoculturology” from the point of view of lexical lacunarity, he also encounters the concept of “cultural lexical emptiness”, when the Russian language and English are spoken. At the beginning of the 70-ies, the “phenomenon of lacunarity” on a large scale also attracts the attention of scientists from other countries. For example, Hall, L.S. Researchers such as Barkhudarov and others are among them [1].

The term “lacuna” originated in French and therefore attracted the attention of scholars who were primarily concerned with the French language [2, 41].

The term “lacuna” was used in his work by world translators J. Vinay, J. Darbelne, M. Shuttleworth, and M. Covey

Vinay and Darbelne dwell on the concept of lacuna in the method of assimilation, which is one of the seven different methods of translation shown by them. They explain that such a translation method usually requires the translator to eliminate lacuna, which can be used to create a specific stylistic effect or to add local color to the translated text [3, 17]. As an example, the words *verst* and *pud* (units of weight measurement) in Russian and *tequila* and *tortilla* in Spanish are cited. So, as long as the word went on about local coloration here, this is evidence that the French translators also included realities in the composition of the lacuna in the theory of translation.

MAIN PART

At this stage of the research, the concept of “lacuna” was studied in the context of non-equivalent lexicon, with the discovery that lacuna are included in the list of non-equivalent lexicons in the field of translation studies. As a result, it has been observed that many translators around the world have used other concepts in translation theory and practice as alternatives to the term “lacuna”. A number of concepts have been identified in translation studies in English on non-equivalent lexicon. These are “untranslatable word”, “unfindable word”, “no-equivalent word” and others.

P. Newmark criticizes the use of words that cannot be conveyed literally and with a specific other word as “untranslatable words” and argues that such words can be explained by a four- or five-word component analysis [4, 79]. This is exactly the same as the features observed in the lacuna.

P. Newmark divides “words that cannot be translated” into 18 categories: 1) neologisms, 2) dialect words, 3) colloquial words, slang, taboo words, 4) words of a third or intermediate language introduced for the original language, 5) new or obsolete geographical and topographic terms, 6) small village, district, water basins, hills, street names, 7) names of unknown persons, 8) brand names, trademarks, patented invention names, 9) names of new and unimportant institutions, 10) incorrect spelling, pronunciation and transcripts (especially on famous horses), 11) archaisms, 12) anonymity of words and famous horses in connotations and symbolic meanings, 13) known alternative terms and words, 14) coded words, 15) words common to the original language or third language cultural content, 16) private words, 17) contextual quotation words (previously mentioned object or action quoted as “words that cannot be translated”), 18) dictionary words (words that are rarely used, but are temporarily found in dictionaries) [4, 176-177]. Within this classification, no type of non-translated words corresponding to the essence of the lacuna has been identified.

In English translation dictionaries, lacuna are given as “blank spaces”, “gaps”, “lacunes”, “voids” [3:16, 66, 91, 196], and “semantic space” [5:38, 137]. These five concepts are used interchangeably. But the key term for the lexical space is the word “voids”. This word is also translated into Uzbek as “space, void”. The concept of lexical space Dagut explains as follows. A lexical space is the fact that the equivalent in a given sense of a word that exists in one language does not exist in another language. Lexical gap is observed only at the level of words. Because larger units in the original language can always be expressed in the language of translation. M. Dagut classifies lexical spaces into 4 types: environmental (Arabic, Russian tundra), cultural (religious and domestic) (English, Russian samovar), lexical-semantic spaces (Russian toska), syntactic lexical spaces (lacuna). [3, 94]. Such a classification is more in line with the criteria of linguistic diversity, and we believe that the classification is not detailed.

J. Ketford, there are two types of non-translation: linguistic and cultural. In the absence of translation at the linguistic level, the original language means that the medium arises when it cannot find a lexical and syntactic alternative in the target language [6, 39]. A. Popovich also states that this situation cannot be adequately replaced structurally, functionally or semantically due to the absence of denotation or connotation of linguistic elements in the original [6, 42]. Thus, in the research of these scholars, the concepts of “lacuna” and “realia” in translation studies are studied separately.

M. Shuttleworth also points out that the absence or non-translation of a translation includes a situation in which it is impossible to construct elements that are functionally relevant to the contextual content in the text of the translated language. He distinguishes between two categories of situations in which translation difficulties arise linguistically or culturally [3, 94].

Iranian researchers F.Heydari, M.Khoshsaligeh, M.Hashemi in their research in the field of translation use the term "narrative gaps", which is defined as follows: occurs as a result of failure to provide accurate information from the statement of authenticity”[7, 82].

One of the translators who first accepted the term "lacuna" in the Russian translation was I. Revzin and V. Rozentsveyg is [2, 41].

L. Barkhudarov introduces the term “random lacuna” in scientific circles. He points out those random lacuna are units in the lexicon of one language that for some reason do not have an alternative in the lexical structure (in the form of words or fixed expressions) [8, 95].

The concept of random lacuna introduced in the works of the translator scholar L. Nelyubin is given the term “random non-equivalent words” in his glossary of translation studies. The dictionary defines the term as follows: “Random non-equivalent words are words that describe events in the original language that exist in the practical experience of both native speakers and translators, which for some reason (not always inexplicable) translate these things and events into the target language. There is no name for it”[9, 203].

In his work “Language and Translation” L. Barkhudarov writes about the nature of translation, equivalence and non-equivalence, and introduces famous nouns, realities and random lacunas to words that do not have an equivalent. He said that in most cases, it is not possible to find a “satisfactory” explanation for the absence of a word with a certain meaning in one language and its existence in another. Because of this, as we have described the differences between the two languages in general, we have to prove the "national identity" of one or another language. One should not try to find out the exact reasons for its existence or non-existence”[8, 96].

L. Nelyubin’s Explanatory Dictionary of Translation Studies defines lacuna as follows: "Lacuna are the absence of lexical equivalence in one language to signs in one language, especially to national realities, in another language" [9]. However, lacuna are not conditioned to have a national character unlike realia.

Non-equivalent lexicon - 1. Lexical units (words and fixed word combinations) that have neither full nor partial equivalent among lexical units in another language. Such lexicon includes: word-realities, temporary non-equivalent terms, random non-equivalent words. 2. Words expressing local events, concepts, realities in the text of the original language, which has no alternative in the language of translation [9:24, 25].

According to the Russian translator L. Latyshev, non-equivalent lexicon is a “ready” name for a subject or event in the original language in the form of a word or phrase, and in the language of translation there is no such “ready” name, it must be created in speech. He introduces terms and realities based on a series of non-equivalent lexicons [10, 121].

The translator who adopted the term “lacuna” V. Gak explains lacuna as follows: “Lacuna are gaps in the lexical system of a language, and although it seems to exist in a language if it is derived from its reflective function (i.e., the function of expressing an objective fact-phenomenon) and the lexical system of language, that it does not exist”[11].

It can be observed that the interest in studying lexical lacuna in terms of translation in China is growing day by day. In the 1950s, Zhang Peiji (张培基 Zhang Peiji) first considered the methods of mutual translation into English and Chinese in his work “Study of the Translation of the Meaning of the Vocabulary of Chinese and English Vocabulary”. The scientist then conducts research on the phenomenon of lexical lacunarity in translation and methods of their translation, and achieves effective results.

Another group of scholars suggests certain translation methods. For example, the translator JinHuikang (金惠康 JinHuikang) in his work “Translation of Linguocultural Communication” emphasizes the need to focus on the phenomenon of lexical lacunarity, noting the methods of writing, interpreting or transliterating with Chinese transcription as effective methods [12]. Sun Li (孙力 Sun Li) in his article “Cultural factor and translation strategies of lexical lacunar phenomenon in Chinese and English” in theater, clothing, fauna and flora, tea, sports, food, politics and economics, religion and philosophy, measurement and shows the existence of lexical lacuna in the concept sphere of currencies, emphasizing the methods of transliteration, literal translation, interpretation, calligraphy, cultural exchange translation method, compression, etc. in the translation process. In addition, the translator Yan Ping (闫萍 Yan Ping) in his article “The phenomenon and strategy of lexical lacunarity in the process of translation from English to Chinese” explains the causes of lexical lacunar phenomenon, the word-transfer, transliteration, calculus and interpretation methods used in its translation. [13].

Chinese researcher Tan Zaixi (谭载喜 Tan Zaixi) writes: “Cultural individuality finds expression in vocabulary richness, which results in lexical gaps and lexical conflicts.” In his scientific article “Comparative Analysis of Semantics in Translation”, Tan Zaixi points out that it is preferable not to “literally translate” lexical lacuna. For word-for-word translation is true, but a satisfactory result cannot be achieved in the translated text. The translator can use semantic translation or “semantic and literal translation” methods, as well as make comments in the cultural field [14]. Wang Bingqin (王秉钦 Wang Bingqin), a scholar who shares the view of Tan Zaisi, in his study Cultural Translation, divides the phenomenon of lexical lacunarity into four types from the point of view of cultural translation: subjective, communicative activity, cultural space, and speech lacunar phenomena. At the same time, the scholar points out those different lexicons can express the meaning of different cultural events and need to be adequately translated in such cases. Wang Bingchin considers words that exist in the original language and that a representative of another culture does not understand, cannot comprehend, or misunderstand, to create a gap in the culture of another nation as a lacuna [15].

Another scholar of translation, Zhou Yuzhong (周玉忠 Zhou Yuzhong), commented on the phenomenon of lacunarity, noting: “Usually, there are corresponding parity elements between each language. But at the same time, due to differences in culture and language, a word that exists in one language may not be the same or equivalent word in another language, which is a lacunar phenomenon”[16].

Zhou Yuyjong and GuoAysian conducted a series of studies on the properties of non-translated vocabulary. In his book *The Incident of Non-Translation in English and Chinese*, Zhou Yuyjong emphasizes that lexical lacunarity between languages is a unique natural phenomenon. It also shows the relativity of the phenomenon of inability to translate. In his view, words that cannot be translated at all constitute a minority. The translation of this minority may be “resolved,” although the “solution” is sometimes not perfect. On the contrary, GuoAysian in his article “Lexical lacuna and their translation features” emphasizes, on the one hand, the scope of the lacunar phenomenon, and, on the other hand, another issue, the necessity and possibility of lexical lacuna. The translation of the phenomenon of lacunarity between different languages is necessary and at the same time possible. For example, lexical mastery can help in the translation of specific words in a language.

The word “lacuna” does not appear in works on Uzbek translation studies. There is a focus on the translation of concepts such as “words that have no alternative” close to the lacunar phenomenon. In one of the textbooks “Translation Theory” non-alternative words include names of people, place names, geographical names, positions, newspapers and magazines, enterprises, organizations, firms, companies, hotels [17, 119].

Much work has also been done on the study of national specific words, that is, realities, which are considered to be problems of translation.

In translation studies, it is important to distinguish between the concepts of “lacuna” and “realia” as different units of translation, and to take into account the different approaches in their translation.

According to translation scholars S. Vlahov and S. Florin, the term “realia” is firmly entrenched in translation studies in the sense of “realia-word” in order not to clarify each time it is used. Therefore, in his work on translation, “realia” is a lexical (or phraseological) unit in all places, but not the object (referent) it means at all [18, 7-8].

National specific words (realities) are usually explained by the fact that certain concepts, events, customs that exist in the material life of one nation do not occur in the way of life of another people, and therefore their names do not naturally exist in the language of the same people [19, 89].

When it comes to the relationship between language elements and culture, the part where language and culture are related is not grammar, but is directly related to vocabulary. Some scholars divide vocabulary into simple vocabulary and cultural words. “Cultural lexicon is a lexicon in a particular field of culture, which is a direct and indirect reflection of national culture in the lexical units of language. The definition between cultural lexicon and other ordinary lexicons is as follows: one is that the cultural lexicon itself carries a clear national cultural message, as well as the deep national cultural content is hidden.

Another feature of cultural lexicon is its connection with national culture, as well as with subject culture, structural culture, and psychological culture. Some are directly related to this culture, for example: dragon, semurg, Xuabyao (decorative column made of marble), and so on. Some are indirectly reflected: red, yellow, white, black, etc. in Chinese. Colors and words that symbolize things like pine, bamboo, and plum tree, some go back to the ancient past: the words mentioned in ancient manuscripts and religious vocabulary are among them”[20, 64].

In order to distinguish between the concepts of “lacuna” and “realia”, we took the stories from the chrestomathy “Liao Jay (Pu Sunling) short stories” by J. Ziyamuhamedov, who translated the novels of Chinese writer Pu Sunling from Chinese into Uzbek as a source of our research. The story is as follows:

- Administrative realities - 东昌府 *Dongchangfu* (Dongchang Province), 淄川县 *Zichuanxian* (Zichuan County);

- Ethnographic realities-竹箱 *zhuxiang* (it is a rectangular basket with a lid made of bamboo stalks, in translation of the story it is given as "bamboo basket" (14)), 筵席 *yanxi* (a mat that knocks on the ground when organizing a banquet, in translation of the story it is given as "eternal feast"), 神龙 *shenlong* (strange Dragon);

- Chinese units of measurement – such words as 丈 *zhang* (1 battle – 3,33 meters), 尺 *chi* (1 chi – 1,3 meters), 亩 *mu* (1 mu – 1,15 hectares) [5, 7-18] can be cited as an example of national specific words, that is, realities.

CONCLUSION

In conclusion, the following can be cited:

Due to the fact that the term “lacuna” first appeared in French linguistics, the term “lacuna” was introduced into translation by French translators.

Lacuna is studied in translation within the equivalent lexicon.

The meaning of the term “lacuna” corresponds to the concept of “random lacuna” or “random non-equivalent words” in some translation works.

In translation studies, the concepts of “lacuna” and “realia” have a separate meaning and application. In the case of lacuna, the situation is characterized by the inability to translate linguistically, while in the case of translations of realities it is culturally difficult to translate.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00104.4****PHILOSOPHICAL AND METHODOLOGICAL ASPECTS OF
FORMATION OF TECHNICAL AND CONSTRUCTIVE KNOWLEDGE****Muhitdin Nazarov*; Feruzakhon Taylyakova****

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ABSTRACT

This article is devoted to "Philosophical and methodological aspects of the formation of technical and constructive knowledge" and is based on scientific and philosophical research in terms of the formation of scientific knowledge. The article also focuses on the role of scientific evidence, unity and struggle of contradictions, philosophical categories such as the problematic situation in the formation of scientific, technical, constructive knowledge.

KEYWORDS: *Scientific Evidence, Scientific Problem, Scientific Knowledge, Contradiction, Problematic Situation.*

INTRODUCTION

Modern development requires the acquisition of digital knowledge and modern information technology. As noted by President ShavkatMirziyoyev, "This will allow us to take the shortest path to progress". [1]

The basis of modern technologies and digital knowledge, of course, is a deep scientific and philosophical methodological knowledge. Therefore, in the article we want to focus on the technical and constructive aspects of scientific knowledge.

Philosophical analysis of evidence. When it is not possible to describe the principles of the manifestation of creation in pictures, graphs, formulas, modal and quantum words, the process of perceiving it sometimes takes many years.[2]

FINDINGS AND DISCUSSION

As scientific knowledge progressed, it became clear that natural language was semantically incompatible with the content of what was being expressed in it. The ambiguity of natural language expressions, the ambiguity of the logical structure of sentences, the variability of the meanings of language signs under the influence of context, psychological associations - all this hindered the achievement of clarity and clarity of meaning necessary for scientific knowledge. As a result, there was a need to replace natural language with artificially formalized language. His discovery greatly enriched the means of cognition of science, enabling him to solve new and new complex tasks. It should be noted that both scientific evidence and hypotheses, theories, and scientific problems are based on artificial languages created in science.

Scientific evidence enters the theoretical system and has two important properties: reliability and one variability. The reliability of scientific evidence is demonstrated in such a way that it can be obtained and expressed by researchers using new experiments conducted at different times. One variant of scientific evidence is that it maintains its reliability regardless of the variety of interpretations.

As a result of the generalization of scientific evidence, they serve as the basis for the theory. The simplest forms of generalization of technical evidence are their systematization and classification on the basis of analysis, synthesis, classification, use of primary explanatory schemes, etc. It is well known that many scientific discoveries are the result of the selfless work of scientists in organizing and classifying evidence.

Empirical hypotheses and empirical laws that shed light on the relationship between the quantitative indicators of the objects under study determined by scientific evidence and the nature of consistent reproducibility are the most complex forms of generalization of evidence.

Scientific evidence, empirical hypotheses, and empirical laws only provide knowledge about how events and processes occur, but they do not answer the question of why events and processes occur in exactly the same way, nor do they explain their causes. The task of science is to determine the causes of phenomena, to explain the essence of the processes underlying scientific evidence, the task is solved within the framework of the highest form of scientific knowledge – theory.

Scientific evidence is the product of reliable observation, experiment: it is in the form of direct observation of objects, instrument indicators, photographs, test reports, diagrams, records, archival documents certified by witnesses, and so on. However, just as building materials are not yet a building, the evidence alone is not a science. Evidence takes place in science only after it has been selected, classified, generalized, and explained. Evidence takes place in science only after it has been selected, classified, generalized, and explained. The task of scientific knowledge is to determine the cause of this evidence, its important properties, the legal relationship between the evidence. The discovery of new evidence is crucial for the development of scientific knowledge.

Evidence sometimes includes random things. Science is primarily concerned with general, legitimate things. The basis of scientific analysis is not a single piece of evidence, but a set of evidence that reflects a major trend. The evidence is innumerable. Of the many arguments, some that are necessary to understand the nature of the problem must be chosen wisely.

However, it should be borne in mind that the criterion of practice is that in practice it is not able to fully confirm or deny any human imagination. This criterion is also so vague that it does not allow a person to turn his knowledge into a definite and complete reality that does not need to be supplemented and developed.

Evidence has scientific significance only if there is a theory that interprets them, a method of classifying them, and they are understood in relation to other evidence. Only in an interconnected and holistic view can the evidence serve as a basis for theoretical generalization. Separately and accidentally, evidence separated from life is incapable of substantiating anything or an event. Any theory can be constructed from incorrectly selected evidence, but it has no scientific significance.

Scientific problem. Any scientific knowledge starts with a problem. In general, the process of development of human knowledge can be described as the transition from posing certain problems to solving them, and then posing new problems. But what is the real role of the problem? Why do scientific problems arise? What is the difference between the problem and the issue? What is the scope of scientific problems?

A problem is a problem or set of issues that arises objectively in the process of cognitive development and has an important practical or theoretical significance. It is also a problem, a theoretical or practical issue that needs to be solved; Science is a controversial situation that takes the form of contradictory approaches to the explanation of any event, object, process and requires an appropriate theory to solve it.

Putting the problem right is an important condition for solving it successfully. An incorrectly placed problem or a false problem distracts from solving real problems.

Problem statement is the first stage of the scientific learning process. When posing a problem, first of all, it is necessary to understand some situation as an issue, as well as to clearly understand the content of the problem, to describe it by distinguishing between known and unknown things.

Scientific problems will be related to the subject or procedure. Problems related to the subject reflect the objects being studied, and problems related to the procedure reflect the methods of acquiring and evaluating knowledge. In turn, there are empirical and conceptual types of subject-related problems, methodological and evaluation-related types of procedural problems. In order to solve empirical problems, in addition to a purely theoretical analysis of the material, it is necessary to perform certain actions with objects, although conceptual problems do not require a direct reference to existence. Unlike subject matter problems, procedural problems are always conceptual in nature; the difference between procedural problems appears to be that methodological problems cannot be solved in the form of relative observation, while problems related to evaluation involve indicators and objectives that serve as criteria for science.

The empirical problem primarily involves the search for data; answers to empirical problems can be found using scientific methods such as observation, experiment, measurement. It is also empirical to find a solution to the problem of instrument making, reagent preparation, and so on.

Conceptual problems are related to the large amount of data previously obtained, and involve the regulation and interpretation of them, the induction of consequences and the formation of hypotheses, the elimination of contradictions in accordance with the requirements of logical consistency.

Methodological problems are mainly related to research planning: by solving them, some agreements are made, the order of problem solving, observation and experimentation is determined, the planned conceptual procedures are determined, and so on.

Problems in evaluating a technical problem involve evaluating empirical data, hypotheses, theories, etc., and even evaluating how well the problem itself is structured and described. In order for the problem to be considered correct:

- 1) Availability of certain scientific knowledge (data, theory, methodology) that can be included in the structure of the problem under study;
- 2) The problem form is structured correctly;
- 3) The problem is reasonable, ie its grounds are not false;
- 4) The problem is limited to a certain extent;
- 5) Indication of the condition of the solution and its uniqueness;
- 6) Conditions for acceptable solution criteria and methods for verifying the acceptability of the solution.

Thus, in the end, not all scientific problems can be solved: some problems remain unsolved for a long time after they are posed (e.g., Fermat's theorem has been unsolved for hundreds of years), some problems remain unresolved (e.g., problems about the squaring of a circle, the trisection of an angle, and the ambiguity of a cube), and some problems disappear completely from the focus of the changing generations of scientists.

The scientific problem differs from other problems by the following features:

- It always directs the scientist to acquire real knowledge.
- Aims to acquire new knowledge. The scientist consciously strives for innovation.

It should be noted that "what is the first matter of the world?" "What is an object?", "What is movement?", "What is mind?" such global problems can only define the boundaries of some disciplines, but are not the first stage of scientific research.

Obviously, not every problem is scientific. Scientific problems differ from other types of problems in that they are based on scientific foundations and are studied mainly using scientific methods in order to expand scientific knowledge.

There is no common method of creating problems that can be deeply, effectively solved. Nevertheless, the history of science shows that in many cases, deep scientific and effective problems arose during the realization of the following four goals:

- 1) the proposed solutions to the problems posed earlier should be approached critically, even if these solutions seem unequivocal at first glance; in any case it is possible to find some shortcomings, or at least to generalize the solution found, to determine which applies to the particular case;
- 2) it is necessary to apply certain solutions to new situations, to assess their suitability or invalidity: if the solution of the problem remains valid, as a result not only the solutions but also the problems are generalized, if the solution is invalid, a new set of problems arises;

3) it is necessary to try to generalize certain problems by transferring them to new areas or adding another indicator to it;

4) to connect the existence of the problem with knowledge in other areas of knowledge, to try to study the problems in a complex way.

In general, problem selection is creative in nature, where it provides more intuition and experience than methodology.

The scientific problem, like the didactic system, is based on the laws of creative assimilation of knowledge and methods of activity, which is one of the effective means of developing creative thinking, which is important in the process of cognition and practical activity.

The scientific problem involves the consistency of knowledge, the combination of their fundamentalism and specialization, the use of methods of related sciences, the development of skills of scientific generalization and systematization of knowledge, as well as critical analysis of the studied issues. It encourages the expansion and deepening of knowledge, puts new problems independently, and increases the interest in seeking and finding solutions to them. At the same time, the scientific problem creates the necessary intellectual tension, overcomes the difficulties in the process of learning, forms the skills of creative thinking. A scientific problem is a complex and large-scale task.

The main task is to find, identify and clearly describe the problems that are relevant to this or that topic. A well-designed and well-defined problem can be scientifically and creatively remarkable.

The scientific problem loses its purely informative nature, ceases to consist of ready-made knowledge, and the search for new knowledge becomes a process of true creative cognition. In today's world, where the amount of knowledge a person needs is growing rapidly, it is not enough to aim at mastering a certain set of facts. It is important to fill their knowledge independently, to form the ability to target in the hectic flow of scientific and political information. It follows from these principles that it is not a simple sum of knowledge possessed by man today, but that his knowledge is the main criterion of a comprehensively mature person in harmony with his creative ability and ideological beliefs. [3]

The use of the dialectical concept of contradiction allows us to identify and regulate the many different connections that take place in the process of scientific thinking. For, within the framework of this concept, various analytical-synthetic actions can be expressed as aspects of the contradiction in the process of cognition, as certain points on the path of its development. As a result, "plurality" becomes "unity," "diversity" seems to line up, and it is relatively easy to see.

It should be noted that at present the concept of contradiction is not sufficiently developed in dialectical theory for the effective analysis of certain patterns of creative thinking at the level of current requirements. This idea may seem strange in the context of a large number of works on contradictions and ways of resolving them. But now in the views of our philosophers there is no consensus on this problem. Their views on the typology of contradictions, forms and methods of conflict resolution are inconsistent, and sometimes contradictory.

Putting an end to the controversy, J.T. Tulenov writes: "If I were asked what aspects of the problem under discussion needed to be worked out in more detail, I would highlight the ways and means of resolving the conflict," he said. This is due to the diversity of approaches to solving this problem, and in some cases the ambiguity of the author's position "[4]. Obviously, this is the right idea. Indeed, different methodological approaches cannot effectively influence the development of science, cognition. While the results of the same scientific research are sometimes considered an unforgivable mistake and sometimes a great discovery, and various methodological directions are indicated, it does not create sufficient opportunities for the development of science. In such a situation, sometimes someone's arbitrariness or masculinity, various transient, "unpredictable" situations can play a big role.

But it is not only the problem of contradiction that has not been theoretically elaborated. One of the serious reasons for the above-mentioned situation is the lack of well-developed scientific tools for systematic and detailed analysis of scientific thinking, objective and rational evaluation of certain aspects and patterns of thinking (e.g. scientific texts). So is it possible to change this situation for the better?

Anyone who is somewhat familiar with the process of scientific cognition recognizes that contradiction is an important, immanent factor of cognition, its motivating force. Not only philosophers, but also many eminent representatives of certain disciplines have used opposition in one way or another to stimulate their creative activity. Let us take, for example, one of the descriptions given to N. Bor's style of work.

"His way of thinking and working style was somewhat creative. N.Bor liked to walk around the room, not sitting behind a desk on the text of articles. He would write his articles to one of his colleagues who persuaded him to help himself as a stenographer, listener, and critic. In doing so, he was constantly arguing with himself and his colleague. His colleague was exhausted by the end of the conversation. Einstein, Heisenberg, Schrödinger and other physicists could not help but notice that N. Bor was always looking for contradictions, he aspired to them, he liked to sharpen contradictions as much as possible. By the way, the similarity between the method of proof and the principle of complementarity, which is characteristic of N. Bor, was the ability to take advantage of the contradictions of alternative views "[5].

CONCLUDING REMARKS:

However, the organization of contradictions in the process of cognition and its presence in the product of scientific research, say, in the text of a scientific work, are completely different things. In the latter case, in accordance with the rules of scientific writing, the procedural component of knowledge is eliminated as much as possible, and the main emphasis is placed on the ready, completed, "obtained" result. The living movement of cognition sometimes changes beyond recognition, and in the end there is little or nothing left of the "locomotive" of action - the opposition. At best, the reader is confronted with separate, fragmented stages of resistance, some parts of the whole process.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
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(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00095.6****THE EFFECTS OF THE GLOBAL FINANCIAL CRISIS ON IPO PRICING
AND INVESTOR PARTICIPATION: INSIGHTS FROM INDIA****Ruchika Agarwal***

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N L Dalmia Institute of Management Studies & Research,
INDIAEmail id: ruchika.agarwal@nldalmia.edu.in**ABSTRACT**

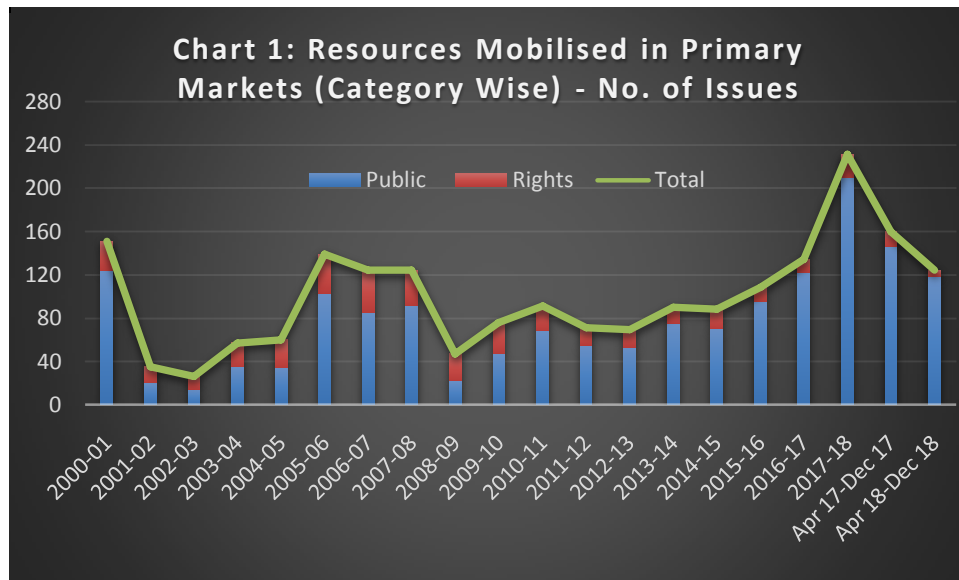
Global financial crisis of 2008 is one of the most catastrophic event in the history of financial markets since Great Depression. More than ten years from the global financial upheaval, though the economy has returned to normal, however, the event led to some permanent changes in the global economy, policy framework and financial markets. This paper evaluates one of the important impacts of global financial crisis i.e. on the primary markets. An attempt has been made to assess the effect of the financial crisis on IPO activity and performance in the Indian Markets. The purpose of the research is to study analyse the after effects of global crisis on the level of underpricing, subscription ratio and investor's participation. The research indicates that the there is a huge correction in the level of underpricing and subscription ratio post financial crisis. It can be concluded that, both the lead manager's and investor's community became cautious in evaluating the new issues hitting the financial markets.

KEYWORDS: Initial Public Offering, Global Financial Crisis, Subscription Ratio, Underpricing, Market Returns

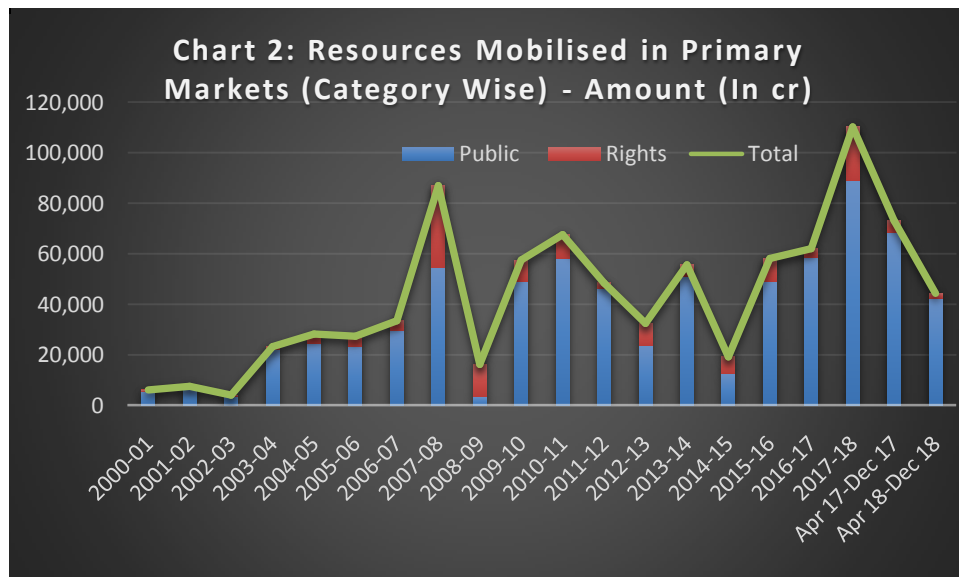
INTRODUCTION

In an emerging economy like India, financial system plays a very vital role towards the growth of the economy. Growth in the financial sector paves the way for economic development of the country. Over the years, the role of financial institutions has undergone a remarkable change. In pre liberalization era, financial institutions were performing specialized functions and offering distinct services. But in the wake of deregulation, improving technology and dynamic economic conditions, almost all the institutions are now getting hands on all the financial activities. They act as a financial intermediary performing the roles of depository institutions, contractual institutions and investment institutions.

The funds raised in the primary markets are generally used for the expansionary or operational business requirement. Initial Public Offerings (IPO) is the most important and popular form of raising funds through primary market. The charts below gives an idea of how huge the IPO market is in terms of no of issues and funds raised.

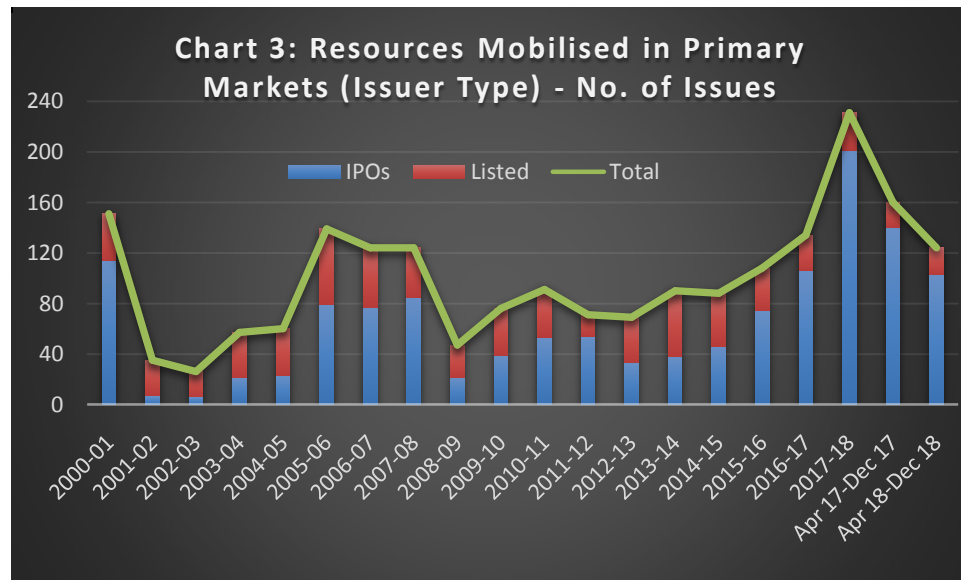


Source: SEBI, Annexure I

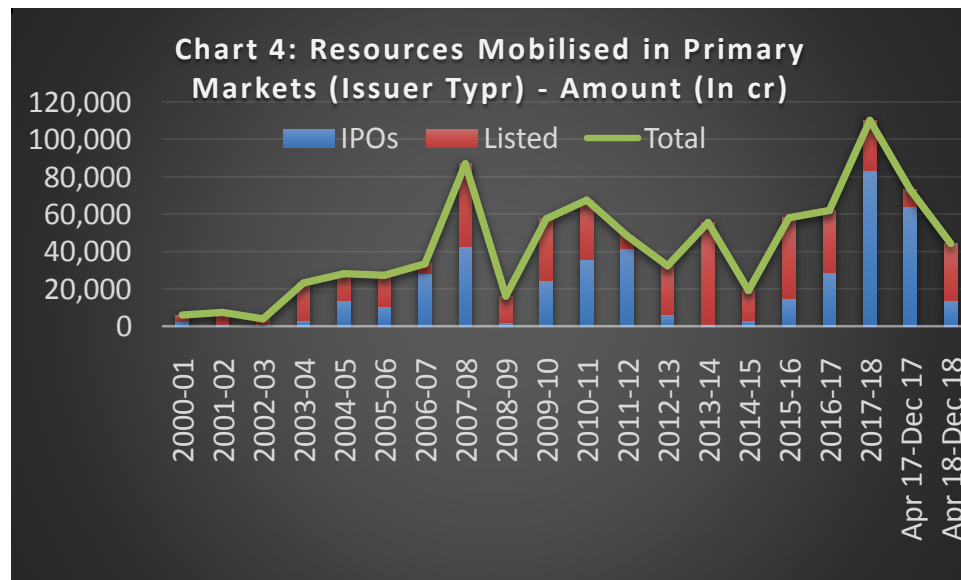


Source: SEBI, Annexure II

It is very much evident from the charts above that in India, during last two decades, resources mobilized through IPOs are way ahead than any other means in the primary market. Coming to the issuer type, the charts below gives an idea on the funds raised by the already listed companies against funds raised by the new companies.

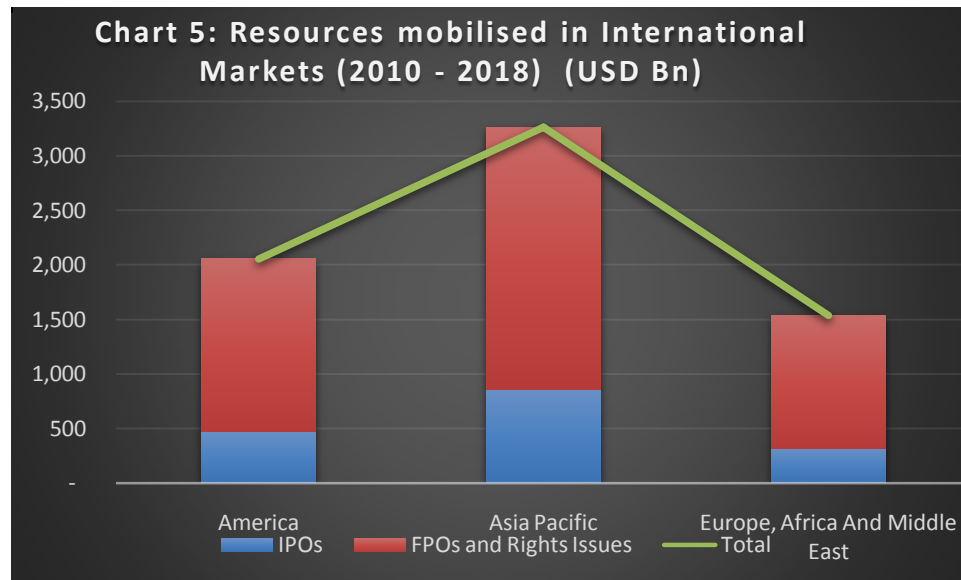


Source: SEBI, Annexure III



Source: SEBI, Annexure IV

A very different trend is observed here. In terms of number of issues, post 2004-05, issues from new companies have accounted for more than 50% of the total issues always. However, in terms of amount raised, barring 2006-07 and 2011-12, funds raised by already listed companies have been far more than the funds raised by the new companies. It can be interpreted here that probably it is much easier for the listed companies to fetch a fair offer price and hence to successfully raise huge amount. In line with Indian markets, funds raised in primary market globally i.e. America, Asia Pacific, Europe, Africa and Middle East, are also dominated by the FPOs and rights issues.



Source: SEBI, Annexure V

The above charts clearly indicate that when it comes to number of issues yearly, probably IPOs are way ahead in comparison to other primary market instruments however, in terms of amount raised, IPO market still lags behind. The primary reason that can be highlighted is probably the ease of raising huge amount of money by already existing players in the market.

LITERATURE REVIEW

IPOs are one of the most popular and widely used resources of capital for the firms looking for growth avenues. There have been two major anomalies concerning IPO literature worldwide—listing day underpricing and post-listing underperformance in the medium to long run. Closing price on the listing day for IPOs had been much higher than the issue price which is termed as “underpricing” of IPOs.

Various theories and possible explanations for underpricing had been put forward by Rock (1986), Allen and Faulhaber (1989), Ruud (1993), Loughran and Ritter (2002), Taranto (2003) and Ljungqvist and Wilhelm (2013). These theories hypothesize that underpricing attracts a large array of bidders, such that, the issue can be sold to a disperse group that will not threaten the original owner’s control interests. In summary, the available literature points to the existence of underpricing of IPOs.

According to Allen and Faulhaber (1989), Grinblatt and Hwang (1989) and Welch (1989), there exists a signaling mechanism where firms send signals to the market by underpricing their IPOs. They developed a model consistent with empirical observations which suggested that the firm itself best knows its prospects. In some instances, firms found it optimal to signal their type by underpricing their initial issue of shares, and investors infer that the only best can recover the cost from subsequent issues. Findings of Hameed and Lim (1998) supported the signaling theory, that is, high-quality firms underpriced their IPOs to signal their quality. However, Garfinkel (1993), through reports of underpricing of IPOs, documented that underpricing is not a signal of the quality of the issuing firms.

Welch (1992) had developed “herding” theory explaining why IPOs are underpriced. According to the theory, IPOs come to the market sequentially and later potential investors take their

decisions by observing the purchasing decisions of earlier investors. The demand for issues is so elastic that even risk-neutral issuers underpriced their issues to avoid failure. Testing both Rock's winner's curse and Welch's herding theory, Amihud, Hauser, and Kirsh (2003) found that underpricing is negatively related to the rate of allocation to uninformed investors which confirmed the presence of adverse selection. Also, investors either subscribe overwhelmingly or largely abstain from new issues which confirm the herding effect.

Loughran, Ritter and Rydqvist (1994) observed that the phenomenon of IPO underpricing is very common across global capital markets. Underpricing is the pricing of the issue at lesser price than the fair value of the issue. Though underpricing persists in all global markets, the degree of underpricing varies from country to country and issue to issue depending on various parameters.

Loughran and Ritter (2002) in their study reported that for the period of 1990–1998, companies that went public in the US accounted for underpricing to the tune of US \$27 billion. Had these shares been issued at the closing market price on the listing day, (instead of the original issue price), the total issue proceeds would have been higher by an amount equal to the amount of underpricing. This huge amount of underpricing was twice as large as the US \$13 billion fees paid to the investment bankers. They also noted that the average IPO in their study accounted for underpricing of US \$9.1 million.

Pande and Vaidyanathan (2007) in their study of 55 IPOs that listed during March 2004–October 31, 2006 contradicted the results of Madhusoodanan and Thiripalraju (1997) stating that listing delay had a positive effect on underpricing. In addition to that, excess demand for the issue also impacted the returns positively. But in a month's time, the returns turned negative implying that short-run returns are no guarantee to long-term returns. The results showed that the average underpricing was remarkably different from the underpricing reported by Shah (1995) for IPOs during 1991 to 1995. To some extent, this variation in underpricing could be attributed to the change in regulation over a period of time in the listing market. The study also revealed that though there was a decline in the level of underpricing in the Indian markets, it was still high compared to some of the developed International markets. The study contributed that the final offer price was looked as a credible signal for the firm's underpricing. Also, listing delay was responsible for driving the underpricing positively but marketing expenses seemed to have no significant impact on the same. One of the most important finding was that within a month after listing, the gains from IPOs were vanished and average one month gain from an IPO was less than that of the market.

Marisetty and Marti (2008) studied the effect of group affiliation on the initial performance of 2,713 IPOs in India during the period 1990 – 2004. The IPOs were classified as by Private Indian Group companies, Stand – alone companies, Government companies, and Private Foreign Group companies. The extent of underpricing was dependent on the over-reaction of Indian investors to IPOs. The highest underpricing was seen for the firms affiliated with private foreign groups and the least was seen in the government controlled companies. Also, irrespective of the companies being stand-alone or group affiliated; the long-run stock performance was broadly negative. According to the over-reaction hypothesis, the author concluded that underpricing and oversubscription should be positively related to each other. Regarding the survival of the firms, the large firms survive better than the small firms but there was no relationship between the group affiliation and survival of the firm.

Fullenkamp, Connolly & Blum (2011) explored the literature to confirm whether the IPO market is an appropriate economic indicator. The findings suggested that capital demand, investor sentiment and stock market condition are important determinants of IPO fluctuations. The research also concluded that the IPO proceeds were adversely affected by the uncertainty due to global financial crisis.

Heerden and Alagidede (2012) examined underpricing in the Johannesburg Stock Exchange (JSE) during the period 2006–2010. The study analysed the short run and long run performance of new issues using the adjusted market return and the market relative model. The results showed significant short run underpricing of IPOs in the JSE from 2006 to 2010. The researchers also did a sector wise analysis which indicated that the financial sector delivered the highest return that was mostly attributed to 2007 bubble.

Shegal (2013) conducted a research on 432 primary issues from April 2001 – December 2011. The paper revealed that the variables such as subscription ratio, IPO proceeds, industry PE ratio, listing delay, dummy for companies representing new economies were positively related to the short run initial return whereas investor's sentiment, company size, reputation of investment banks and dummy for private companies' IPOs held a negative relationship with initial returns. It was interpreted that in Indian markets IPOs seemed to be overpriced and the markets took about 6 months to reach a fair value of the stock. The investment banks had to bear a negative impact on their reputation due to mispricing of IPOs.

Meluzin, Zinecker, & Lapinska (2014) studied the impact of local macroeconomic factors like GDP growth rate, interest rate, industrial production growth rates, Warsaw Stock Exchange Index (WIG) returns and the volume of private equity investments on the IPO activity in Poland over the period of 2004 to 2012. The sample size included 218 local enterprises that came out with their public issue on Warsaw Stock Exchange. The scholars through their research concluded that the GDP growth and in turn the business cycle had a significant impact on the new issues. Also, the study concluded that performance of capital markets was also considered as one of the important parameters for considering a public issue.

Ganesamoorthy and Shankar (2014) evaluated the overpricing phenomenon of IPOs in India by analyzing 219 companies which came out with their IPO from 2001 and 2010. It was established that the Indian IPOs over performed during normal market condition and underperformed during growth market, crisis and recovery market conditions.

Fullbrunn, Neugebauer and Nicklisch (2015) performed an experimental analysis to analyze IPO's underpricing in asset markets. The researchers studied three empirically relevant IPO mechanisms under nearly perfect market provisions: a closed-book auction, an open-book auction and a book building technique. It was found that the phenomenon of underpricing existed in all the three primary issue mechanism. Post IPO, uncertainty was considered as one of the reason for underpricing but after completely factoring in the uncertainty also, it was observed that underpricing was still seen. A behavioral observation was also done that the IPO investors were not willing to sell off the stocks post listing if the prices were low in comparison to the offer price.

Shah and Mehta (2016) aimed to study the performance of 113 IPOs in India during January, 2010 to December, 2014, listed on NSE India. It was seen that the initial listing returns were significantly positive. The Market Adjusted Abnormal Returns (MAAR) of all sample companies were 7.19%. Statistically significant underpricing was found with the help of t-test. Regression

analysis showed that there was no significant relationship between the degree of underpricing and explanatory variables except oversubscription of issue. The study suggested that investors can make their investment in new issues as IPOs were underpriced in initial days.

Montezano and Cao (2016) investigated the changes in long-term operational and financial performance for a sample of Brazilian companies that came out with their IPO during 2002-2008. The period was chosen as there was a substantially high IPO activity and a heavily discontinued phenomenon with the international financial crisis of 2008. Six financial indicators i.e. size, growth rate, profitability, financial leverage, investment level and investment rate were analysed in periods of three years pre IPO, year of listing and three years post-IPO. The empirical results showed that there were statistically significant improvements in size, profitability, investment level and investment rate. However, no statistically significant evidence was seen for the changes in the growth rate and financial leverage after the IPO of Brazilian firms.

Research Gap

The review of literature revealed that the phenomenon of underpricing is very much prevalent in the Indian markets. There has been a lot of research work done on the performance of the IPOs in the Indian market and globally to unearth the parameters linked to underpricing of the issue. However, a very important phenomenon of financial crisis has not been taken into consideration to evaluate the performance of IPOs. This study attempts to analyse the impact of macroeconomic condition (proximate by global financial crisis) on the level of underpricing and investor's participation by conducting a comparative research on all the IPOs in the pre and post crisis period.

Research Objective

To analyse the effect of Macroeconomic situation (proximate using financial crisis) on the IPO underpricing and investor participation (proximate using subscription ratio) in the Indian stock market.

Hypothesis of the Study

H01: There is no significant relationship between financial crisis and level of underpricing.

HA1: There is a significant relationship between financial crisis and level of underpricing.

H02: There is no significant relationship between financial crisis and investor's participation.

HA2: There is a significant relationship between financial crisis and investor's participation.

Research Methodology

The objective of the study is to explore if there is an impact of the global events like financial crisis of 2008 on the underpricing of IPOs and investor's participation.

The research is conducted for the period of April 2001 until March 2019. This period has been chosen to conduct a research on the IPO scenario in India pre and post the global financial crisis of 2008 and to analyse its impact on IPO market. The research work is based on the secondary data from the published sources. The data was sourced from NSE, SEBI, CMIE and Bloomberg.

All the IPOs listed on NSE during the research period have been considered for the purpose of research. The firms which got delisted / merged during the period were excluded from the

research. Given the higher cash equity segment trading statistics and higher liquidity in NSE, companies listed on NSE had been taken as a subject matter of research. Settlement turnover of NSE was more than 300% of that of BSE on an average for last 15 years. And that was the reason why liquidity was much higher in NSE. The indicators of liquidity in the annexures clearly showed that NSE is way ahead of BSE in terms of volume and liquidity. (Annexure VI).

Data Analysis

To analyse the impact of global financial crisis of 2008 on the level of underpricing, paired sample T- test is applied on the IPO data before and after 2008. Entire sample is divided in two sub samples i.e. 2001-02 till 2007-08 and 2008-09 till 2018-19.

Table 1 : Summary of under / overpriced IPOs during 2001-02 to 2018-19

	IPOs Underpriced	IPOs Overpriced
Number	370	176
Average Under / Over pricing	40.48%	-12.92%
Average Subscription	12.72	3.50

Source: SEBI, NSE

The results in the table1 indicate that the IPOs which have huge demand leave more returns on the table for investors. The demand of IPOs can be due to the marketing strategies adopted by the lead managers or due to the strong fundamental reputation of the company itself.

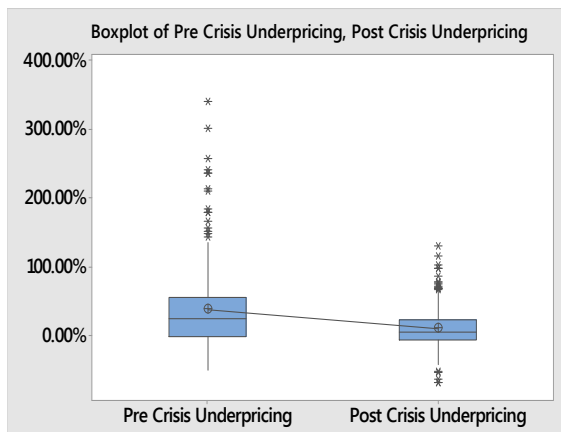


Chart 6

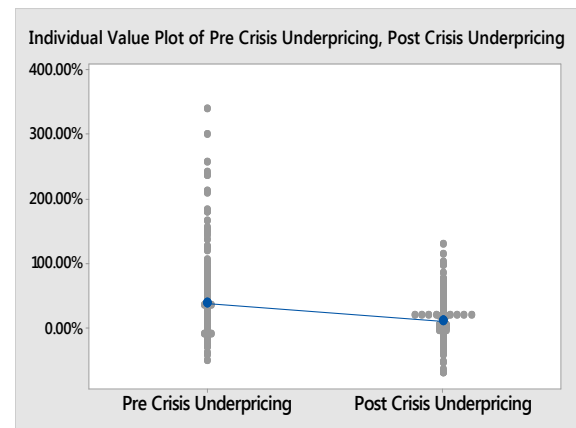


Chart 7

Box plots above is used to assess and compare the spread and center of the two data groups. As clearly marked, center of the level of underpricing post crisis is quite below the center of the level of underpricing pre crisis. Since the box plot pre crisis is wider, it indicates higher variability in the level of underpricing in comparison to post crisis underpricing. To determine whether a difference in spread (variance) is statistically significant or not, further statistical tests are performed. Two sample T-test is used to check the relationship between financial crisis and underpricing.

Table 2 : Two – Sample t-test to assess the impact of global financial crisis		
	Level of Underpricing (2001-02 to 2007-08)	Level of Underpricing (2008-09 to 2018-19)
Mean	37.95%	11.50%
Variance	33.98%	9.50%
Standard Deviation	58.29%	30.40%
Observations	243	303
Hypothesized Mean Difference	0	
df	346	
t Stat	6.41081284	
P(T<=t) one-tail	2.37225E-10	
t Critical one-tail	1.649269471	
P(T<=t) two-tail	4.7445E-10	
t Critical two-tail	1.966843898	

Source: SEBI, NSE

The results seen in table 2 clearly indicate that there is a significant evidence of mean of two samples being different i.e. the level of underpricing had significantly changed post the global financial crisis. The results are significant as indicated by the P-value of less than 0.5 and T-value of 1.97 at a 95% confidence level. **Considering the results, it can be concluded that there is a significant relationship between financial crisis and level of underpricing. Thus, alternate hypothesis 1 is accepted.**

Table 3 : Pre/Post crisis summary of level of underpricing		
	Pre-Crisis (2001-02 to 2007-08)	Post-Crisis (2008-09 to 2018-19)
Total IPOs	243	303
Underpriced IPOs	178	192
Overpriced IPOs	65	114
Ratio of Underpriced to Overpriced	2.74	1.68
Average under/overpricing	37.95%	11.79%

Source: SEBI, NSE

As evident in table 3, the average level of underpricing has reduced drastically in the pre / post financial crisis period from 37.95% to 11.79%. However, a substantial number of underpriced IPOs have hit the market. This indicates that post financial crisis, lead managers are probably more diligently assessing the IPOs for their fundamental strength and hence offer price is more

close to the fair price leaving less initial returns on the table for investors. In a way, it is good for the overall development of IPO market and investors.

Investor's participation (proximate using subscription ratio) also took a huge hit post the crisis as shown in table 1. On an average, the issues got 13 times oversubscribed in the pre-crisis period compared to a low of 3 times in the post crisis period. Also, it was observed that the IPOs which had huge demand (high subscription ratio) left more returns on the table for investors. It is statistically verified using regression analysis between subscription ratio and listing returns. In the pre-crisis period there was a huge dependence of listing returns on the subscription ratio as evident from 26 percent R^2 with significant p and t values. However, post financial crisis, both the magnitude and the impact of subscription ratio on listing returns declined to a great extent with 16 percent R^2 and a correlation of less than 0.4.

Table 4 : Regression & Correlation Output Summary

Variable Y	Variable X	Period	R Square	Correlation	t stat	p-value
Listing Returns	Subscription Ratio	2001-02 till 2018-19	27.06%	0.52	14.20	3.36E-39
		Pre Crisis	26.13%	0.51	9.23	1.39E-17
		Post Crisis	15.98%	0.39	7.55	5.11E-13
Source : SEBI, NSE						

It is clearly evident that post crisis even investors refrained from participating in the financial markets as a matter of caution. Considering the results, it can be concluded that there is a significant relationship between financial crisis and investor's participation. Thus, alternate hypothesis 2 is accepted.

CONCLUSION

Empirical findings indicated that the underpricing phenomenon was common in IPOs in Indian markets. The same was observed in the research period in this study. About 70 percent of the new issues in the research sample were underpriced. The top 25 companies in terms of level of underpricing came out with their issue in the period from 2003 to 2008 indicating high concentration of highly underpriced issues before financial crisis of 2008. This was backed by the fact that there was huge decline in the average listing returns post the crisis of 2008 from 38 percent to 12 percent. Thus it is evident from two sample t-test that the sample mean values were statistically different from zero with a remarkably high significance (95%); nevertheless, they do not appear to be homogeneously distributed over time. This decline was probably an indication of more diligent IPO pricing process and also careful investing by investors.

Similar trend was seen in the subscription ratio also. The number of times the issues were oversubscribed post financial crisis had dropped by more than half.

The listing returns and subscription ratio data revealed reduction in underpricing post global financial crisis.

The research has uncovered an important fact related to the financial crisis impact on underpricing. The results captured the transition of a hot to cold issue market i.e. decline in the average listing day returns with minimum impact on the number of firms going public post financial crisis. Therefore, it can be interpreted that underwriters were probably creating more value for the issuers and thus the offer prices were set too low prior to the crisis of 2008. Post that, there had been a sharp decline in the average underpricing. The shift in level of underpricing can also be attributed to change in economic environment, investor's preferences, overall national and global market performance.

This study contributes to the literature on IPO underpricing and long-term performance in selected sectors along with the 2008 crisis impact on IPO market, on which limited research has been conducted so far. Few of the findings are in line with the previous literature work. The results are important for the investor community in particular to evaluate the factors that can help analyse the initial and long-term performance in the emerging economies.

RECOMMENDATIONS

The IPO performance has been analyzed pre / post global financial crisis. There appears to be a significant decline in the degree of underpricing from the pre-crisis to post crisis period. This indicates that post financial crisis, fund managers adhered to their valuations disciplines to play safe. One important aspect of a firm's decision to go public is that of receiving a fair price for its equity shares. If IPOs are underpriced significantly, firms would be reluctant to go public to raise funds. So, lead managers should be evaluating the IPOs fairly and not just value them to make them more attractive. This will help in the development of the IPO market making it more attractive to the issuer companies.

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Data Source

- www.statisticstimes.com
- www.nseindia.com
- www.sebi.gov.in
- www.mospi.nic.in/central-statistics-office
- Bloomberg

Annexure I			
Resources Mobilised from the Primary Market (No of Issues)			
Year	Public	Rights	Total
2000-01	124	27	151
2001-02	20	15	35
2002-03	14	12	26
2003-04	35	22	57
2004-05	34	26	60
2005-06	103	36	139
2006-07	85	39	124
2007-08	92	32	124
2008-09	22	25	47
2009-10	47	29	76
2010-11	68	23	91
2011-12	55	16	71
2012-13	53	16	69
2013-14	75	15	90
2014-15	70	18	88
2015-16	95	13	108
2016-17	122	12	134
2017-18	210	21	231
Apr 17-Dec 17	146	14	160
Apr 18-Dec 18	118	6	124
Source: SEBI - Handbook of Statistics on Indian Securities Market 2018			

Annexure II**Resources Mobilised from the Primary Market (Amt. in `crore)**

Year	Public	Rights	Total
2000-01	5,378	729	6,108
2001-02	6,502	1,041	7,543
2002-03	3,639	431	4,070
2003-04	22,265	1,007	23,272
2004-05	24,640	3,616	28,256
2005-06	23,294	4,088	27,382
2006-07	29,796	3,710	33,508
2007-08	54,511	32,518	87,029
2008-09	3,582	12,638	16,220
2009-10	49,236	8,319	57,555
2010-11	58,105	9,503	67,609
2011-12	46,093	2,374	48,468
2012-13	23,510	8,944	32,455
2013-14	51,075	4,576	55,652
2014-15	12,452	6,749	19,202
2015-16	48,927	9,238	58,166
2016-17	58,651	3,416	62,067
2017-18	88,869	21,400	1,10,269
Apr 17-Dec 17	68,527	4,611	73,138
Apr 18-Dec 18	42,512	1,842	44,355

Annexure III**Resources Mobilised in Primary Markets (Issuer Type) - No. of Issues**

Year	Total	Listed	IPOs
2000-01	151	37	114
2001-02	35	28	7
2002-03	26	20	6
2003-04	57	36	21
2004-05	60	37	23
2005-06	139	60	79
2006-07	124	47	77
2007-08	124	39	85
2008-09	47	26	21
2009-10	76	37	39
2010-11	91	38	53
2011-12	71	17	54
2012-13	69	36	33
2013-14	90	52	38
2014-15	88	42	46
2015-16	108	34	74
2016-17	134	28	106

2017-18	231	30	201
Apr 17-Dec 17	160	20	140
Apr 18-Dec 18	124	21	103

Annexure IV**Resources Mobilised in Primary Markets (Issuer Type) - Amt. in `crore**

Year	Total	Listed	IPOs
2000-01	6,108	3,385	2,722
2001-02	7,543	6,341	1,202
2002-03	4,070	3,032	1,039
2003-04	23,272	19,838	3,434
2004-05	28,256	14,507	13,749
2005-06	27,382	16,446	10,936
2006-07	33,508	5,002	28,504
2007-08	87,029	44,434	42,595
2008-09	16,220	14,138	2,082
2009-10	57,555	32,859	24,696
2010-11	67,609	32,049	35,559
2011-12	48,468	6,953	41,515
2012-13	32,455	25,926	6,528
2013-14	55,652	54,416	1,236
2014-15	19,202	15,891	3,311
2015-16	58,166	43,351	14,815
2016-17	62,067	32,963	29,104
2017-18	1,10,269	26,585	83,684
Apr 17-Dec 17	73,138	8,956	64,183
Apr 18-Dec 18	44,355	30,407	13,947

Annexure V Resources Mobilised in International Markets (USD Billion)

	IPOs	FPOs & Rights Issues	Total
America	471	1,583	2,054
Asia Pacific	853	2,410	3,263
Europe, Africa And Middle East	316	1,220	1,536

Annexure VI				
Indicators of Liquidity (Percent)				
Year	Turnover Ratio - BSE	Turnover Ratio - NSE	Trading Value Ratio - BSE	Trading Value Ratio - NSE
2001-02	50.2	80.6	13.5	22.6
2002-03	54.9	115.1	12.7	25.1
2003-04	41.9	98.1	18.2	39.8
2004-05	30.5	71.9	16.0	35.2
2005-06	27.0	55.8	22.1	42.5
2006-07	27.0	57.8	22.3	45.3
2007-08	30.7	73.1	31.7	71.2
2008-09	35.6	95.0	19.7	49.3
2009-10	22.4	68.9	21.0	63.2
2010-11	16.2	53.4	15.2	49.2
2011-12	10.7	46.1	7.6	32.2
2012-13	8.6	43.4	5.9	29.4
2013-14	7.0	38.6	5.3	28.5
2014-15	8.4	43.6	8.1	41.0
2015-16	5.6	32.4	4.9	28.0
2016-17	5.4	34.7	4.7	34.7
2017-18	7.6	51.5	8.3	55.6
Apr 18 – Dec 18	4.0	41.6	4.2	42.6
Turnover Ratio = (Turnover/Market Capitalization) Traded Value Ratio = (Turnover/GDP) <i>Source: SEBI - Handbook of Statistics on Indian Securities Market 2018</i>				

Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
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(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00114.7****ANALYSIS OF EPIDEMIC SAFETY OF DRINKING WATER OF THE
BUKHARA REGION****Bakhriddinova N.M*; Sadykov I.Sh****^{1,2}Bukhara Engineering and Technology Institute,
Bukhara, UZBEKISTAN**ABSTRACT**

The article presents the results of a study of the quality of drinking water in the central water supply of the Bukhara region according to sensory, toxicological, microbiological and parasitological indicators. The dominant pollutants of drinking water were identified and their possible negative impact on the health of consumers of water from this source was determined. It was established that the studied water samples comply with national and international requirements, including those on epidemic safety.

KEYWORDS: *Drinking Water, Quality, Epidemic Safety, Chemicals, Hygiene Requirements, Sanitary And Epidemiological Standards.*

INTRODUCTION

Water is one of the most amazing substances on our planet. The shortage of fresh drinking water is currently considered as one of the global problems of our time. At the same time, with the growth of the planet's population, the scale of water consumption and, accordingly, the water shortage also increased significantly, which subsequently contributed to the deterioration of living conditions and a slowdown in the economic development of countries experiencing water shortages. [1,2].

The lack of clean water forces people to use water for drinking, which is often simply hazardous to health. Of course, all components of the ecological environment affect human health: air, soil and water pollution, but the quality of the latter is especially important. There is evidence that most human diseases are caused by the quality of drinking water. Considering that a large number of the population has a metabolic disorder, the processes of accumulation of harmful compounds began to accelerate, and often at 30 years old young people have kidney stones and gall bladder, oncological diseases and other types of diseases associated with water quality (Table 1) [3].

TABLE 1. THE EFFECT OF INDIVIDUAL POLLUTANTS IN WATER ON HUMAN HEALTH

Name of substances	Name of substances
Aluminum	Aluminum
Barium	Barium
Boron	Boron
Cadmium	Cadmium
Nickel	Nickel
Nitrates	Nitrates
Mercury	Mercury
Lead	Lead
Strontium	Strontium
Salts of calcium and magnesium, bromine	Salts of calcium and magnesium, bromin

Infectious diseases occupy a special place, which we can become infected through food. The relevance of the problem of tight quality control of drinking water is due at present to the intensity of the development of the viral, bacteriological and parasitic etiology of the world's population, including that caused by the use of infected drinking water [4].

In the aspect of the foregoing, water quality assessment of the central water supply in the Bukhara region was carried out according to sensory, toxicological, microbiological and parasitological indicators for the compliance of their values with current national and international requirements. The studies were carried out in the Accredited complex of the testing laboratory of the Bukhara center of sanitary and epidemiological well-being. The quality indicators of drinking water were determined for compliance with the requirements of O`zDSt 950: 2011 [5] according to standard methods described in MU 0211-06 [6] and guidelines [7]. Microbiological and parasitological assessment of water was carried out in accordance with the requirements of SanPiN No. 0366-19 [8], WHO Recommendation [9] and Directive 98/83 / EEC [10]. The quality level was determined by the formula [11]:

$$Y_i = P_i / P_{i \text{ base. }},$$

where P_i is the actual indicator of production; $P_{i \text{ Baz.}}$ – indicator of the base sample.

The results of sensory assessment of the quality of drinking water are given in table 2.

TABLE 2. SENSORY INDICATORS OF THE QUALITY OF DRINKING WATER SUPPLIED TO CONSUMERS OF THE BUKHARA REGION

Name of parameters (requirements)	The value of the baseline indicators for O`zDSt 950: 2011	Value actual indicators	Quality level
Color, hail	20,0	9,50	0,47
Turbidity, mg / dm ³	1,5	0,83	0,55
Residual chlorine, mg / dm ³	Not standardized	0,94	0,94
Odor at 20 ° C, score	2,0	1,50	0,75
Smell at 60 ° C, score	2,0	1,50	0,75
pH - hydrogen indicator, units pH	6,5-8,5	7,50	0,88
Total hardness, mEq / dm ³	7,0-10,0	15,20	1,52
	1000-1500	893,0	0,59

As follows from the experimental data presented in Table 2, the analyzed water samples practically correspond to the normative sensory indicators (the quality level is less than 1). However, the rigidity of these samples was almost 1.5 times higher than the upper value of the base standard indicator. The dynamics of the presence of solids in the studied water samples was similar to hardness, but did not exceed the baseline.

The toxicological properties of the individual inorganic components shown in Table 3 were further investigated.

TABLE 3. TOXICOLOGICAL INDICATORS OF WATER QUALITY

Name of parameters (requirements)	The value of the basic indicators, in mg / dm ³			Value actual indicators	Quality level
	SanPiN No 0366-19	recommendation WHO	Directive 98/83/EEC		
Ammonia (NH ₃)	no extra *	-	-	footprints	-
Nitrite (NO ₂) ³	not extra.	3,0	0,5	2,8	0,93-5,60
Nitrate (NO ₃)	45,0	50,0	50,0	46,7	1,04-0,93
Sulphates (SO ₄)	400 (500)	250,0	250,0	361,0	0,90-1,44
Chlorides	250-350	200,0	250,0	158,0	0,45-0,79
Iron (Fe)	0,3	0,3	0,2	0,38	1,27-1,90
Copper (Cu)	1,0	1,0	2,0	0,01	0,01-0,00
Zinc (Zn)	5,0	4,0	-	0,00	0,00
Arsenic (As),	0,05	0,01	0,01	0,00	0,00
Lead (Pb)	0,03	0,01	0,01	0,00	0,00
Cadmium (Cd)	0,01	0,003	0,005	0,00	0,00
Mercury (Hg)	0,005	0,006	0,001	0,00	0,00
Fluorine (F)	0,7	1,50	1,50	0,22	0,31-0,15

* Not allowed.

It was established that, according to the nitrate content, the studied water samples did not significantly exceed the norms established by SanPiN No. 0366-19 (quality level 1.04), iron - 1.27-1.90 higher than the national and international norms (Table 3). The values of the nitrogen triad indicators (ammonia, nitrites and nitrates), as indicators of water source pollution by household wastewater, animal products and agriculture, and chlorides, as indirect indicators of household pollution, in all the studied water samples practically did not exceed the MPC.

Many intestinal infections are associated with the water factor, which belong to the group of infectious diseases caused by pathogenic microorganisms. Intestinal infections, the causative agents of which are transmitted through water, include typhoid fever, paratyphoid fever, dysentery, cholera, salmonellosis, viral hepatitis, and other, less common, diseases. Contamination of water bodies with infected domestic wastewater is an established cause of many outbreaks of infections. The possibility of a waterway for the spread of these infections is now fully proven.

Many parasitoses caused by pathogenic intestinal protozoa (giardiasis, amoebiasis, etc.) are also closely associated with the hydroecological factor; protozoan blood parasites (malaria); helminths (opisthorchiasis, diphyllbothriasis, etc.). The closest connection of many parasitoses with the hydroecological factor is also determined by the fact that the life cycles of their pathogens proceed with the obligatory participation of various animals that act as intermediate

hosts and carriers of parasites (fish, mollusks, crustaceans, mosquitoes, etc.), which are massive aquatic organisms. The stages of development of pathogens that enter the external environment, in turn, are closely related to the hydroecological factor. Among parasitic diseases, giardiasis occupies a special place - a disease caused by a pathogen such as protozoa that can cause a person to have intestinal and liver damage. Current epidemiological data classify drinking water as the main pathway for transmission of the pathogen [3, 10].

Therefore, studies are required to determine the microbiological and parasitological indicators of the quality of drinking water.

The results of the study are given in table.4.

TABLE 4. MICROBIOLOGICAL AND PARASITOLOGICAL INDICATORS OF DRINKING WATER QUALITY

Indexing	Base indicators			Factual data
	SanPiN No. 0366-19	Recommendations WHO	directives 98/83/EEC	
<i>Microbiological indicators, no more</i>				
Total microbial number (TBC), CFU / cm ³	50,0	50,0	+*	24,5±1,5
The number of BGKP (coli index), the number of BGKP in 1 dm3	3,0	+	+	не более 2,0
Escherichia coli, Escherichia 0.3 dm ³	No access			0,0
Coliphages, number of PFU in 0.2 dm ³	No access			0,0
<i>Parasitological indicators</i>				
Pathogenic intestinal protozoa (Ciardia lamblia, Entamoeba histolytia), cysts 50 dm ³	not allowed			0,0
Helminth eggs, number of eggs in 50 dm ³	not allowed			0,0

* It is recommended to determine when assessing water quality

From the data in Table 4 it follows that TMP is 24.5 ± 1.5 , which generally corresponds to the norm (quality level 0.49), but in spring and autumn this indicator is 0.8-1.5 times higher than in winter and in the summer. If - the index also complies with the norms, Escherichia and coliphages are not found. It should be noted that most Escherichia coli are harmless, but serotype 0157: H7 can cause severe food poisoning in people. Cysts of pathogenic intestinal microorganisms and helminth eggs in water were not found.

Results

As a result of the studies, it was found that according to sensory, toxicological, microbiological and parasitological indicators, the drinking water of the central water supply of the Bukhara region meets the requirements of SanPiN No. 0366-19 and O`zDSt 950: 2011 of the Republic of Uzbekistan, WHO Recommendations and Directive 98/83 / EEC.

CONCLUSION

The quality of drinking water is constantly monitored at the points of water intake, before entering the distribution network, as well as at the points of tapping the external and internal water supply network. The analysis of the main indicators of drinking water did not reveal significant differences between the indicators on the site of JSC “Gorvodokanal” in Bukhara and laboratory tests.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
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(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00115.9****HYGIENIC ASPECTS OF LABOR PROTECTION FOR LIVESTOCK
BREEDERS****O.M. Mirzoev*; G.I. Shaikhova*****Bukhara State Medical Institute,
Bukhara, UZBEKISTAN**Tashkent Medical Academy,
Tashkent, UZBEKISTAN**ABSTRACT**

This paper investigates major points of the hygienic aspects of labor protection for livestock breeders. On this case, research has been focused on both methodological and theoretical bases. It concludes with both outcomes and shortcomings as the whole.

KEYWORDS: *Hygienic Aspects, Labor, Protection, Livestock, Breeders***INTRODUCTION**

Livestock is one of the most labor-intensive sectors of livestock. Industrial complexes and farmers for livestock are created for 400,800,1200 heads. The specialization of livestock farming, the comprehensive mechanization of technological operations, and the stream-line organization of the production process have fundamentally changed the working conditions of livestock breeders. As close as possible to the work of industrial workers [6].

The main production processes at dairy complexes and farms are obtained milk, meat and services: watering, care and dung removal. The planning of modern dairy farms ensures the flow-based organization of the production process. About 80% of the dairy herd are housed in typical buildings.

Depending on the natural and economic conditions of different zones of the country, tethered and tethered ways of keeping animals are used [6,9,10].

The working conditions of workers leading the profession of livestock complexes are determined mainly by the state of the air environment of the working premises. A significant place in the environment of harmful factors is occupied by contact with water, irritating and toxicological substances [7,8,9,11].

The microclimate in the premises of dairy complexes and farms depended on the purpose of the premises and the nature of the process where animals are kept. It is not heated. In the laboratory investigated in these premises in winter, the temperature was $2-5^{\circ}\text{C}$, and in the summer $+20 + 35^{\circ}\text{C}$, relative humidity 75-85%, air velocity 0.3-0.5 m / s.

Main part

In milking parlors and in areas of primary milk processing, high humidity and air velocity are observed (4,8,10). During our research in milking parlors, the air humidity was 90-95 o C, with the air velocity of 0.6-0.9 m / s.

The air temperature in the cold and transitional periods of the year was often observed below the required zootechnical standards in connection with the movement of cows into and out of the hall.

In general, the meteorological conditions in the premises of the barn during the winter period were characterized by low temperatures ($5-8^{\circ}\text{C}$), high relative humidity (95-98%) and a moderate air velocity (0.3-0.5 m / s).

On complexes and farms with tethered cows and milking, and racks high relative humidity. Significant moisture of animal excretions and the use of water to wash the udder and wash milking equipment were observed as a consequence. The highest relative humidity exceeding 95% in the zone of milkmaids and livestock breeders was observed in cowsheds, where the hydro-alloy method of manure removal is used (Kasimov Kh.O. - 2019 Mirzoev 2020). The combination of low temperature, high humidity and a significant air velocity promotes a supercooled organism [7,8,9].

Studies by numerous authors [1,2,3,4] air pollution in cowsheds occurs due to the accumulation of carbon dioxide, ammonia and hydrogen sulfide secreted by animals and formed during the decomposition of manure. A cow weighing 400-600 kg with an air temperature of 100°C and a relative humidity of 70% emits 110-183 l / h of carbon dioxide and 380-489 g / h of water vapor [4.8].

Conducted by the research of Kh.O. Kasimov (2019) proved that in the air of the premises of livestock farms and complexes, the content of ammonia and hydrogen sulfide in most cases does not exceed permissible norms. The concentration of carbon dioxide in ventilated rooms is non-toxic, in most cases they do not exceed 0.3%. Our studies found that the highest concentrations of carbon dioxide, ammonia, and hydrogen sulfide were found in cowsheds in the morning hours (6-8 hours) of the winter season, when all window and door openings were closed. The concentration of ammonia in milking parlors, the maternity ward was 10-20 mg / m³, hydrogen sulfide 12-15 mg / m³.

In the process of servicing animals, workers in the cowsheds and feed workshops are exposed to two harmful factors of the air environment — dust and microbial (fungal) contamination (Kh.O. Kasimov).

Our studies have shown that in the premises of farms and complexes, an increase in dust concentration at workplaces was observed when distributing dry concentrated feed and cleaning the premises in feed. When processing and loading coarse and loose feed into the feeders. The dust concentration during the distribution of dry feed was 5-10 mg / m³, when cleaning the room

8-9 mg / m³, in the feed workshops for the preparation of dry feed 9-11 mg / m³, which exceeds the permissible level.

The microflora of livestock buildings is mainly composed of saprophytic and conditionally pathogenic forms of pyogenic cocci, golden and white staphylococci, and coli of Proteus and intestinal groups [6,7,10].

The source of bacterial and fungal air pollution are feed and manure. Liquid manure and wastewater of livestock complexes by the degree of contamination with organic matter, bacterial contamination, especially E. coli, significantly exceeding household wastewater [1].

Thus, the workers of livestock complexes and farms in the process of caring for animals and milk are exposed to a range of harmful factors: high, low temperature, high humidity, air movement, gas contamination (ammonia, hydrogen sulfide, carbon oxides), dust, microbial contamination .

To protect the labor of livestock breeders from the hygienic point of view, the following health measures are proposed:

The main measures to combat harmful factors occurring in livestock complexes should be carried out in the direction of their elimination or limitation, taking into account existing technology and equipment.

Prevention of the harmful effects of environmental factors consists in the efficient operation of ventilation systems, in constant maintenance of the required microclimate parameters in livestock buildings. The microclimate parameters in the rooms for staff, as well as in sanitary facilities must comply with sanitary standards. Fluctuations in air temperature in milking parlors that occur during the release and inlet of cows are eliminated by installing air-curtains at the exit gates.

The conditions and terms of the removal of manure, general cleaning and disinfection of the premises affect the air environment of livestock buildings. Removing manure through slotted floors and canals by gravity or with the use of hydraulic washout contributes to better air performance.

In the summer period, especially in the southern zones of the Central Asian Republics, where a high outside temperature has been observed for a long time, an increase in dust concentration can be observed both inside livestock buildings and in open areas. Measures to control dust is to maintain proper sanitary condition, combat-operation of the ventilation system, as well as periodic wet cleaning of the floor and outdoor areas.

Particular removal should be given to the process of obtaining milk. To ensure a convenient supply of hoses of milking machines to the vacuum pipeline, the pipelines should be fixed to a height of up to 1.7 m at the milkmaid's workplace in the trench above the water drains, grating should be drained when washing the udder. When milking in group milking machines, metal grids are installed under the hind legs of the cows, protecting the milking equipment from contamination.

When treating livestock buildings with aerosols, toxic drugs (formalin, pesticides) must be worn by goggles and respirators [H.O.Kasimov-2019]. The use of pesticides requires strict hygienic control over compliance with all hygienic regulations for working with them.

CONCLUSIONS

Workers of livestock complexes and farms need to clarify the appropriateness of observing personal hygiene rules, especially after dirty work. Medical and preventive work should be carried out systematically. Each production site should have sanitary posts equipped with first-aid kits. Breeders must undergo a medical examination annually in accordance with the Order of the Ministry of Health of the Republic of Uzbekistan No. 200 of 2012.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00116.0****ANALYSIS OF FOOD VALUE OF NON-TRADITIONAL SUGAR
SUBSTITUTES FOR FLOUR CONFECTIONERY GOODS****S.K. Zhabbarova*; I.B. Isabaev**; T.I. Atamuratova***;
L.N. Khaidar-Zadeh****; U.M. Ibrahimov*******^{1,5}Bukhara Engineering and Technology Institute Bukhara,
UZBEKISTAN**ABSTRACT**

The article is devoted to the current security problem of flour confectionery products. The advantages and disadvantages of modern sweeteners and sweeteners are revealed. The expediency of replacing the latter in the confectionery formulation with natural additives from local raw materials is substantiated. Particular attention is paid to the fruits of white mulberry, sugar beets and flour oriental sweets, in particular sumalak. The analysis of the chemical composition, indicators of environmental, toxicological and microbiological properties of the studied additives is carried out. The compliance of these indicators with the sanitary-epidemiological requirements of Uzbekistan has been established. The possibility of using the studied additives as sugar substitutes in the production of flour confectionery products is shown.

KEYWORDS: *Flour Confectionery, Sugar, Sweeteners, Sweeteners, Safety, White Mulberry Fruits, Sugar Beets, Sumalak, Nutritional Value.*

INTRODUCTION

The theory of balanced nutrition pays great attention to the energy value of diets and their optimization. Recently, hypokinesia and overweight people, in which the cardiovascular system, metabolic regulation mechanisms, liver and kidney functions are disturbed, have become common. Hypercaloric and irrational nutrition, as a rule, is one of the causes of atherosclerosis. The population of developed economic countries often abuses refined high-calorie foods, in particular flour confectionery (MKI), excessive amounts of sugar, fats, eggs in their recipes are not well justified from hygienic positions [1, p.22-23; 2, p. 658-661].

It should be noted that the elimination of sugar (sucrose) from the formulations of this type of product is often a rather difficult task from the technological point of view, since this recipe ingredient, along with the formation of the taste of the finished product, also serves as a stabilizer of the foam structure of the dough; helps to increase the temperature of gelatinization of flour

starch; as a result, the structure of products is stabilized due to the transformation of foam into a sponge [3, p.14-15]. The presence of sugars coated with hydrated shells in the liquid phase of the test helps to reduce the degree of swelling of flour proteins due to a decrease in the free moisture content and an increase in the osmotic pressure in the liquid phase of the test [4, p. 34-38]. Sugar also has a positive effect on the stability of emulsions, slowing down the process of emulsification, due to its ability to increase the viscosity of the dispersion medium and surface tension at the phase boundary [5, p.20; 6, p. 415].

The priority direction for improving the technology for the production of confectionery products is to reduce calorie content, in particular by reducing the recipe amount of sugar or replacing it with alternative additives, provided that their consumer advantages and nutritional value are maintained or increased.

Currently, a variety of synthetic and natural sweeteners and sweeteners have been developed for the production of MKI. However, this type of product is one of the most demanded, therefore the issue of its food safety is relevant. Research is necessary to identify the most promising sweeteners in terms of technological, environmental and economic indicators, taking into account the biodiversity of the region and the possibilities of its own production of these raw materials.

These studies are especially relevant at present in connection with the adopted Strategy for the Development of Agriculture of the Republic of Uzbekistan for 2020-2030 [6]. As the priority areas for further development is "... ensuring the food safety of the consumer diet; ... the introduction of continuous monitoring of the results of the implementation of the food safety assessment system based on internationally recognized methodologies and best practices ... "

In this context, the development of methods for the production of MKI using domestic natural sweeteners, the biopotential of which has not been sufficiently studied, contributes to the production of perfect types of competitive products and to increase the economic efficiency of confectionery production.

The purpose of the work was to study various types of sweeteners and sweeteners, identify the most promising of them, taking into account regional biodiversity and traditions, study their chemical composition and food safety.

Research objectives: analysis of the most popular sweeteners, their advantages and disadvantages; study of the chemical composition and food safety of natural sweeteners (objects of study).

The objects of research were selected fruits of white mulberry (here), sugar beets (beets), the product of enzymatic hydrolysis of polysaccharides of wheat grain (sumalak).

The experimental part of the work was performed in the laboratories of the Department of Food Technology of the Bukhara Engineering and Technology Institute and the accredited test laboratory complex of the Bukhara Center for Sanitary and Epidemiological Well-Being (accreditation certificate UZ.AMT.07.MAI.493).

Scientific research on this work was carried out using modern generally accepted methods for studying the properties of raw materials described in the manuals [7,8], for compliance with the sanitary rules and norms SanPiN No. 0366-19 [9]. Indicators of the level of ecological and toxicological safety of fruits were determined according to the State standards of Uzbekistan

(67.050 General methods for checking and analyzing food products). KMAFAnM microbiological studies were carried out in accordance with the requirements of GOST 10444.15-94 "Food products. Methods for determining the number of mesophilic aerobic and facultative anaerobic microorganisms "; BGKP - in accordance with GOST 30518-97 "Food products. Methods for detecting and determining the number of bacteria of the group of *Escherichia coli* (coliform bacteria) "; mold mushrooms - by. GOST 10444.12-88 "Food products. Methods for determination of yeast and molds "; pathogenic microorganisms, including salmonella, according to GOST 30519-97 "Food products. Methods for the identification of bacteria of the genus *Salmonella*. "

To achieve this goal and objectives, the most popular sweeteners, their advantages and disadvantages were investigated.

It has been established that fructose (levulosis) is the sweetest natural sweetener. The fructose sweetness reaches 1.73, it is very hygroscopic, more labile and reactive than glucose [10]. Utilization of fructose does not require insulin, so it can be consumed by patients with diabetes. However, fructose can cause the development of heart disease, upset the acid-base balance in the human body when it is consumed in large quantities at a rate of 30 ... 40 g per day. The use of fructose due to the high cost is limited and practically not advisable [11, p. 51-53].

Of the natural disaccharides, in addition to sucrose, maltose and lactose are used in the manufacture of confectionery products. It should be noted that lactose is poorly absorbed in the body of people who lack or decrease the content of β -galactosidase (lactase) enzyme [10].

Polyhydric alcohols - polyols, despite the sweet taste, do not give a jump in blood sugar and insulin release, which means that they can be used even during diets. Roquette Freres's maltitol SweetPearl® and Neosorb® sorbitol, whose safety is recognized by WHO, are a "healthy" alternative to sugar, which allows you to control the glycemic index in the blood and reduce the calorie content of products. Since polyols are not fermented by microflora of the oral cavity, the use of products with their use avoids the risk of caries. However, sorbitol is 53.0% more caloric than sugar and in large quantities (at a rate of not more than 30 ... 40 g per day) can cause nausea and indigestion. Xylitol in large doses (more than 40 ... 50 g per day) can have a laxative effect [12, p.96-108].

Recently, special attention has been paid to intense sweeteners of synthetic origin, such as saccharin, cyclamate, aspartame, acesulfame K, sucralose. Of this group of sweeteners, saccharin, orthosulfamide of benzoic acid, finds significant use. Saccharin E954 contains carcinogens that can lead to the development of cancerous tumors, diseases of the gastrointestinal tract of varying severity. [11, p. 52]. Another sweetener, cyclamate E952, is 30 ... 50 times sweeter than sucrose, often causes the appearance of allergic reactions, various dermatitis, has a toxic effect, is prohibited in the USA and EU countries, but is used in the CIS countries due to low cost. Aspartame E951, one of the most recently advertised sweeteners, enhances the sweet taste of sucrose, glucose, cyclamates and saccharin, reducing their dose and suppressing an unpleasant aftertaste. However, there is an opinion that aspartame is one of the most harmful representatives of this class of sweet substances, since it forms formaldehyde, phenylalanine and methanol when heated. Together, all of these substances can cause a person to feel unwell, dizziness, nausea, sleep disturbances, headache, weakness, tachycardia, depression and other negative side effects. Aspartame may contribute to the development of bladder cancer. Acesulfame potassium E950 (Sunett trademark), belongs to the group of oxathiachinondioxides,

non-toxic, non-carcinogenic, its mutagenic and teratogenic effects were not detected. Sucralose (trichlorogalactosaccharose) E955 is an intensive sweetener of the "new" generation, recognized as safe for the human body. On an industrial scale, this sweetener is available under the name "Splenda." The EU Scientific Committee on Food Additives has also approved the regulation on the use of sucralose in human nutrition (directive 94/35 / EC) [13, p. 423-424]

Particular attention is paid to natural sweeteners. Consider the individual, most common representatives of this group of raw materials. Moneline is 1,500 to 3,000 times sweeter than sucrose, but not all people have a sweet feeling. Moneline is non-toxic, but the thermal instability and complexity of the synthesis make its practical application problematic [13, p. 418; 14]. Stevioside is obtained from a stevia plant (honey herb *Stevia rebaudiana* Bertoni), it is an intensive type of sweetener, the total sweetness of purified stevioside ranges from 250 to 300. Comprehensive biomedical scientific studies have confirmed that stevia glycosides are not toxic, mutagenic, carcinogenic properties, do not affect reproductive function (gonadotropic, embryotoxic and teratogenic effects are absent) [11, p. 88-92]. Thaumatin is isolated from the fruit of the West African fruit of the catemfe (*Thaumatococcus donielli*) E957 - a mixture of proteins with a sweet taste. A negative property of thaumatin and talin is their thermal lability [11, p. 93].

In addition to sweeteners and sweeteners, a group of substances - taste modifiers, changing taste perceptions - is also singled out separately. The most famous flavor modifier is miraculin isolated from the fruit of *Synsepalum dulcificum* Danielli. However, in 1977. US regulatory authorities have banned the release of any products containing miraculin. Another flavor modifier is artichoke (*Cynara scolymus*), recommended in medicine as a dietary supplement for diabetes mellitus, atherosclerosis, liver and kidney diseases, and exhaustion [11, pp. 94-96].

All synthetic sweeteners contain a minimal amount of calories, but they are practically not absorbed by the human body and are not excreted naturally, and can also contribute to the development of various pathologies in the human body. Moreover, they are often used by manufacturers to reduce the cost of their products, because synthetic sweeteners are much cheaper than sugar and much sweeter than it (1 kg of synthetic sweetener can replace up to 12 kg of sugar in the confectionery formulation).

There are developments [1, p.136-177; 15, p. 195-204; 16, p. 150-154; 17, p. 223-228; 18, p.31-33; 19, p. 17-18; 20, p. 64-69] about the use in the production of MKI as sweeteners of blueberries, hawthorn, sea buckthorn, raspberries, black currant, wild strawberry, bird cherry, apples, Jerusalem artichoke, pumpkin, etc. However, with the exception of pumpkin, this raw material is scarce and expensive for enterprises of Uzbekistan, as it is not grown in volumes necessary for the mass production of confectionery. At the same time, the potential possibilities of the domestic raw materials available in the required quantity are practically not studied.

In this aspect, the fruits of white mulberry (lat. *Morus alba*), belonging to the mulberry family (lat. *Moraceae*), deserve special attention. Mulberry is the main berry of Central Asia with great development potential. From one 10-year-old tree, you can collect up to 100 kg of fruits, and up to 835 seedlings are planted on 1 ha. The price of 1 kg currently varies between 0.75 ... 1.00 \$, which makes it the cheapest of berries (for example, raspberries and strawberries are 2-3 times more expensive). Mulberry fruits (mulberry) are characterized by a high content of natural sugars (up to 22.0% fructose and glucose) and a low content of acids (0.1% phosphoric acid), they also include malic acid, tannic and pectin substances, vitamins C, P, carotene, choline, etc. Fruits are

used for food purposes, for the manufacture of syrup, flour is prepared from dried fruit fruit. Dried mulberry fruit fruit is tasty and replaces sugar; it is stored for a long time [21-24]. It should be noted that this raw material is in abundance, nevertheless, it is planned to further increase the planting of mulberry seedlings for the accelerated development of the silk industry in Uzbekistan [25].

Sugar beet (lat. *Beta vulgaris*) - a group of varieties of common beets, the Marevy family, yield up to 40 ... 50 t / ha. This plant is widely used in folk medicine. The healing properties of sugar beets are due to the presence in its root crops of vitamins (A, E, C, group B, PP), minerals (Mg, J, Fe, Ca, Cu, P, etc.). The use of this cult has a beneficial effect on general immunity, metabolism, digestion, the activity of the cardiovascular system, the human reproductive system; possesses anticarcinogenic and antiseptic properties. It is recommended for anemia, atherosclerosis, leukemia, hypertension, neurological disorders, stress and depression [26,27].

In the republics of Central Asia, including Uzbekistan, sumalak (sumalak, sumanak) is traditionally used as a sweet dessert and is obtained as a result of enzymatic hydrolysis of polysaccharides of wheat grain using germinated grain as an amylolytic enzyme. Sumalak is also recommended for diet food. It is used for chronic pathologies of the gastrointestinal tract, anemia, tuberculosis [28, p.12-13].



a)



б)



в)



г)

Appearance of the investigated raw materials:

Mulberry white fruits (a - fresh, b - dried); sugar beet (c); sumalak (g). The results of the experiment are presented in table.1-3.

TABLE 1. THE CHEMICAL COMPOSITION AND ENERGY VALUE OF THE STUDIED SWEETENERS FOR MKI

Nutrients	Mass fraction of nutrients					
	<i>Mulberry fruit</i>		<i>Sugar beet</i>		<i>Sumalak</i>	
	<i>g /100 g of product</i>	<i>g /100 g CB</i>	<i>g /100 g of product</i>	<i>g /100 g CB</i>	<i>g /100 g of product</i>	<i>g /100 g CB</i>
Water	81,74	-	74,64	-	3,20	-
Solids	18,26	100	25,36	100	6,80	100
Squirrels	0,78	4,27	1,48	5,84	2,76	7,50
Sahara	12,60	69,00	17,64	69,56	14,18	38,53
Starch	0,65	3,56	0,09	0,35	7,12	19,35
Pectin*	0,21	1,16	2,36	9,31	-	-
Fats	0,41	2,24	0,14	0,55	10,40	28,26
Organic acids	1,34	7,34	0,06	0,24	0,00	0,00
Alimentary fiber	1,75	9,58	2,04	8,04	0,63	1,71
Ash	0,23	1,26	0,27	1,06	0,17	0,46
Other substances	0,29	1,59	1,28	5,05	1,54	4,19
Degree of sweetness	moderately sour		sweet		sweet	
Energy value, kcal	56,7	310,6	73,7	291,2	187,0	508,2

* Note - in terms of galacturonic acid

From the data in Table 1, it follows that in terms of sugar content, the fruits of mulberry are practically not inferior to sugar beets, unlike sumalak, while the calorie content of the latter is on average 69.1% higher than that of comparison objects and 27.7% directly granulated sugar (398 kcal).

Specific pharmacologically active nutrients and compounds have also been discovered that determine the uniqueness of the studied raw materials. So, in the fruits of white mulberry, a rare phytoalexin - resveratrol, with neuroprotective, anticarcinogenic, antioxidant and anti-inflammatory properties was found. Only in the fruits of mulberry contains a unique glycoside - tutin, which, like other glycosides, is characterized by tonic, sedative, choleretic properties [21,22]. The following were found in sugar beets: gamma-aminobutyric acid, which stimulates the metabolism in the brain: betaine - a material for the formation of choline, which prevents fatty degeneration of the liver; bioflavonoids (vitamin P) that regulate the hormonal background, strengthen bone tissue, and have a capillary-strengthening effect [26,27]. Choline contained in sumalak (trimethylammonium) has hepatoprotective and lipotropic properties, is converted to acetylcholine, which plays an important role as a mediator of the central nervous system [29].

Food raw materials, as well as food products, must comply with biomedical requirements and sanitary quality standards, and also not contain carcinogenic nutrients and pathogenic microorganisms above the maximum permissible concentrations. Therefore, research is needed to determine the indicators of environmental and epidemiological safety of the studied additives (Table 2).

TABLE 2. INDICATORS OF THE LEVEL OF ENVIRONMENTAL SAFETY OF THE STUDIED ADDITIVES

Index	The value of the indicators, in mg / kg			
	By ND, * no more	<i>Mulberry fruit</i>	<i>Sugar beet</i>	<i>Semalak</i>
Mercury	0,02	H/o**	0,00	H/o
Cadmium	0,03	0,00	0,01	0,00
Lead	0,50	H/o	H/o	H/o
Zinc	10,0	0,23	4,31	0,00
Copper	5,00	1,52	0,14	0,04
Iodine	1,00	0,00	0,02	0,00
Arsenic	0,20	0,00	0,005	H/o
Ion - nitrates, mg / kg	400,0	-	267,4	-
<i>Pesticides:</i>				
Hexachlorocyclohexane	0,50	H/o	0,32	H/o
(α -, β - and γ -isomers)	0,10	H/o	H/o	H/o
<i>Radionuclides, Bk / kg:</i>				
- cesium - 137	120,0	H/o	H/o	H/o
- strontium - 90	40,00	H/o	H/o	H/o
Aflatoxin B, mg / kg	0,05	0,00	0,01	H/o

Note: * ND - regulatory document; ** N / a - not found

It was found that the mass fraction of heavy toxic metals, non-metals, nitrates did not exceed the MPC, pesticides and radionuclides were not found in the studied samples of raw materials. The data obtained indicate the conformity of the quality of the studied products to the regulatory requirements of environmental and toxicological safety SanPiN No. 0366-19 [30]. To determine the microbiological contamination of the studied raw materials, substrates were prepared using nutrient agarized media, they were incubated under conditions optimal for the growth of microorganism colonies, then the species and quantitative composition of microflora were determined using phase contrast microscopy. The results of the study are presented in table.3.

TABLE 3. INDICATORS OF MICROBIOLOGICAL CONTAMINATION OF THE STUDIED ADDITIVES

Indexing	The value of indicators			
	According to ND, no more	<i>Mulberry fruit</i>	<i>Sugar beet</i>	<i>Sumalak</i>
KMAFANM, CFU / g, no more	1×10^4	$2,4 \times 10^3$	$3,1 \times 10^3$	$0,3 \times 10^2$
BGKP (coliforms), 1 g	No add.	H/o	H/o	H/o
Salmonella in 25 g	No add.	H/o	H/o	H/o
Yeast, CFU / g, not more than	1×10^2	$0,7 \times 10^2$	$0,4 \times 10^2$	0,00
Mold, CFU / g, not more than	1×10^2	$0,4 \times 10^2$	$0,6 \times 10^2$	0,00
Listeria monocytogenes in 25 g	No add.	H/o	H/o	H/o

According to microbiological indicators, the studied samples of raw materials also met the requirements of SanPiN No. 0366-19.

The microflora of mulberries and sugar beets is represented mainly by soil microorganisms, microscopic fungi, various types of acid-forming bacteria and yeast. Mostly, rod- (2-4 in the field of view) and coccoid (6-9 in the field of view) bacteria were found. In sumalak, almost no vegetative forms of microorganisms were found, since the tindalization process during its preparation ensures the destruction of spore-bearing bacteria.

Basic research on the properties of raw materials and food products is an essential condition for organizing a “healthy” and relatively safe diet. The use of natural sweeteners will enrich flour confectionery products with biologically valuable substances and reduce its calorie content. Sugar-containing vegetable raw materials grown in Uzbekistan are environmentally “clean”, as they comply with regulatory environmental, toxicological and microbiological indicators. Therefore, these products can be successfully used in the diet of the local population, as well as exported abroad..

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Published by: **TRANS** Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00090.7****CHINESE LARGER GEOPOLITICAL STRATEGY IN CONTEXT OF THE
HAMBANTOTA PORT PROJECT IN SRI LANKA****K.T.Ganeshalingam****Senior Lecturer,
Department of Political Science,
University of Jaffna, SRI LANKA**ABSTRACT**

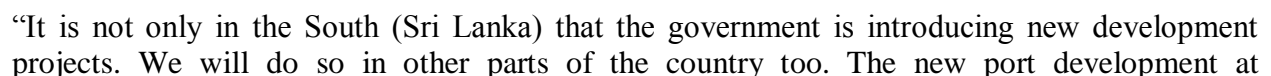
This article attempts to discuss how Sri Lanka is having its role in helping the country like China to have its expansion on the Indian Ocean and how it has enabled China to dominate the Indian Ocean. It also discusses how there will be a construction of diplomatic relationship between the countries lying in the Indian Ocean. The article also deals with Indian Ocean's String of pearls and Sri Lanka's Hambantotta port which is considered as one part of Strings of Pearls planning technique. As a strategically situated maritime doorway to India, Hambantota is very well positioned. It is better located than any Indian port to act as a transshipment centre, because of equal-distance to, and ability to serve both, the East and the West coasts of India as well as Myanmar, Bangladesh, Pakistan, and smaller countries such as the Maldives.

KEYWORDS: *Indian Ocean, String Of Pearls, Maritime Silk Route, Monsoon, Bunkering Business, Unshakable Aircraft Carrier.*

INTRODUCTION

Southern provincial division is one of the nine provincial divisions of Sri Lanka that has a district named Hambantotta where the most important ancient port is situated namely Hambantota (Magam Ruhunupura Mahinda Rajapaksa Port). The project of converting the ancient port into modernized one is known as Hambantotta port project. A port was first known to be operational in the general areas of Hambantotta around 250 BC, when Chinese and Arabian merchants used it as a part of the maritime silk route. Around the 1st century BC, a furnace powered by monsoon winds was built near Embilipitiya, which used wind based air supply to produce high carbon steel. This steel was exported to Rome, another European area for the manufacture of armors and swords, with ship sailing to a port in Hambantotta to obtain steel (Annual Report:2011). Later the colonial countries of Europe maintained their trade, economic and military relation with the world by having Colombo and Trincomalee ports as their centers in Sri Lanka. The independent

Map: District of Hambantota



Hambantotta is one such project. The government has obtained loans for development purpose and not for day to day consumption. The benefits of this development will be realized throughout the country. They will generate new employment opportunities".(News:2007)

First Phase

This project has three phases of which two are more important than the third. The first phase is scheduled to be finished within 39 months i.e., from 15 January 2008 to 15 April 2011 with the cost of 361 million US\$. main port parameters (phase 1), design vessel – 100,000 DWT, approach channel width – 210m, turning circle – 600m, quay length (General Cargo) - 600m, service quay – 105m, oil quay – 610m, depth of basin -17m. The main port parameters have two break waters, excavation of the 17m depth basin area, dredging of 210m wide entrance channel, construction of service berth general purpose berth, roads and buildings, more than that, tenders are invited by the Sri Lanka Port Authority (SLPA) for the following:

1. Cement grinding plant
2. Cement storage and bagging plant
3. Fertilizer storage/ processing bagging plant
4. L.P Gas Distribution Facility
5. Ware housing complex
6. Vehicle Assembling plant
7. Flour Mill
8. Food Processing & Packaging
9. Any other Business related to import and export sector(B. Raman:2009).

With the planning of Hambantotta renovation project, for the first phase project it is planned that the 85% of investment was provided by Exim Bank and the rest 15% was the investment of the Sri Lanka government.



Source; The Nation, Sri Lankan Port Authority, August, 2010.

When comparing with the ports of Colombo and Trincomalee, Hambantotta has more opportunity for planning infrastructure. The first phase of the port of Hambantotta will consist of two 600m general purpose berths, a 310m bunkering berth and a 120m small craft berth, and it will also contain a bunkering facility and tank farm which will include 08 tanks for marine fuel, 3 tanks for Liquefied Petroleum Gas (LPG). A floor administrative complex will also be constructed as a part of the project. The northern part of Hambantotta port has the depth of 22m and Colombo port has a depth of 15.5m. The wall is constructed to prevent the port from the damage caused by the Indian Ocean and it also acts as a protective core for the port. This wall is constructed with the resisting quality of avoiding flood inside the port. More than that on the outer area of the port, it is decided to construct the tax-free port zone. This part is to be used for building ships by the international Sri Lankan ship companies. It is also decided to be stock house for the equipments and parts for repairing the ships. If this project is fulfilled, it is estimated that nearly 500,000 people may get direct or indirect employment. As a result of the eminent part played by the Chinese government Chinese ship companies were involved in the renovation project. Especially, SPLA made suggestions to involve employers from harbor engineering Co. Ltd and Sino hydro co-operation in the project. There were 328 Sri Lankans and 235 Chinese working as the site-engineers, administrative, personnel and others. The present number is not known. Likewise, the extraordinary work done by the Chinese was related to the Hambantotta renovation project. The reason for the lead of China is the intimate and friendly relationship between these countries.

The employee of SPLA, Priyanth B. Wickrama states that the first phase has been completed before the estimated timeline. The first phase was completed in November 2010. To mark this occasion, all over the Island celebrations and prayers were conducted. On 18 November 2010, President Mahinda Rajapakse opened the port. 'Jetliner' the first navy ship of Sri Lanka entered and anchored in the port with the cultural celebration. More than that, the ship Pradeepa- II was anchored in the ancient east-west silk trading route. On June 6, 2011 Ruhunu Magampatra international port officially stated transshipment operation with the 'NHK Fricia' ship from Japan containing 15 vehicles and the 'Ellision Sun' with 1000 vehicles from Chennai harbor, India. Dr. Priyath Banda Wickrama explaining details reported that Hambantotta port project was progressing satisfactorily. It would be completed even earlier than the scheduled date. According to the SPLA nearly 76 percent of the break water construction work has been completed. The construction of cofferdam has been fully completed meanwhile 90 percent of the service berth construction has been completed. Ninety percent of the general purpose berth construction, 59 percent of the basin excavation, 45 percent of the oil berth construction, 32 percent of channel dredging and 10 percent of administration building construction have also been completed. Hambantotta port development project will be constructed especially enabling to handle 100,000 Draft Weight Tons (DWT) vessels. It will have an approach channel of 210m wide and 17 m deep. The turning circle at the port will be of a diameter of 610 m at the depth of 17 m. The port will consist of a service vessel berth 105m long at a 17 meter depth and a key wall (general Cargo) 600 meters long at a 17m depth. The west and east break waters constructed for the port are 988 meters and 312 meters long respectively.

Second Phase

Hambantotta port development project's phase II has begun and will continue till 2014. The work was officially started on the day of the end of phase I of the project. The investment on phase II is about 750 million US \$(PB.Wickrama:2013). For the phase II project, Sri Lanka has

requested investment from China and it has given 100 billion rupees. The Exim bank of China has given 600 million US\$ and the government of China has given a debt of 1 billion Yuan (Rs. 21 billion.). Sri Lanka's SLPA and China Harbor Engineering Company Ltd (CHEC) signed the official planning document for phase II on January 06, 2011. The estimate amount and time for completing the project are fixed as 810\$ million and 36 month. News:2012)

The project mainly includes four 100, 000 DWT container berths, one 100,000 ton of oil wharf, two 30,000 ton branch line berths, harbor basin of 490,000 m² to be shared by phase II and phase III one off-Shore manmade island, round yards of 49,000m(PB.Wickrama:2013) and soon. So the planning of phase II shows the complete development of the port. The phase II is divided into two parts as step I and step II. In the step I development it may have approximately 840m berth length and 77800 m² back up land area in this proposal. Feeder berth ship yard and under water tunnel across the approach channel connecting old main highway flyover Bridge within the port internal roads, are the main features of the phase II step I proposal.(The Nations:2010) The step II of the phase II proposal has another 840 m length berth and 837,000 m² back up yard. With this planning the project is going on in process. The information led by SLPA is that, the Third phase will include a yard dock upon completion, and the port will cover 400 acres (16 sq. km) of land and accommodate 33 vessels at any given time making it the largest port in South Asia(Annual Report:2010). Based on this, it is planned that the project is under process from 2008 to 2023.

The Opportunities of Hambantota Project

Because of this project, there will be a change in political and economic state of Sri Lanka. More than that, the researchers are considering that this project will lead Sri Lanka to show its superiority in international politics, interfere in military diplomacy and gain importance in trading also. It is better to view the information led by SPLA regarding the opportunities gained as follows:

- The port of Hambantotta has been planned in such a way that it initially functions as a service and Industrial port handling conventional cargo vessels i.e
- The foundation to construct a full-fledged bunkering facility and a tank farm in the port of Hambantotta, which consists of fourteen tanks having a total storage capacity of 80,000 cubic meters of product oil a cost of US\$ 76 million.
- There are enough land resources around Hambantotta to be used as hinterland for port related activities and this could affect many logistics-related services into the area to serve the maritime sector.
- Lanka IOC is planning to reorganize its bunkering business systems with hopes to expand business to Hambantotta. The company aims at growing with more activities taking place in Sri Lanka.
- NCCSL chairman Sujeiva Samaraweera has stated that the Hambantotta port is developed into an international port in a fully fledged manner. Its development has also led to the development of Sri Lanka along with its shipping and aviation industry. The Hambantotta port a landmark project launched with an investment of US \$ 450 million is expected to boost the port and shipping industries in the country.
- Sea to air and air to sea operation could be developed with the opening of the port and airport in the south.

- Services such as industrial value addition, bulk storage, warehousing, cement and fertilizer storage, bunkering, water supplying. Crew changing and ship repairing will be provided.
- Hambantotta port provided 1000, employment opportunities within first six months of its first phase. Another 6,000 direct and 50,000 indirect employment opportunities will be provided within three years.
- Though the rulers of Sri Lanka state that Hambantotta project never affects the port of Colombo, on the surface of national and international aspects Hambantotta project has gained its importance and has been considered as the substitute of Colombo port. The Hambantotta port has more facilities and consists of modern equipments than Colombo port. For this, mobile-auto transshipment can be taken as proof. In 2009, 4973 vehicles had transshipment in Colombo Port. It is reduced to 2455 in 2010 and 993 vehicles in 2011. The reason for this reduction is that the cargo bound to Colombo port is unloaded at Hambantotta port. So it is evident that Colombo port lost its importance because of Hambantotta port.

Precisely, it is guessed that Sri Lanka is moving towards the change in politics. From the Strait of Malacca and Suez Canal, Sri Lanka acts as an opener for the shipping transport between Asia and Europe. Nearly 4,500 oil tankers and 36000 ships pass through this sea route. Colombo port has its importance but now the focus is towards the Hambantotta port in Southern area. It acts as an international centre for shipping transport and it is considered as the trading centre with modern facility. It never reduces the trade in the ports of Sri Lanka. The President's native district Hambantotta has gained its importance and has modern facilities which make the district proper to a great extent with the help of Hambantotta project.

Hambantotta district has gained significance with the international airport, extension of highway to kataragama Southern railway to Katharagama, an oil refinery and an oil tank farm with 14 for fuel bunkering system (76 US \$ million) 500 acre safari park, botanical garden, Hambantotta city centre with an administrative proposed projects- university complex, city hotels, institutional convention centre, beach park, industrial square, banking square hospital. The researchers consider that greater development of Hambantotta than Colombo can create an impact in the political arena. Deputy minister of ports and highways, Rohitha Abeygunawardena, following the success of Hambantotta port, being completed with a view of making Sri Lanka the future, maritime hub in the region in line with the 'Mahinda Chinthana' (Mahinda vision) of the President Mahinda, has declared that approval will also be granted for more foreign investments to initiate industries at the port premises in the near future. So the construction of Hambantotta project has created an unavoidable importance in national and international regions.

In 2007, Chinese banks funded the 360\$ million first phase of the Hambantotta port project, completed in March 2011. The port is able to berth the largest ships in the world, and has the capacity to handle 20 million containers annually located less than 10 nautical miles off the major ship in lines, over 100,000 ships (nearly 300 a day) pass by the port every year.(Cory. N. Gassaway:2006) Indian Ocean, Hambantotta which is considered as Chinese string of pearl's part has gained significance internationally. Many researchers have stated that the port is becoming the centre for China's naval force. Particularly, the employee of Chennai centre for China studies, B. Raman observes that, the present Chinese interest is in the use of the docking and refueling facilities that would come up in Hambantotta for their commercial and naval ships. There is no proposal at present for a Chinese naval base at Hambantotta.(B. Raman:2009) Furthermore, it is very unlikely that Sri Lanka would allow the Chinese Navy to use Hambantotta against India. This can be seen as a challenge for the policy of protection to India. This is why

the activities of Hambantotta newest and most unusual residents should be causing alarm in New Delhi.

Like the other regions, the power of China is developing in the Southern regions. Though Sri Lanka is a foreign country to India, it acts as an intimate country with China. At the same time, the position of no contradiction in between China and Sri Lanka, in the regime of Mahinda Rajapaksa they have become the most supporting and friendly countries with lot of cooperation. These countries are becoming the opposing force not only for India but also for US. The former US ambassador to India *William H. Avery* states that, it all makes good sense, but the commercial reasons are only part of the story, the Hambantotta port is also a part of the China's larger geopolitical strategy to encircle the only country that can threaten its complete dominance of Asia; India. (William H. Avery:2012) It is not hard to imagine Chinese naval vessels one day securing basing rights in the newly constructed port from there, red army troops can easily move up the coast of Sri Lanka to Mannar, which is but a hop, skip and a jump to the Indian mainland. (William H. Avery:138) Naturally India doesn't face the impact of economic fall suddenly but there is more possibility to have such impact. There are lots of criticisms that China and Sri Lanka can dominate India with its power. *William H. Avery* states regarding this issue as: 'US general *Douglas Mac Arthur* (1880-1964) called Taiwan an 'unshakable aircraft carrier' off the coast of China, by that analogy Sri Lanka is an unshakable aircraft carrier off the Coast of India, and the Chinese are about to come abroad. (William H. Avery :139) In his research he tries to expose the weakness of Indian protection policy by pointing the promoters of these policies in India. Hambantota is not the only instance of India's foreign policy leadership being asleep at the wheel. China is also building ports in Bangladesh, Myanmar and Pakistan in what US military observers have called a string of pearls strategy. (William H. Avery:140) If India is not careful, it could find itself choked by China's string of pearls. China's strategy will give it multiple access points to threaten the Indian mainland within a one hour missile flight. Though it is a threat for India, Hambantota project can change the territorial regions. Hambantotta project is going to be a dominant centre for trade in international surface. As it is gaining importance in internal and territorial area, it is going to have its significance in international arena. The Hambantota harbor and international commercial airport developments are expected to project Sri Lanka to the status of a global mega hub, on par with the US pacific coast, the US Atlantic coast, European and far Eastern mega hubs. When ultimately completed, the port will have approximately ten times the capacity as Singapore or Rotterdam, and it will be the only major commercial shipping hub between Singapore and Fujairah. (Santhus Fernando :2010)

Sri Lanka is fortunate to be located next to what will be the world's third largest economy by 2030. The Chinese can build a port in Sri Lanka, but they can never bring the everyday trade opportunities to Sri Lanka business that India can. (William Avery:2012) In international level, along with India US is also going to face a stress in the diplomatic relationship with Sri Lanka. When Hambantota project reaches its international acclaim, China – Sri Lanka relation will become close and there is a possibility of affecting economic factor of US on Indian Ocean. Apart from that, there will be an effect in trade, economic and military factors. *Robert Kaplan* postulates that, 'China's economic development in Sri Lanka is simply an attempt to take advantage of legitimate commercial opportunities in places that matter to its military and economic interest. (William Avery:143) The competition of US on Indian Ocean is to maintain its power and it tries to exclude the power of Sri Lanka due to its relation with China. China is silently achieving its power in economic and sea trade activity. The visit of the Chinese Type 039 'Song' class submarine to Colombo, Sri Lanka, later part of last year (2014) passed with big

issues, but it's the openly first time one of the People's Liberation Army-Navy's (PLA-N) diesel-powered submarines has emerged in the Indian Ocean, and it's a rare PLA-N submarine visit to a foreign port. Strategically, this visit, and an Indian Ocean patrol by a Chinese nuclear submarine at the start of this year, is prompting discussion about the expanding reach and capability of China's navy.

CONCLUSION

The power of China over the Indian Ocean is possibly in constant rise through strategy on territorial coastal countries, strings of pearls policy and the Hambantota development project. The move of China flourishes the economic factor of coastal countries of Indian Ocean by the same way those countries' infrastructure creates a unique political action. These countries extend their economic cooperation with China and its supporting countries that act as a basis for strong relationship. There is a trading exchange in ports and the political, military, and economic cooperation with friendly understanding attitude. The union of Myanmar, Iran, Pakistan, former Libya, and Bangladesh with Sri Lanka shows the formation of new international political party. China plays a role in forming relationship with Asian and African countries. Due to the economic depression on western countries, China is providing funds and constructing internal economic strategy with other countries. The unique soft approach of China leads to the flourishing political relations and it is interested in dominating the sea route by investments.

Hambantota development project acts as a factor that affects US and India. It reduces the superiority of two countries in the Indian Ocean. The researches view that trading and military activities of China also act as a threat to these countries' (Report Kaplan:2010) William H. Avery stresses that U.S and India should work together and India should take steps to move China from Sri Lanka. Therefore the political sports and rivalry are found within the countries with Sri Lanka and Hambantota as the nucleolus effect. In this conflict, China is having its upper hand. Indian historian Panikkar states that any country which tries to dominate the Indian Ocean occupies Sri Lanka for its own reasons. It is an unavoidable fact. (William Avery:2012) China is following the trend and it leads accordingly making success in all spheres of development in Sri Lanka.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00105.6****RELIGION AND STATE RELATIONS IN THE LEGISLATION OF THE
COUNTRIES OF CENTRAL ASIA****Rashidov Firuz Tuygunovich***

*Senior Lecturer,

Department of "Socio-Humanitarian Sciences",
International Islamic Academy of UZBEKISTAN**ABSTRACT**

This article analyzes the history of religion and state relations in Central Asian countries, in particular in the Republic of Uzbekistan, the role of the holy Islamic religion, inter-confessional dialogue, and the current state of religion and state relations in the Constitution and laws of the states of the army. Proposals were made on the tasks that should be carried out in order to further strengthen close military and mutual cooperation between the countries of Central Asia.

KEYWORDS: *Freedom Of Conscience, Religious Organization, Interfaith Dialogue, Religious Tolerance, Faith, Democratic State, Social State, Political Diversity, Ideology, Sovereignty, Party, Radicalism, Transnational.*

INTRODUCTION

It is known that in the process of its historical development, humanity has lived and valued on the basis of certain power, ideology, values. Although not a single ideology has been established as a state ideology in Central Asian countries today, the views, customs and traditions that have been polished for many years are valued, and a policy of self-awareness is a priority. Since the factor of religion was associated with the concept of holiness, mixed with the national characteristics of the nation over the centuries and absorbed into the consciousness of the people, it acquired an ideological character in certain periods.

Historically, statehood, governance, diplomacy, and interpersonal relations in the kingdoms of Central Asia from the middle Ages to the establishment of the socialist system were regulated by Islamic law, the institution of the judiciary, and religious norms. The locals lived according to the tenets of Islam. Religion and religious norms, as an integral part of people's lives, are combined with national values, forming a rich cultural and spiritual heritage of peoples.

The convenient geographical area at the crossroads of Central Asia's Great Silk Road, its underground and surface resources aroused great interest in the powerful states, and was conquered and established by Tsarist Russia in the second half of the 19th century.

As a result of the revolution of the early twentieth century, a socialist system based on communist ideology emerged. The policy and ideology of the single ruling party permeated all spheres of the country's socio-political life. Living according to customs and traditions, conducting religious ceremonies, and celebrating holidays were banned and condemned as a relic of antiquity. This government, based on administrative command, falsification, and discrediting human dignity and freedoms, did not last long.

In the 90-ies of the XX century, the socialist system was disintegrated. This has changed the political map of the world. In Central Asia, the countries that have started to define their own path of development, one after the other, declared their independence. The Republic of Uzbekistan and the Kyrgyz Republic announced its independence on 31 August 1991, the Republic of Tajikistan on 9 September, the Republic of Turkmenistan on 27 October, and the Republic of Kazakhstan on 16 December. They prioritized the construction of a legal democratic state, free civil society, recognizing the supremacy of universally recognized norms of international law along with their historical roots and modern values in the course of independent development.

For many years, in a society where religious customs and traditions were limited, nations wanted to recognize that they had their own language and religion under the banner of independence. There was a growing desire among people to learn and develop a sense of identity, history, religious customs, and traditions. Lack of modern religious literature in the state language and other local languages, lack of experts, lack of consensus of clerics on certain religious issues, diversity of views of sects and denominations, lack of practical experience of officials, gaps in religious beliefs, various radical movements and caused them to join groups.

As a result, the Asian region, in particular the Republic of Uzbekistan in 1999-2000, suffered from the actions of members of extremist movements and movements. Hundreds of citizens fled the country through social media and other means under the influence of banned groups in Middle Eastern countries that were hotbeds of war. Dozens of extremist, terrorist groups that threaten the security of Central Asian states have emerged and have been declared international threats.

In Uzbekistan, the preservation of inter-ethnic and inter-religious harmony, the protection of members of society from the influence of various foreign ideas and views, the sustainable development of the state have become an urgent task.

In particular, the Constitution of the Republic of Turkmenistan State: "Turkmenistan is a democratic, legal and secular state" [1]. "The state guarantees freedom of religion and belief, their equality before the law. Religious organizations are separated from the state, and they are not allowed to interfere in the affairs of the state and perform state functions.

The state education system is separate from religious organizations and has a secular character" [2].

The Constitution of the Republic of Kazakhstan State: "The Republic of Kazakhstan, reaffirming its democratic, secular, legal and social state, considers human beings, their life, rights and freedoms to be of the highest value.

The Republic of Kazakhstan recognizes ideological and political diversity.

It is not allowed to form political party structures in state bodies [3].

The Constitution of the Republic of Tajikistan states that “public life in Tajikistan develops on the basis of political and ideological pluralism. The ideology of any party, community, or religious association, movement, or group is not recognized as state-owned. Public associations and political parties are formed and operate within the framework of the Constitution and the law. “Religious organizations are separated from the state and cannot interfere in the affairs of the state” [4].

Article 1 of the Constitution of the Kyrgyzstan Republic, which is the basic law, states: "The Kyrgyzstan Republic is a sovereign, democratic, legal, secular unitary state."

Article 4 of the Constitution states: “Political diversity and multiparty system are recognized in the Kyrgyzstan Republic.

... Formation of political parties on religious ethnic grounds, achievement of political goals by religious associations;

The activities of political parties, public and religious associations, their representative offices and branches, activities aimed at changing the constitutional order, undermining national security, inciting social, racial, interethnic and religious hatred are prohibited [5].

In Article 1 of the law of the Republic of Tajikistan “on conscience land and religious associations” adopted on March 26, 2009, in Article 5 of the law of the Kyrgyz Republic “on Religious Land and religious organizations” adopted on December 31, 2008, in Article 7 of the law of the Republic of Turkmenistan “on land and religious organizations” dated April 12, 2016, in, Article 5 of the law of the Republic of Uzbekistan “on the land of conscience and religious organizations” dated May 1, 1998 provides for a single idea, that is, religion in the country is separated from the state, no religion or religious belief is allowed to establish any privileges or restrictions in relation to others.

There are also contradictions in the laws of Central Asian states on freedom of conscience and religious organizations.

Article 5 of the Law of the Republic of Uzbekistan “On Freedom of Conscience and Religious Organizations” prohibits proselytizing, as well as any other missionary activity aimed at the inclusion of believers from one religion to another, and those responsible for violating this rule shall be held accountable. Article 8 of the Law of the Republic of Kazakhstan “On Religious Activity and Religious Associations” and the Law of the Kyrgyz Republic “On Freedom of Religion and Religious Organizations”, article 12 of the Law “On foreign citizens and persons without citizenship, the state can go through the list of missionary activity. The legislation of the Republic of Tajikistan and the Republic of Turkmenistan does not provide for or regulate proselytizing and missionary activities.

It is obvious that the Republic of Uzbekistan and the neighboring Central Asian states have chosen the path of democratic, secular development and enshrined in their laws the separation of religion from the state. The constitution and other regulations prohibit religious organizations from acting as political forces, but religion is not isolated from society.

Religious norms, customs and traditions have been ingrained in the minds of peoples for centuries, and Islamic culture is an integral part of the culture, history, present and future of the peoples of Central Asia.

At a time when the mix of national culture with subculture is intensifying, the negative effects of "popular culture" are showing their strength, maintaining inter-ethnic and inter-religious harmony in Central Asia, self-awareness, preservation and development of centuries-old national, religious and ethnic culture, correct interpretation of Islamic teachings. It is an urgent task to prevent the spread of enlightened Islam and the division into different sects.

CONCLUSION

In order to further strengthen peace and security in Central Asia, it is necessary to further strengthen cooperation within international regional organizations and their subdivisions, such as the Commonwealth of Independent States, the Shanghai Cooperation Organization, and improve measures to combat terrorism, extremism and other threats to regional security.

In order to maintain peace and stability, ethnic conflicts, extremist attacks in the world, to maintain peace and stability in the Asian region:

- Further approximation of legislative norms, taking into account the transnational nature of the ideas of extremism, fundamentalism, radicalism;
- strengthening cooperation between the Central Asian states by further improving the mechanisms of practical implementation of security regulations adopted in the framework of international regional organizations such as the CIS and SCO, of which they are members;
- study of practical experience of neighboring countries in the fight against extremism, fundamentalism and radicalism and mutual scientific cooperation;
- it is necessary to develop constant practical cooperation between law enforcement agencies.

Indeed, the stability of the Central Asian states on the path of peace, security and development will develop as a result of the efforts and joint efforts of not only one state, but all the states in the region.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
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(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00117.2****THE IMPORTANCE OF USING MARY MONCESSOR METHODOLOGY
IN PRESCHOOL EDUCATION****Sozhida Yahyaeva*; Farida Eshnazarova****

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ABSTRACT

This article explains the importance of using the methodology of Maria Montessori, an Italian researcher who has been successfully practicing in preschool education. The author also focuses on the role of modern pedagogical technology in personal education and comments on the practical possibilities of Montessori's research in preschool education.

KEYWORDS: *Maria Montessori, Methodology, System of Preschool Education, Values.*

INTRODUCTION

Pre-school educational institutions are educational institutions aimed at the upbringing, care and education of children in accordance with the legal acts established by the State and the requirements for preschool educational institutions. In preschool education, children are brought up physically, mentally, morally and aesthetically. Each of these types of education has its own characteristics and they complement each other. This, of course, requires strict adherence to teaching methods by professionals.

Methodology of preschool education is a separate branch of pedagogical science, which studies theoretical and practical bases of continuous mental, spiritual and physical development of preschool children, studies methods and teaches their future specialists [8:238]

On this basis, we can say that the first sparks of human development in the system of preschool education are sufficiently developed, that is, during this period of education the first stage of human capital is formed, and it is necessary to strictly adhere to the pedagogy of preschool education.

MAIN PART

Scientific observations and research have shown that 70 per cent of all information a person receives during his or her life can be obtained before the age of five. Indeed, during this period, a human child understands the world, learns his or her native language, awakens love for his or her parents, family, neighbors, homeland and prepares the ground for lifelong knowledge. While the family plays a key role in this, the contribution of preschool is also important. In Uzbekistan, therefore, preschool education has become an integral part of the continuing education system, in other words, its prelude.

The use of modern pedagogical technologies in preschool education can be considered as the basis for professional development of teachers. For this reason, it is crucial to know his theory and practice. Therefore, “Modern education needs teachers with a high level of skills and competence in various fields, who can creatively change pedagogical and social activities in times of pressing needs” [7].

Pedagogy of preschool education is a branch of pedagogy that studies the laws, principles, tools, forms, methods and concepts of educating preschool children and forming their personality. The pedagogy of preschool education is inseparably linked with child psychology, the anatomy and physiology of young people, medicine, hygiene, linguistics, fine arts and ethics.

The methodological basis of preschool education pedagogy is the theory of dialectical knowledge and regularities of evolutionary development of personality, spiritual and moral heritage of people and pedagogical views in developed countries, pedagogy, psychology, philosophy, ethics, aesthetics, linguistics, medicine, human physiology and hygiene, anthropology. principles, conclusions and laws.

The main task of preschool education pedagogy is to develop the content, form and concept of education for preschool children [8: 238–239].

The humanization of the pedagogical process, i.e., its adaptation to preschool children's needs, is the basis for the child's full development in preschool institutions. At the same time, children develop the following characteristics:

- the need for warm and friendly communication with others;
- need for information exchange and active learning;
- need for different activities according to interests;
- the need for self-development, self-expression and recognition of achievement by adults and peers [3:62].

If physical education creates conditions for protecting children from various diseases, strengthening their health, ensuring their full physical development, mobility and vitality, mental education aims to improve their perception, attention, memory, visual thinking and speech.

In practice, it is possible to distinguish between qualified and unqualified pedagogical activities. In the course of the great historical period, during the natural life relations of adults with children, educational processes were carried out by untrained specialists. [4:3].

The type of incompetent teachers can be presented as those who deliberately do not understand the pedagogical problem and the pedagogically necessary issues. In real situations, however, it works instinctively.

According to experts, in today's situation it is very important to rely on developing, differentiated, and productive pedagogical technologies in the activities of preschool teachers [5:46]. This is why Aristotle praised the mission of the teacher and described it in the following way: "Pedagogues are more respected than parents. Because if a parent only gives life to a child, the teacher teaches him to lead a decent life" [1:21].

The Montessori method is useful for this kind of education because it provides all opportunities for the free development of the child as a person during the "early growth" period. When they talk about "early growth", they see the intensive development of a child's ability from 0 to 3-4 years. After that, as it was found out that the development of brain cells by three years is completed by 70%, and by six months - by 90%, it was found out how many opportunities I miss, do not use the congenital potential of the baby [6:

The term "early growth" has really come into our lives. There is hardly a person who hasn't heard of it at least in passing. It is also possible that you will see the names of M. Montessori, G. Domana, Nikitinics, N. Zaitseva, etc. Early development is magnified to heaven and scolded, advertised and "made money on it", argued and experimented on [6: 4].

Maria Montessori (ital. *Maria Tecla Artemisia Montessori*, 1870–1952) – she was the first doctor of science in Italian history and founded Montessori School. Montessori created the biological basis for life, which is the basis for the emergence of a free, active person. The peculiarity of her methodology is that it is necessary to teach the child self-education, self-learning and self-development [3: 112].

The Montessori method helped to develop the child in all respects, which was a kind of unconventional view of the approach to children. It has three main components: the child, the environment, and the educator. The child must be at the centre of the learning process. Maria Montessori's methodology is based on her observations of the child in the natural environment.

Maria Montessori noticed that up to the age of 6 the child spontaneously and independently learns to walk, understand and speak the native language, control his movements, etc. She came to the conclusion that he has a certain inner teacher, a guide who helps to acquire all these skills without external interference. **The existence of this inner teacher in every child is the first principle of Montessori pedagogy** [9:4]. She gave a unique interpretation of the teacher's role in education, arguing that her work should consist of giving directions rather than teaching. So she used the word "leader" instead of "teacher".

It is convenient to study Montessori education in the following sections:

- practical preparation exercises;
- development of sensory perception;
- teaching speech development, writing and reading;

- mathematics;
- space education (universe);
- visual activity;
- laboratory.

Maria Montessori tried to accept him as a child. The Montessori method helps the child to easily master learning activities. It teaches to acquire knowledge on their own through activities. According to the Montessori method, the child will have the freedom to choose the activity he or she is involved in. As the child improves his or her knowledge and skills, he or she also develops independence and confidence. The Montessori method creates a natural desire in the child's learning process. It lays the foundation for a bold, confident transition to the next stage of learning. The environment that surrounds the child helps.

With the Montessori method, the child learns from specially developed materials. They are simple, fun and encourage the child to work independently. When they are used, the child has the opportunity to correct his or her mistakes. When the adult does not tell the child about his mistakes, his self-confidence and independence increase.

Therefore, it is important to nurture the skills and abilities that will be developed in the child. To do this, it is necessary to be age-specific. Children aged 3–4 years can master elements of moral norms and rules that are possible and unacceptable (“maybe”, “necessary”, “impossible”) [3:41].

At 4-5 years of age, children begin to understand how to behave, even if they have not yet fully mastered social norms and morality. Typically, without parental warning, they have the skills to greet, say goodbye, use words such as “thank you”, “bless” rather than say the words of adults to be polite to them [3:44].

The Montessori method is different from any other method in which children do not compete with each other. On the contrary, the methodology takes into account all the conditions necessary for the formation of the child as a person. Creating a creative, educational environment in groups is key to success. Pre-school education should be a place of joy and happiness for children. Babies should try to come here even on weekends. An example of this is an environment based on Montessori pedagogy. In such a well-organized psychological environment, the child behaves as if at home, independent and free from all problems. Punishment is not allowed in the institution. The main thing here is the achievements of the children.

As a result of the convenience created for children in preschool educational institutions, they can function normally, creating for them a creative, developing environment. In such an environment, during their daily activities, children become vitally active and develop on the basis of their own interests through ideas that shape human feelings such as freedom of conduct, respect for each other, love and mutual assistance. Various experimental methods and authoring techniques can be applied throughout the work. All unique things that help children develop, think, create are used here.

The main task of teachers is to create favorable conditions for children and focus on education. Children of different ages are brought up in groups. The interaction between adults and children is similar to family relationships: adults should help children, share experiences, and children should learn from adults. What to do is determined by the environment. This environment allows children to engage in independent activities, choosing from a variety of educational games and

equipment. The child analyses the world around them and uses the different subjects around them to explore them.

Every child is free to choose what he wants and work with him as long as he wants. According to the Montessori method, the creative development environment consists of a specially equipped room, a group of children, development equipment and a qualified teacher. The equipment must be invented and it must influence the overall development of the child [2].

Thus, the use of modern pedagogical technologies in preschool education creates new opportunities for individualization of didactic principles and differentiation of the educational process. All this has a positive impact on the development and cognitive activity, creative activity and consciousness of the child.

Recommendations for teachers of preschool education on the use of modern pedagogical technologies in classes:

- get acquainted with the subject;
- workplace preparation;
- preparation of the moderator monologue (presentation of the material);
- analysis of perceptions (associations);
- positive conclusion.

When adults respect a child's efforts, the child grows up to be an independent and enterprising person. This requires patience in Montessori's scientific language, because what seems easy to an adult can be difficult for the child.

CONCLUSION

There is a strong possibility that the child will be in the Montessori group to develop his talent. For this purpose, a ready-made environment is created which helps the child to systematize his knowledge of the world. In this case, classes are held in five development zones, i.e. practical life exercises, sensory, linguistic, mathematical, and interaction with materials located in space or science education. Of course, not everyone has the opportunity to send their child to Montessori kindergarten. But you can also create a ready-made environment at home!

It is especially important that pre-school children acquire knowledge of the school in the future, adapt easily to the school, prevent problems that may arise in the child's personality, involve children in pre-school education and enrol them in education.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00118.4****THE ROLE OF PAIRED TECHNOLOGIES IN ENHANCING STUDENT
INTELLECTUAL POWER****Tolipova Tursuntosh Karshievna***

*Teacher,

Samarkand Regional Center for Retraining and,
Advanced Training of Public Education, UZBEKISWTAN**ABSTRACT**

This article focuses on developing students' critical thinking, research and teamwork skills based on STEAM technology. It is also explained by practical examples of developing a comprehensive understanding of problems, creative thinking, engineering approaches, understanding and application of scientific methods, as well as the ability to lay the foundations of design. It is emphasized that this technology will serve the future and provide a basis for the development of students' intellectual abilities.

KEYWORDS: *Technology, Electronic Engineering, Mathematics, Art Painting, Architecture, Sculpture, Music, Poetry Of Understanding.*

INTRODUCTION

Reforms and changes in general secondary education are aimed at improving the quality and efficiency of education through the development and implementation of standards and curricula that provide for the development not only of educational but also life skills for children. Ultimately, these areas are directly linked to the development of a methodological service, which is the link between the school community, education management system and pedagogy.

The acronym STEAM (science, technology, engineering, arts and math) implies both the acquisition of knowledge about these sciences and the ability to apply them in practice. Combining theories and practices is a logical result. STEAM was developed in America. Some schools paid attention to how the career of their graduates was developing, and decided to combine subjects such as science, technology, engineering and mathematics, and this is how the STEM system was formed. Art was later added and STEAM was now fully formed. Teachers believe that these subjects, or better said knowledge of these subjects, help students to become highly skilled professionals in the future. At the end of the day, children want to get good knowledge and apply it immediately.

With the STEM approach, children can develop in several subject areas at once - computer science, physics, technology, engineering and mathematics - knowing that the theory being studied, sometimes boring, has an applied nature. For example, the educational solutions of LEGO Education - part of the world-renowned LEGO Group - are aimed precisely at developing STEM competencies and skills: research, engineering, mathematics and design[5].

STEAM is a new learning technology that combines several disciplines as a means of developing critical thinking, research and teamwork skills.

STEAM is a very fun and dynamic technology for children that keeps them bored. They do not feel that time is running out, but they are not tired either. Rockets, cars, bridges, skyscrapers, electronic games, factories, logistics networks, submarines, science and technology are becoming more and more interesting.

MAIN PART

Our role as educators is to inspire students to invent and persevere in achieving their goals. For us, thinking is not a noun - it's a verb, action, activity - and it's what we hope to achieve with our students. We want to challenge students to try something new, or tell them that it's OKEY to fail many times until they succeed.

We want to tell students to learn from their mistakes and find solutions, and that the biggest lesson they learn is the problem they can't solve. We need to create a curriculum that is future-oriented and not based on traditional thinking from the past.

The STEAM approach is not only a learning method, but also a way of thinking. In the STEAM educational environment, children receive knowledge and learn to use it immediately. So when they grow up and face life's challenges in the real world, be it pollution or global climate change, they understand that such complex issues can only be solved by drawing on knowledge from different fields and working together. Relying on knowledge in only one subject is not enough here [6].

The STEAM approach changes the way we look at learning and education. By focusing on practical abilities, students develop their will power, creativity, flexibility and learn to collaborate with others. These skills and knowledge are the core learning objective, i.e. what this entire education system seeks.

The world is changing, so let education not stand still. The changes over the past few decades are exciting, but at the same time they make us worry. The invention of all these new things brings with it many new challenges that people have never faced before. Every day new types of work and even entire professional fields appear, which is why today's educators have to think about whether the knowledge and skills they teach meet the demands of time.

Achieving and developing the quality of education requires constant and continuous improvement in the professional skills of schoolchildren. It is important to create a methodological environment in educational institutions that fills gaps in the professional skills and knowledge of teachers and develops a creative approach to their practical activities.

Along with science and high technology, the most important area of the innovation economy is also the creative industries or industries and the creative economy as a whole based on creativity and intellectual capital. Creative industries include cinema, music, computer technology, fine arts, gallery business, fashion, publishing, design, architecture[7].

On the need to combine science and art wrote other thinkers, such as Chinese mathematicians, enlighteners XI century, as well as Leonardo da Vinci. Later this opinion was held by many European philosophers and psychoanalysts (in particular, K. Jung)[7].

According to American scientists, the confrontation between science and art, which is so typical for modern development, should be considered as infertile, and both directions should be developed in tandem [4].

The introduction of art allows for the expansion of the student body involved in the project, so that children who do not have certain skills in design and mathematics can help the group aesthetically realize the project.

The STEAM curriculum is based on the idea of teaching students with an interdisciplinary and practical approach. Instead of studying each of the five subjects separately, STEAM integrates them into a single curriculum.

Studying at STEAM allows the use of scientific methods, technical guidelines, mathematical modelling and engineering design. This leads to innovative thinking, skills and abilities of the student in the 21st century.

According to the teachers, integration allows success in many professions. Almost all experts say that advanced technologies increase motivation to learn and broaden basic knowledge in design and programming.

Studying at STEAM is an innovative way to raise our children's skills to a new level. Through it, we can build an advanced human resource base that will enable us to become an economically independent and competitive country.

The benefits of STEAM training:

- integrated lessons by topic rather than by subject;
- the application of scientific and technological knowledge in real life;
- develop critical thinking and problem-solving skills;
- increased self-confidence;
- active communication and teamwork;
- developing interest in the technical sciences;
- creative and innovative approaches to projects;
- develop motivation for technical creativity through children's activities, taking into account the age and individual characteristics of each child;
- initial professional guidance.
- preparing children for technological innovations in life;
- STEAM, in addition to the mandatory part of the basic education programme.

Rapid development of technologies will lead to becoming the most popular high-tech professions in the future: IT professionals, engineers, programmers. The education system meets this social demand with the emergence of a large number of robotics, programming and simulation circles. However, the idea of a lack of scientific and technological knowledge is becoming more and

more common. In the future, there will be personnel capable of meeting the requirements for qualification in the 21st century.

Skills of the 21st century is a separate area that is now being actively discussed at various levels. The essence of the concept was that in the industrial era, the main skills that defined literacy were reading, writing and arithmetic. In the 21st century, the emphasis is on the ability to think critically, to interact and to communicate and to be creative in business. In this way, the skills of pure craftsmanship are shaped in the future:

- communication
- collaboration
- critical thought
- creative work

These skills cannot be acquired in laboratories alone or through knowledge of certain mathematical algorithms. Therefore, the experts concluded that STEAM science needs to be studied more and more.

This approach will help to solve children's life problems in the future. In many developed countries, including the United States, Japan, Israel, Singapore and Russia, this approach has been effectively used to develop children's creative and inventive skills.

With this approach, children build confidence by “launching” bridges and roads, planes and cars, “designing” and testing underwater and air structures that they have built with their own hands. A “product” that does not produce good results is tested and improved many times. As a result, solving all problems by itself, achieving the goal brings inspiration, victory, adrenaline and joy to children. Each victory inspires more confidence in their abilities.

RESULTS AND DISCUSSIONS

“Sahibqiran Emir Temur” Project

I divided the primary school students into 5 groups and divided the curriculum into 5 areas:

Group 1: Students got acquainted with Amir Temur's life and military activities, recorded reflexive results every day, and then created their own stories.

Group 2: The members of this group reviewed and recorded information about Amir Temur's medical history.

Group 3: They studied and memorized Amir Temur's rules, prepared a poster.

Group 4: Amir Temur collected information about the gardens created by our ancestor, then analyzed the collected data and made conclusions.

Group 5: Collected information about Amir Temur's rule. They prepared the scene and presented it to the public and parents.

While working in the ICT room, students learned to share their research on social networks. They also learned how to hold discussions through a wiki site to keep track of their work.

To manage your work schedule, each lesson consisted of clear recommendations on how to complete the tasks. At the end of each three-hour workflow, I gave each student time to write down their skills, think about their learning efforts, strengths and weaknesses. The diagram on

the wall contains information and notes on the daily stages of training in each group's areas of work. Additional project management strategies that I used:

- take into account the importance of the initial plan for using the computer for a specific period of time;
- creating templates for creating an independent work environment;
- instruct students to make recommendations on how to manage computer use among classmates.

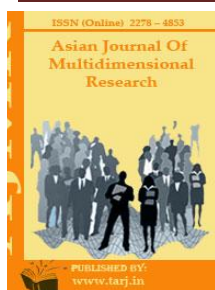
CONCLUSION

As in the near future there will be a sharp increase in demand for engineers, specialists in high-tech industries, and most professions will be associated with new technologies, such as machine learning and artificial intelligence, bio- and nanotechnology, the approach to training such specialists will be different. There will be a demand for specialists who are comprehensively trained and have knowledge and skills in a wide range of technology, engineering and natural sciences. And it is now time for the school to become an educational environment where children can not only acquire such knowledge, but also apply scientific methods in practice.

STEAM technologies set a task in secondary schools from the system of classrooms to project activities, transfer of fundamental knowledge to functional knowledge, search for new solutions to problems of integrating disciplines through the process of their active application in practice, if necessary, for learning.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00098.1****KARKHANA AND ARTISAN SYSTEM (1526-1707)****Dr. Shashi Kiran****Associate Professor History,
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ABSTRACT

Agricultural productions particularly raw material helped in the growth of industry during the medieval period. The industrial organization was of two types. One was the artisan system and the other one was the karkhana system. In the artisan system an independent artisan supplied his own capital on a small scale level and prevailed in the towns only. In the State karkhanas, the materials were supplied by the state and mostly established in the big cities e.g. Delhi, Agra etc. Infect karkhanas worked on the lines of large scale industries in which the workshop, the raw materials, the tools, and the implements were provided by the state and they produced commodities according to the taste of the owner. The needs of the state were very large. The state maintained karkhanas were set up not only in the capital but also in the provincial headquarters. On the contrary, their existence depended on the choice and taste of the emperor and the state requirements. However, they produced some fine commercial commodities by employed labour even in the declining phase. The use of agricultural labour was widespread and it was practically forced labour. Different types of industry were situated here e.g. luxury goods, war auxiliaries, metal industry, textile (cotton, wool and silk), sugar, ghee, etc. There were small scale industries also in every corner of the region to cater the local demands. Textile industry was the most important industry. The cotton industry helped the Mughals to acquire an eminent and advanced position in the market of the contemporary world. Samana and Sunam were famous for the cotton textile industry. The native process of weaving was slow and the weavers were very poor. But the peculiar feature of various industries was that the industrial skill and profession passed on from father to son. All the clothes were manufactured on handloom. The cotton textiles were produced probably everywhere both for local consumption and distant markets. The most important subsidiary industry, however, was that of dye and printing due to rich production of indigo. Sugar industry was exclusively owned by the local people and produced the best quality of refined sugar. Ghee, produced in Hisar-Firoza was sent to Delhi for

the royal kitchen. The small, indigenous and popular industries were the handicrafts. The weaver, the spinner, the shoe maker, the carpenter, the smith and the blacksmith, the potter and the worker in brass and copper were seen in every village and town. Metal resources were sufficient for the metal industry. The village pottery was as old as the country itself. Earthen wares were often used than that of brass ware. Ironmongery was limited by the high cost of the metal. Leather was not a prominent industry because shoes were less commonly worn than at present times. It was rather surprising that the cotton and the silk weaving as well as the other industries became wide-spread in every household and was persuaded during the vacations from the agricultural pursuit. Growth of industry led to the growth of trade and trading centers.

KEYWORDS: Contemporary, Indigenous, Handicrafts

INTRODUCTION

Agricultural productions, particularly raw material, helped in the growth of industry during the medieval period. The industrial organization was of two types. One was the artisan system and the other one was the karkhana system. The literary meaning of karkhana was the place where workshops were generally located for public use. The karkhana system was different from the artisan system. In the artisan system an independent artisan used to supply his own capital on a small scale level either in the form of material or labour for the manufacturing of the goods. But those of the State karkhanas, the materials were supplied by the state and initiative for designs rested not with them but with the state officials guiding them according to the imperial needs, desires and interests. The imperial karkhanas were bigger and well maintained in which many artisans had to do work. Some nobles also had their own karkhanas but not as big as the state karkhanas. As regards the imperial karkhanas the emperor issued instructions to all the officers and the jagirdars to induce the master artisans and workers in various arts and crafts from all over India to join these karkhanas. These workers had to work under the direction of a master (an ustad) either on a daily wage and sometimes monthly salary was given. The needs of the state were very large so the state was the largest manufacturer. And even the only manufacturer on a large scale in respect of several commodities.

The main products of these karkhanas were luxury goods like silk, war auxiliaries etc. Infect karkhanas worked on the lines of large scale industries in which the workshop, the raw materials, the tools, and the implements were provided by the state and they produced commodities according to the taste of their owner. The state maintained karkhanas were set up not only in the capital but also in the provincial headquarters. The governors of various provinces could not have maintained karkhanas of their own, except on a very small scale, as they were liable to frequent transfer. But they had to patronize the local products as they used to supply these goods to the Emperor. Under these circumstances the products could never develop into commercial industries. On the contrary, their existence depended on the choice and taste of the emperor and the state requirements. With the decline of the Mughal Empire the state maintained karkhanas could not receive the required help and attention of the Emperor. However, they produced some fine commercial commodities by employed labour even in the declining phase. Besides, such supplies came, not only from the private individual weavers and the dealers but also from the private establishments of provincial governors or high officials.

The use of agricultural labour was widespread. However, working conditions of the artisans and labourers were not conducive to the economic development of the region. The vast majority of workers lived on the bare margin of subsistence and this was practically forced labour. These artisans also participated widely in the popular movements of the Sikhs, the Marathas and the others in the declining phase and threw the Mughals into deep political crises. They often used their caste organization in the struggle for their rights and were waging continuous struggle against the exploitation of the nobles, the merchants and the moneylenders.

The imperial traditions survived among the local rulers. Apart from the above karkhana system there were small scale industries in every corner of the region to cater the local demands. It was rather surprising that the cotton and the silk weaving as well as the other industries became widespread in every household and was pursued during the vacations from the agricultural pursuit.

Textile industry was the most important industry. Samana was famous for the cotton textile industry. Semiane was normally used for the cloth which had originated in Samana irrespective of the place where it was marketed. Samana and the neighbouring town Sunam were mainly interested in the red salu and noted for the manufacture of Chintz. Fine lungies and turbans of cotton with silk borders were made at Samana. The native process of weaving was slow and the weavers were very poor. But the peculiar feature of various industries was that the industrial skill and profession passed on from father to son. Shahjahanpur was popular for its quality of cloth and of course chintz and chola and katiyan cloth also. Rampur and Saharanpur were also known for their manufacturers of garha, coarse cloth. Saharanpur had enjoyed wide repute for the excellence of its chautars and khasa. The cotton products were produced probably everywhere both for local consumption and distant markets.

The cotton industry helped the Mughals to acquire an eminent and advanced position in the market of the contemporary world. There was ample and running supply of raw cotton from adjoining villages. Consequently the urban weavers added, expanded and raised urban output of cotton textiles. Coarse cotton fabric was needed for packing goods, ranging from huge parcels, meant for export and inland transportation. Another relatively minor use of cotton was for the purpose of lightening. Towns were the principal seat of the cotton industry. This industry had certain allied crafts such as the production of carpets, darries, pillows stuffed with raw cotton; prayer carpets and niwar etc. These articles were in demand in the cities. Tents and camps consumed a very large amount of cotton cloth generally of coarser variety. The mattresses, bed sheets, bedcovers, cushions, quilts and pillows, used by the rich people were made of silken material. Red sallu was used in carriages such as palanquins and was different from the richer silken and brocade varieties. Sarhind was also famous for its cotton stuff. Similarly Sialkot was a textile manufacturing centre. Even during the period of Sikh anarchy the local industry did not seem to have suffered. Machhiwara bafats of finer quality were in demand by east India factories from 1646 onward. The region near Karnal and Thanesar was famous for woven fabrics.

Silk spinning had been brought to perfection and the imperial workshops furnished all the stuff. The phulkari or silk embroidery of the village maidens of Hissar and other regions of the eastern Punjab and the more elaborate gold and silver wire embroideries of the Delhi bazaars were excellent. Thin sheet of gold was wrapped round the silver to make a gold wire, while a pure silver bar with an alloy of copper to stiffen that was used in preparing gotta. Flattened wire Badla was woven with silk thread to make 'gota' and twisted with it to make 'zari'. The 'zari' and the silk thread was woven to make 'katun'. High quality silk was manufactured at Shahjahanpur and

Kimkhawab (brocade) and (scarves with-drawn thread work) were manufactured there and Mau-Farrukhabad was another center of cloth manufacture. High quality silk kimkhab (brocade) and kashidas (scarves withdrawn-thread work) were manufactured here.

The cotton industry helped the Mughals to acquire an eminent and advanced position. There was ample and running supply of raw cotton from adjoining villages. Consequently the urban weavers added, expanded and raised urban output of cotton textiles. Coarse cotton fabric was needed for packing goods, ranging from huge parcels, meant for export and inland transportation. Another relatively minor use of cotton was for the purpose of lightening. Towns were the principal seat of the cotton industry. This industry had certain allied crafts such as the production of carpets, darries, pillows stuffed with raw cotton, prayer carpets and niwar. These articles were in demand in the cities. Tents and camps consumed a very large amount of cotton cloth generally of coarser variety. The mattresses, bed sheets, bedcovers, cushions, quilts and pillows, used by the rich people were made of silken material. Red sallu was used in carriages such as palanquins and was different from the richer silken and brocade varieties.

The most important subsidiary industry, however, was that of dye and printing due to rich production of indigo. The weavers used to dye the yarns. Crimson dye extracted from the bark of the Lodh tree used for dyeing silk rather than cotton fabrics. It was brought from Kumaon hills. The red dye obtained from the galls and flowers of pista for silk which was an important commodity. It was imported from the north western region though it occurred in Punjab and Uttar Pradesh. Yellow colour obtained from several vegetables, mainly from turmeric. Indian saffron imparts a bright yellow color and on silk and tussar. It imparted bright yellow and gold colour, respectively. A few other colours used in different dyes were made from rind of pomegranate, seeds of tun, flowers of dhao, galls of myrabolans, saffron, dhak and har singhar etc.

All the clothes were manufactured on handloom. And this industry gave employment to a large number of weavers. Wool spinning and weaving was also one of the major cottage industries. The best variety of wool was produced from the Kangra hills and Hissar. Panipat was an important blanket weaving centre. For the blanket industry wool was procured from Punjab, Rajasthan etc. Its production commanded a good market in Lahore, Delhi and Amritsar. Punjab processed a number of plants which yielded excellent fibers for the purpose of paper making, textile, fabric, matting and cordage. They were mostly used for agricultural and domestic articles but these were not in demand among the outsiders. The only exceptions were the weaving of a coarse tat from san, which was used in making gunny-bags. San and some other fibers were also used in the manufacturing of paper. Rampur and Saharanpur were known for the manufacturing of garha (coarse cloth). Panhi was a grass, thrived in Delhi province especially in Hissar and Karnal though it occurred in other regions of Punjab also. It yielded a good fiber but it was known for its roots called 'khas' of which 'tattis' were made and also used as a paper material and it was manufactured at Muradabad. Rag paper was manufactured in Delhi. Sailkot paper was noted for its excellence.

Sugar industry was exclusively owned by the local people and produced the best quality of refined sugar. It reflected a continual prosperity in spite of the stress of worse political conditions. Maham was known for its sugar candy which was carried to Sarhind. In the region of Hisar-Firoza much ghee was produced and sent to Delhi for the royal kitchen. The small, indigenous and popular industries were the handicrafts. The weaver, the spinner, the shoe maker, the carpenter, the smith and the blacksmith, the potter and the worker in brass and copper were

seen in every village and town. Their workshops were on a small scale but actively doing their jobs. They had not the factories like today yet the factories of the various manufactures were working in every nook and corner. The other leading village-industries were the tanning of hides and tanned leather work by the shoe makers, the weaving of coarse country cloth used for the clothing of common people, Pawalis, raw-hide and basket work by the Tarkhans, oil pressing by the Telis, and silver and other work by the Suniaras. These craftsmen were everywhere who were the real champions to meet the needs of the people

Brass and copper utensils were made in Panipat and exported to the Delhi market. Shahjahanpur had a considerably developed brass industry and brass vessels particularly koftagari were manufactured there. It consisted of iron inlaid with gold and silver were manufactured here. Moradabad also secured a reputation for brass work and vases, plates and articles of every shape were made here. Metal resources were sufficient for the metal industry. In eastern Punjab the craft of thathera (a brass worker) was most prominent because Hindus preferred brass vessels for cooking purposes. Brass, an alloy of copper and zinc, was made at Panipat. Moradabad too had a reputation for brass work vases, plates etc. and articles of every shape were made here. A certain amount of glass blowing was done at Panipat and Karnal. Rampur was known for the high quality manufacture of glass; glass-bangles. And other ornaments of gold and silver were also manufactured here. The area of Karnal and Panipat was famous for mirror work. Panipat was noted for kumkuma, a special variety of glass manufacturing. Nut crackers (sarotta) were manufactured at Narnaul. The most artistic product of the plains of Punjab was the ivory carving. Ivory bracelets, boxes for coliseums and combs were made and these manufactures were in demand of the merchants. Gold and silver buttons and cups were made at Narnaul and exported to Sirhind and Bhatinda. So far as metals are concerned, Silver, Copper, Zinc, Brass and lead were found in the plains.

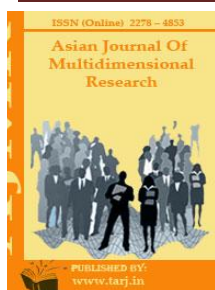
The village pottery was as old as the country itself and the ordinary vessels for villagers including earthen buckets for Persian wheels and also small bricks were made by village potters. Special kinds of glazed-art pottery such as tea-pots, cups and other fancy articles were made at Panipat and Delhi. The manufacture of the Glazed Delhi China pottery was on a very petty scale and effective. Amroha was known for its ornamented clay pottery. Clay jars and vases were light and a good imitation of Chinese pottery. The Amroha potteries were very furnished and provided employment to hundreds of persons. Rough glazed pottery was made at Rampur. Kagazi (paper like) pottery is remarkable for its thinness and was made by kuzgars in and around Panipat. Makers of this ware were distinguished from ordinary Kumhars. Small quantity of this type of ware was exported to Delhi. Earthen wares were often used than that of brass ware. A number of potters, who had changed their occupations' to agriculture, confirmed that the industries were of great importance at that time

Ironmongery was limited by the high cost of the metal. Match-locks were also manufactured in Rohilkhand. Iron was procured from Kumaon. Drums, ropes, pans and above all oil-jars and bottles, kuppas and kuppis, were made in Panipat. The iron work was performed by blacksmith (Lohars). The work turned out was of poor quality. There were no such things as an iron harrow, or an iron ploughshare. The ploughshare was of wood, very much tapered with an iron point. The digging tools consisted only of light chopping spades and picks. Leather was not a prominent industry because shoes were less commonly worn than at present times. Shoes were made at Pael. Shoes and other leather goods were made at Karnal, Narnaul and Delhi.

Nature has endowed parts of Rohilkhand with rich forests. This area supplied saal, teak and shisham wood to the other regions. Saharanpur, Najibabad, Bareilly and Shahjahanpur attained a reputation for wood-carving; this was a tradition which still survives. Bareilly was famous for its lacquered and gilt furniture. Kaithal was famous for lacquer-ware. At Narnaul and Samana 'payas' (legs) for cots were made. Pael was famous for carved door-frames. Shahjahanpur had the important industry of bait-matting. Bait grass was found in abundance along the bank of the river Sarda near the Kumaon foot-hills and was in much demand, being generally immune to white ants. In addition it was cheaper than the hemp-matting. The cotton and the silk weaving as well as the other industries became wide-spread in every household and were persuaded during the vacations from the agricultural pursuit. The craftsmen were everywhere who were the real champions to meet the needs of the people and the state. Growth of industry led to the growth of trade and trading centers but from time to time like agriculture and trade, industries were aggravated by the natural calamities.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00119.6****SPECIFIC FEATURES OF URBANIZATION PROCESSES IN
UZBEKISTAN (1950–1990)****Toghayeva Anoroy Zayniddinovna****Senior Research Fellow of the Institute of History,
Academy of Sciences of UZBEKISTAN**ABSTRACT**

The twentieth century has been admitted nuclear age, the age of science and technology in history. This century can also be called the age of urbanization. Because during this period, urbanization processes have developed rapidly throughout the world. During this period, the process of urbanization in Uzbekistan happened in a complex way. On the one hand, the changes in globalization, on the other hand, the policy of the Soviet state and the leading ideology in the field of urban planning were among the factors influencing the development of cities in the republic. In particular, Uzbekistan became one of the moderately urbanized areas in the second half of the twentieth century. The article analyzes the processes of urbanization in Uzbekistan in 1950-1990, its essence and specific features, and highlights the factors that influenced it.

KEYWORDS: *Uzbekistan, Cities, Urbanization, Migration, Urban Population, Rates Of Urbanization, Level Of Urbanization.*

INTRODUCTION

Urbanization [1] is one of the important mobilizing forces of social development. There was further acceleration in Urbanization processes around the world because of developing countries in the second half of the twentieth century. Brief comparison of data shows that the approximate percentage of urban population in the world in 1800 was 3%, in 1860 it reached 6.4%, and in 1900 it grew by 19.6%. According to statistics, the urban population was 43% of the world's total population in 1990 with an increase of 14 times since the beginning of XIX century [2].

The discussion and study of urbanization in Soviet-era historiography meant the increase in the number of cities and urban populations. However, not only the growth in the number of cities or the share of urban population, but also the important role of cities in society and the development of urban culture are considered essential factors that define the state and level of urbanization.

Besides having common features as a process that takes place on a global scale, urbanization has specific features in a particular country. First of all, the level and rate of urbanization varies.

According to the level of urbanization in the researched period, world countries are divided into three major groups:

1. Highly urbanized countries (where the share of urban population is over 50% of the total population. Such countries as the United Kingdom, Venezuela, Kuwait, Sweden, Australia are included in this category).
2. Moderately urbanized countries (where the share of urban population is in the range of 20-50%. Such countries as Algeria, Bolivia, Nigeria, India, Zaire, Egypt are included in this group).
3. Poorly urbanized countries (in this category the share of urban population is less than 20%, it includes countries such as Chad, Ethiopia, Somalia, Niger, Mali, Zambia) [3].

In the 1990s, the urbanization rate in developed countries was averagely 75 percent while it was at around 41 percent in developing countries.

MAIN PART

The pace of urbanization multilaterally depends on economic level, and many countries having economic development, which have achieved a high level of urbanization, demonstrate relatively steady growth in share of urban population. Due to a number of such negative factors related to big city development as environmental pollution, social infrastructure problems, increasing transportation problems, etc., many urban dwellers start to prefer to live in suburban and rural areas rather than in large city centers.

According to the data, in developing countries where the level of urbanization is significantly low, urbanization extends more “horizontally” and rapid growth of urban population appears there. This situation is called “urban explosion” in science and serves as one of the key factors in the socio-economic development of developing countries. However, the growth of the urban population in these regions far exceeds their level of development.

In 1950–1990, Uzbekistan was one of the countries where was observed a moderate level of urbanization characterizing developing countries. One of the main aspects of the urbanization process was the rapid growth in the number of cities in the territory of Uzbekistan from the second half of the XX century to the end of the 1980s.

According to the information of Central Statistical Bureau under the Council of Ministers of Uzbekistan SSR, there were 27 cities in the republic by July 1[4], 1947, and the number reached 30 on July 1[5], 1953, while there were registered 33 ones on July 1, 1954 [6].

The number of cities in Uzbekistan increased much faster in further period. For example, in 1970, 43 cities were registered in the republic, and by 1989 their number had risen to 124. At that time, there were a total of 221 urban settlements in the country, of which 124 were cities and 97 were urban-type settlements [7].

In the second half of the twentieth century, the volume of urban population in Uzbekistan increased rapidly. According to statistics, 24.5 percent of the total population of the republic was urban dwellers in 1940, and by 1970 it had reached 36.6 percent [8]. In 1989, 40.7% of the total population of the republic was urban dwellers [9]. In general, the urban population in Uzbekistan almost doubled between 1926 and 1989.

The study shows that due to several factors that led to rapid growth of the number of cities and the share of urban population in Uzbekistan in 1950-1990. First, there were built new cities in

order to use natural resources and labor resources of the republic for the development of the Soviet Union's industry. For instance, as a result of developing to extract valuable underground sources from mines in the found throughout the country, there were newly build cities such as Angren (1946), Almalyk (1951), Zarafshan (1972), Uchkuduk (1978), Sharghun (1983), Marjanbulak (1980), Takhiatash (1983) and in connection with the use of natural gas reserves, there were build new towns such as Mubarak (1974) and Gazli (1977). Besides, there were built urban units to the refine mineral resources transported from other regions of the country and local mineral resources such ones as Navoi (1958), Shirin (1972), Pakhtakor (1977), Shahrikhan (1970) are included in this list. In addition, some of the cities were formed as a result of acquiring deserts of Kashkadarya, Jizzakh, Syrdarya regions and the construction of numerous different industrial enterprises there. Cities such as Gulistan (1952) and Yangier (1957) can be included in this list. One more important factor is administrative-territorial division of the republic and regions.

Second, the rapid increase of inter-republican migration also led to an increase in the amount of urban population. As a result of the Center's efforts to "provide qualified specialists" for newly established industrial enterprises in the country, many people moved to Uzbekistan from the RSFSR, Ukraine, Belarus and other regions.

Third, Uzbekistan, like other Central Asian republics, had a high rate of natural population growth, which was also typical of cities. The population of Uzbekistan increased 4.3 times between 1926 and 1989, from 4.6 million to 19.9 million. The share of urban population has almost doubled (from 22% to 41%) [10].

Fourth, the administrative-territorial changes in the republic were another factor to the increase of urban population share. Because, city status was given many urban-type settlements or other settlements. The rapid increase in the number of cities during this period directly related to the decree of the Government of the Republic adopted issued on February 24, 1972. According to it, the lowest limit in the quantity of population in cities was reduced from 10 thousand to 7 thousand souls [11]. This was one of the factors that had a significant influence on the growth of the number of cities in Uzbekistan. In particular, between 1970 and 1989, 86 settlements throughout the country received the status of cities. Therefore, this period can be considered as a period of "urban explosion". Most of the new cities were small towns.

In researched period, there was a big gap between big and small cities because of the number of population of the Uzbek SSR. Although with small towns had a large proportion of all cities in number (more than 80%), majority of of the urban population were living in the largest cities of the country such as Tashkent and other large cities.

It should be noted that the percentage of urban population in Uzbekistan was lower than whole Union average, with about 60% of the population were living in rural areas and while the rest in urban areas. According to the 1989 census, 66% of the population of the former Soviet state was living in cities and 34% were in rural areas [12].

According to statistics, between 1959 and 1979, the urban population was more than 50% of all rural population, while in the remaining 5 republics the rural population's share was higher in 10 of the 15 republics of the USSR. Uzbekistan, along with other Central Asian republics, in the list of countries where more than half of population were living in rural areas [13].

There was a contradiction in the development of cities, that is, a rapid increase in the number of cities, which means high rates of urbanization and low level of urbanization in the region In Uzbekistan in that period.

On the one hand, there were positive developments, such as the emergence of dozens of new cities, the development of the mining industry, the expansion of engineering, communal and social infrastructure in cities, acquiring new lands in steps and valleys. On the other hand, most of the new cities were built in a way that was based on clear goals, not on local interests, but for the economy of other republics of the country, specializing in one or another narrow field.

It should be noted that the urbanization process of 1950–1990 led to some specific positive changes in socio-economic development of cities in Uzbekistan. For instance, there is observed an increase in the number of industrial enterprises in the cities, the development of socio-cultural infrastructure, the improvement of engineering infrastructure and technical growth. Besides, the service sector of the cities developed, housing and living conditions were improved, and favorable conditions for recreation of the city population were created.

However, according to experts, the big difference between quantitative and qualitative changes was one of the most controversial aspects of the Soviet-era urbanization processes. Due to the rapid growth of the urban population, the development of the city, the adaptation of the population to urban life, their assimilation to urban culture did not happen simultaneously. Modern researchers suggests that this is in many ways a reflection of the extensive nature and many peculiarities of Soviet urbanization.

In addition, most of the urban population was neither ready to lead a typical urban lifestyle, nor were there adequate conditions for this. This is because the assimilation of urban culture is a gradual process. Despite the establishment of cities according to their external features, it takes some time for urban culture to emerge as a way of life typical of urban dwellers. About 70% urban dwellers who shared the total urban population growth in the former USSR was formerly rural population [14]. In particular, in Uzbekistan, the urban population increased due to inter-republican migration. 70–75% of migrants from the RSFSR to Uzbekistan were located in cities and most of them migrated from rural areas [15].

Russian scientist Yu. Pivovarov enumerated the features of the Soviet model of urbanization, including: the transitional, depressing, unfinished nature of urbanization caused by the acceleration of industrialization; minimizing expenses for people and strictly centralized management of urban development; strength of rural roots; the “township” nature of cities; existence of exaggerated perceptions of the level of urbanization in the country[16].

Furthermore, despite the construction of cities materially, the culture of the city needs some time for the emergence of an urban lifestyle, and this is a gradual process [17].

Another peculiarity of the urbanization process in Uzbekistan during the researched period was the big gap of urbanization, which differed greatly, especially in the city of Tashkent and the regions.

During this period, the most urbanized area in Uzbekistan was Tashkent region, where 16 cities existed before independence. 45% of the total population of the region were living in urban areas [18]. This was much higher than the national average in the republic.

On the eve of independence, cities such as Angren, Bekabad, Almalyk and Chirchik were included in the list of major cities with more than 100,000 the population. In terms of the number of such cities, Tashkent region ranked first place in the republic.

In the second half of the twentieth century, the least urbanized area of the republic was Khorezm region. According to the data of registration of population in 1959, 17% of the proce's population was living in urbanized areas [19] and by 1989, it had reached 28% of the total population [20].

Almost the last quarter of the twentieth century, there were only two cities in Khorezm region which were Khiva and Urgench. the city of Drujba (now Pitnak) was formed 1974. On the eve of independence, the total number of cities in Khorezm region reached 8 whose most were small towns.

This shows that a large part of the population in Uzbekistan lived in rural areas on the eve of independence. In particular, the share of the rural population was very high in some areas such. For instance, it was more than 80% of the population in Surkhandarya and in Khorezm and Jizzakh regions it was more than 70% [21].

Compared to other republics of the former Soviet Union, Uzbekistan has a relatively low level of urbanization, which was far behind many other regions of the country. In 1984, the share of the rural population in the USSR was 35.2%; in the Baltic republics 30–35%; in the Ukraine – 35.3%; in Belarus – 39.1%; in Armenia – 32.7%; in Kazakhstan it was 43.4%, while in Uzbekistan the figure was 57.7% [22].

CONCLUSION

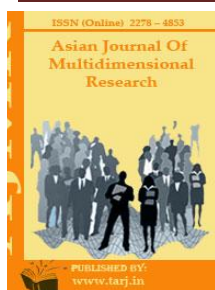
As can be seen, the number of cities and the share of urban population increased during studied period. This indicates extensive development of urbanization and its high rates. However, as a result of a number of factors, the living standards of the population of the republic's cities and the correspondingly low level of socio-economic development of the cities were among the most controversial aspects of Soviet urbanization. The economic and social policy of the Soviet government determined the process of formation of cities in Uzbekistan and the directions of their development. On the one hand, the number of cities and urban population in the republic increased rapidly, and on the other hand, the development of cities was accompanied by a number of problems, primarily because they did not serve the needs and interests of the people, but mostly the interests of the center.

Mainly administrative and territorial changes had positive influence on the rates of urbanization in Uzbekistan. The number of small cities increased in the republic due to urbanization process. However, the infrastructure required for a city was not developed in small cities.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00120.2****THE IMPORTANCE OF EXTRACURRICULAR AND EXTERNAL
ACTIVITIES IN STUDENTS' PERSONAL DEVELOPMENT****Jo`rayeva Dilafroz Jamurodovna***

*Teacher,

Samarkand Regional Center for Retraining and,
Advanced Training of Public Education,
UZBEKISTAN**ABSTRACT**

This article describes the theoretical foundations of correct and effective organization of extracurricular activities in the development of intellectual, spiritual, moral and creative thinking of students. Extracurricular activities complement the learning activities of students. This helps them to shape their world view and develop their morale. Theoretical knowledge is closely linked to practical production. The role of a facilitator in managing extracurricular activities is also multifaceted.

KEYWORDS: *Spirituality, Superiority, Educational Work, Thinking, Moral Qualities, Personality, Parents, School, Mahalla, Society.*

INTRODUCTION

Ethics and morality have played an important role in the development of human society. Norms of human values and virtues were observed in the education of the next generation. Parents, teachers and society are models for children. Universal values such as diligence, respect for the Motherland and people, upbringing of honor, etiquette of greetings, respect for elders, compassion for youth, study of science, spiritual purity, which are important in their lives, have been studied for centuries.

A free, independent, creative thinker can be successful in all areas of society. It is easier for students to master the physical and moral components of perfection than to reach a mental level. Acquiring knowledge does not necessarily mean mental maturity, but is a measure of it. Therefore, it is necessary to develop students' intellect in the educational process and beyond, teach them special teaching methods, prepare them for effective problem solving, think, conduct independent positive research.

MAIN PART

Extracurricular activities play an important role in shaping the mental, spiritual, moral and creative qualities of students. It is important to inform students about the invaluable spiritual and cultural heritage of our people in extracurricular activities, thus instilling a spirit of respect for rich spirituality.

There are many opportunities for students to participate in extracurricular activities. In particular:

- include spiritual and moral ideas in the content of extracurricular activities (district, village) and ensure students' active participation in such activities;
- tours of historical monuments and museums in the country;
- meetings with labour veterans, writers, poets, scientists and artists, public figures;
- Ensuring students' participation in spiritual and moral round tables and art evenings;
- Involve students in events that reflect our national traditions and values, the Hashar, Nowruz and other celebrations.

The process of extracurricular and out-of-school educational work is carried out by folk heroes, such as Alpomish, Tomaris, Shirak; Frequent appeals to the views of our statesmen and commanders, such as Amir Temur, Ulugbek, Babur, Ibn Sino, Beruni, and education of youth in the spirit of love for the homeland are the basis of the work. At the same time, attention should be paid to international standards of education.

The role of the organizers in running extracurricular and out-of-school activities is also multifaceted. The function of the organizer of extracurricular and social activities is multifaceted:

1. Monitor the planning and implementation of extracurricular activities.
2. Facilitate multi-faceted extracurricular activities for students through group activists from student organizations.
3. Provide guidance to teachers, class teachers, parents, and class activists under the direct supervision of extracurricular activities.
4. To participate in the most important educational activities in high and secondary schools.
5. Wide use of educational and cultural institutions and communities in organizing leisure activities for students. There are three main aspects of organizational activity: organizational, methodological and administrative.

In recent years, special attention has been paid to organizing extracurricular activities for students.

Extracurricular educational activities complement the educational activities in the life of students. It shapes them consciously, their world view.

Participants in extracurricular activities should have high moral and ethical values in their minds. It is important to keep participants informed about the latest achievements of science and culture, so that their mind is busy with creative work and educational activities. Circle participants should have a sense of independence, they should know our national anthems, hymns and

traditions. Extracurricular activities complement the learning process in your spare time, and the requirements for club members should be set in the following areas:

1. Patriotism, bringing up an ideal person;
2. Aesthetic education;
3. To participate in tourist clubs;
4. Clubs of ecological education;
5. Students in the field of spiritual ethics;
6. In the field of legal education;
7. In the field of technical creativity;
8. Independence of children and talented youth;
9. Economic education.

It is important to remember that independent training can take place when learners have different levels of independence, which will certainly have an impact on their personal development. The active and independent work of some learners does not require the intervention of a mentor, because learners have a better understanding of the challenges they face and of the ways in which they can solve them.

Extracurricular activities complement the learning activities of students. This helps them to shape their world view and develop their morale. Theoretical knowledge is closely linked to practical production. The role of a facilitator in managing extracurricular activities is also multifaceted.

The role of the educational process in the development of society is extremely unique. It is necessary to bring up a person, encourage him/her to learn, work and gradually turn this behavior into a habit. It nurtures a person's ability to observe, and observation develops the mind. Mind keeps consciousness. The mind becomes a material and spiritual source.

Thus, the human being gradually improves and attains perfection. But this requires long-term responsibility, noble work and perseverance, will of a teacher and trainee. For this, it is necessary to take into account the age characteristics of children. The family environment, environment, society and attitude towards children play an important role in forming spiritual and human qualities. A child who sees the relationship between our parents and those around us will be shaped accordingly. At first, they imitate adults. Then they will gradually understand the essence of what they do. Parents' awareness, spirituality and education are also important for the proper upbringing of children.

Not knowing the nature of the child, his upbringing in the family, his dignity, the level of education of such delicate feelings as shame, it is impossible to suddenly embarrass yourself in society, bad thinking or constantly fighting in anger. Your chosen method of punishment should be a lesson for the student or your child to understand their mistakes and not to repeat them. If these punishments do not work, the school and community should develop other measures carefully.

The development of the human personality is formed in a very complex and continuous process. Its upbringing is directly influenced by its parents, school, neighbors, friends, social organizations, environment, mass media, art, literature, nature and so on.

Education of the individual through the sphere of interaction in the creation of all the above mentioned life needs and protection of the individual from the environment, which negatively affects his formation as a person, while ensuring the unity of education.

The first President of the Republic of Uzbekistan I.A.Karimov noted: "In order to become a pedagogue-teacher, to develop the intellect of others, to receive enlightenment, to improve oneself as a true patriot, first of all as a real citizen, it must meet such high standards, it must possess such remarkable qualities".

For this purpose - to prepare young people for free thinking, to help them understand the meaning of life, to develop the ability to self-governance and control, to approach their personal life purposefully, to instill in them a sense of unity of plan and action;

- to acquaint students with national and universal values, rich spiritual heritage of our Motherland, forming requirements for acquisition of cultural and secular knowledge, formation of skills, development and enrichment of aesthetic concepts;
- Identify and develop the knowledge and creative potential of each adolescent. Present human activity in various fields. Create conditions for children's creativity, talent development and further support;
- Formation of humane ethics (understanding, kindness, compassion, intolerance towards racial and ethnic discrimination), educational tools such as etiquette (intolerance towards injustice, lying, libel, slander) should be widely used.
- patriotism, secular thinking, learning how to interact with people living in our society and always ready for their people, the State, its protection, respect for the symbols of the Republic of Uzbekistan and other countries, and young people who are loyal to the Constitution, the Flag, the Coat of Arms, the Hymn and the President of Uzbekistan;
- fostering respect for the legitimacy of society and the rules of life, developing a sense of civic and social responsibility that defines the unique aspects of the individual, the development of the country in which he or she lives, commitment to sustainable human development, environmental education;
- To teach to correctly and objectively assess the internal and foreign policy of our independent state - the Republic of Uzbekistan. Its peaceful non-interference in the internal affairs of democracy and other states, its open foreign policy and its internal policy of social protection of its citizens aimed at improving the living standards of its people should be duly explained;
- to develop the qualities of creative work, which is the highest value in life;
- nurturing and developing the desire for a healthy lifestyle and the desire to have a decent family;
- to teach our youth to think freely and independently.

CONCLUSION

Extracurricular activities complement the learning process in your spare time, based on the interests, desires, aspirations and needs of the learners. This enables students to develop their creativity and initiative. The uniqueness of extracurricular activities is that the diversity of clubs, club programs and innovations in their content create new opportunities for students to develop as individuals.

Extracurricular activities complement students' learning activities. This helps them to shape their worldview, to be right and to be morally mature. It provides a link between theoretical knowledge and practical production.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00121.4****INTERCONNECTION OF POLITICAL COMMUNICATION, POLITICAL
CULTURE AND POLITICAL IDEOLOGY****Abdunayimova Dinara Farruxovna****Student of Tashkent State University of Law,
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ABSTRACT

The article defines the terms “political communication, political culture, political ideology” and discloses the degree of their interrelationship. The scientific discussion about the development of political communication and its connection with political culture is also widely revealed. In addition, the types and functions of political culture and ideology are covered in this article.

KEYWORDS: *Political Communication, Political Culture, Political Ideology, Political Values, Political Ideology, Legitimacy.*

INTRODUCTION

Culture - (lat. – origination). Initially this word means cultivation, education, development, reverence. Culture is studied by many sciences (history, aesthetics, archaeology, ethnography, culturology, etc.), and each gives its own definition: in the world literature there are up to 500 definitions of culture. Culture characterizes the features of consciousness, behavior and activity of people in specific areas of public life, including political.

Communication – (lat. communicatio - to make common, to talk, to connect, to share, to transfer) - type of interaction between people, which implies information exchange.

MAIN BODY

Political communication — is a set of processes and institutions that make the information link between the political system and the environment, as well as between elements of the political system. In other words, political communication is a kind of field for the socio-informational life of politics [7].

R.J. Schwarzenberg identifies three main methods of political communication based on the use of various means:

- Through the mass media, print media (press, books, posters, etc.); electronic media (radio, television, etc.).
- Through social and political organizations (when the transmission link is political parties, interest groups, etc.);
- Through informal contacts (using personal connections);

A special place among political communication media is occupied by informal media. Recently, many researchers have noted a decline in trust in official sources (institutions) of information, which has led to an increase in the importance of messages arising at the level of interpersonal communication (informal).

Informal means of political communication include rumors, gossip, jokes and graffiti. These sources influence, first of all, the formation of negative assessment of political leaders and political institutions.

The main functions of political communication are:

- dissemination of ideological and political values, knowledge about politics, political information;
- integration and regulation of political relations;
- formation of public (political) opinion;
- dissemination of political culture and its development among individuals;
- political and cultural exchange;
- preparation of the public for participation in politics.

Political communication is closely linked to political culture. Political communication is the means of subsistence and transmission of political culture. The values of political communication depend on the political culture of a given society. Thus, democratic political culture, intellectual freedom, enlightened public opinion and other values of civil society are important prerequisites for the optimal development of political communication.

“A political culture is a system of historically established, relatively stable values, attitudes, beliefs, perceptions, patterns of behaviour that manifest themselves in the direct activity of political actors and ensure the reproduction of the political life of a society based on continuity” [7].

Political culture – is a set of elements and phenomena of consciousness, culture in general, political behavior, formation and functioning of the state and political institutions; the most complete definition of political culture was proposed by S. Verba: “The political culture of a society consists of a system of empirical beliefs, expressive symbols and values that determine the situation in which political action takes place. It forms a subjective orientation towards politics”. In general, political culture can be considered as a part of the spiritual culture of society, a system of historically established political views, beliefs, traditions, moral norms and behavioral attitudes that govern the behavior of people in the institutions of the political system and civil society [9].

There is no single concept of political culture in political science. Dozens of definitions of this phenomenon testify to it. The term “political culture” was introduced by the German philosopher-educator I. Herder. It was introduced into the political science by the American political scientist G. Almond, his concept of political culture plays today a basic role. In the

article “Comparative Political Systems”, published in 1956, G. Almond defines political culture as “a certain model of orientation to political actions”, into which any political system is built. Later in the book “Civil culture” (in co-authorship with S.Verba) G.Almond specifies his ideas about political culture and considers it as a set of values, opinions, customs and traditions. The classical definition of political culture, formulated by G.Almond and G.Powell, sounds as follows: “Political culture is a set of individual positions and orientations of the participants of this political system. It is a subjective sphere that forms the basis of political actions and gives them importance”.

Political culture consists of political experience, consciousness and behaviour. Values, beliefs and knowledge are part of the ideological component of political consciousness – “a system of political knowledge, values, ideological and political beliefs of people, on the basis of which the most stable and significant political orientations and attitudes of people towards the political system and their place in it are developed”.

Functions of political culture:

- political identity, which consists in the individual's understanding of his or her group affiliation and determining the acceptable ways of political activity;
- political integration, which brings social groups together to co-exist within a particular political system;
- political adaptation, which enables individuals and social groups to adapt to the changing political environment of society;
- political broadcasting, making it possible to transfer political traditions and experiences from generation to generation;
- political communication that enables interaction and understanding among political subjects through a common conceptual system of communication;
- political interpretation, which consists in understanding the meanings and implications of political phenomena;
- political standardization, outlining the “framework” for appropriate political behaviour.

Political culture implies the study of such categories as “political ideology”, “legitimacy”, “sovereignty”, “rule of law”, etc. Along with political institutions and legislative norms, customs, traditions, presence or absence of political experience, national consciousness and many other factors have the most important influence on political behavior. In a certain sense, political culture represents a certain framework within which members of society accept the legitimacy of the existing form of government.

In addition to political culture, the subjective side of political life is also reflected in political consciousness, which in the most concentrated and systematic way “materializes” in political ideology. Political ideology is represented as a complex of ideas, a system of views and value orientations related to the projects of arrangement (reorganization) of public life on certain worldview principles.

Political ideology is a clearly formed system of values oriented to the expression of political interests, the basis for formulating the goals of political actions.

Political ideology is a system of ideas, views, and notions that substantiates a group's claim to power or its use and provides for this or that strategy of political actions. [8].

Functions of political ideology:

- mastering the mass political consciousness of the population, introducing its own criteria for evaluating the present and future development of society;
- definition of goals and tasks that people should be guided by in political space;
- creation of a positive image of ideology carried out (or proposed to the population) by a political line corresponding to the interests of a class, nation and state.

Each ideology has its own point of view on the course of political and socio-economic development of society, its own methods and means of solving the problems facing society. Therefore, the main function of political ideology is to master the public consciousness. One of the ancestors of ideology, K. Marx, believed that when ideas master the masses, they become a material force.

Ideology can be presented as a certain form of corporate consciousness, as ideological doctrine justifying the claims of this or that group of people to power.

Hence, ideology is very closely connected with politics and plays an important role in the political life of society. The political form of ideology is among the most widespread and important.

Among all kinds of political ideologies, reflecting the diversity of interests of social formations and groups stratifying society, the largest and most widespread are:

- Liberal ideology
- Conservative ideology
- Socio-democratic ideology
- Fascist ideology
- Marxism-Leninism Ideology

There are three main levels of functioning of political ideology:

Theoretical-conceptual, on which the basic provisions are formed and the ideals and values of a certain class, nation, social community are substantiated;

programmatic-political, on which social-philosophical principles and ideals are translated into the language of programs and slogans, a normative basis for making managerial decisions and political behavior of citizens is formed;

actualized, which characterizes the level of citizens' assimilation of ideas, goals and principles of a particular ideology. At this level, the degree of influence of ideology on people's practical activities is determined.

CONCLUSION

In summary, political communication and political culture are interconnected, and political ideology is one component of political culture. A society will only react to certain socio-political events if the political culture and ideology of a given society is developed to a certain level. Let us consider this on the example of the USSR, the ideology and political culture of the USSR did not allow citizens to express their attitude to the power and political regime. They could not conduct political communication, because the Soviet authorities did everything in their power to suppress the political culture of the population and to implement their ideology, which prohibited “discussing” the authorities. Communication on certain political processes, develops the political

culture of the society, as if supporting it and expressing its attitude to the political processes taking place, but at the same time, the society is oriented on its political culture (i.e. political experience, political ideology) in political communication. An individual's political ideology determines his/her attitude to what is going on. In other words, the “framework” of political communication depends on the political culture and ideology of the society/individual. However, it should be mentioned that one cannot perceive political culture as political ideology unilaterally since there are peculiar nuances here.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00089.0****GENEVA CONVENTION'S ADDITIONAL PROTOCOLS: ITS
HISTORICAL, LEGAL ASPECTS.****Ibrahim Abdullahi***

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ABSTRACT

Modern armed forces and indeed individuals are employed in a wide range of operations that range from peacetime riot control to outright international armed conflict. Classifying these various scenarios to determine the applicable international law is rendered difficult by both lack of clarity inherent in the law or the political factors that tend to enter the decision making process. The Geneva Conventions and their Additional Protocols came into being to salvage the situation. This paper therefore discussed the Historical and legal basis of the Geneva Conventions and their Additional Protocols and concludes that beautiful as the provisions may be, their efficacy has been hampered by implementation problems.

KEYWORDS: *Implementation, Individuals***1.0 INTRODUCTION**

The object of this paper is to focus on the Historical and legal basis of the Geneva Conventions and their Additional Protocols and to conclude with some recommendations. Public international law can be described as being composed of two layers: first is the traditional layer consisting of the law regulating co-existence and cooperation between members of the international society essentially the states; and the second is a new layer consisting of the law of the community of six billion human beings. Although, international humanitarian law came into being as part of the traditional layer i.e. as a law regulating belligerent inter states relation, it has today become nearly irrelevant unless understood within the second layer namely as a law protecting war victims against states and all others who wage war.¹

The principles of the law of armed conflict also known as the law of war or international humanitarian law (IHL), are simple to summarize for soldiers. Many militaries today carry pocket-sized codes of conduct that list the fundamentals; fight only enemy combatants and

destroy only military objectives; collect and care for the wounded, whether friend or foe; do not attack or harm enemy personnel who surrender; do not kill, torture or abuse prisoners of war, treat all civilians humanely; do not engage in rape or looting.² In the majority cases, adherence to these sorts of simple and ostensible obvious rules will guide a military commander and his subordinates towards a form of warfare that respects the fundamental tenets of the law of armed conflict; humanity, military necessity, destruction, proportionality, precaution and the prevention of unnecessary sufferings.

Unquestionably, these rules which form the core legal component of modern soldier training – will serve as a useful humanitarian starting point for any conceivable military operation. Nevertheless, today's troops are assigned roles that range from riot control to domestic counter-insurgency to more traditional international armed conflict, and they are expected, and indeed required, to grasp the legal nuances associated with the sliding scale of conflict. Failure to do so may have drastic consequences for the implicated troops.

It is now apt to look at the concept of armed conflict itself.

2.1 Concept of Armed Conflicts

Armed Conflicts has unfortunately become an inherent characteristic. It is indeed one of the most ancient forms of intercourse between various communities in the world. Conflicts situation in general are as old as the beginning of life here in earth. That is from the point where man moved from the state of purity to the state of impurity. Armed conflict is first and foremost the unfortunate or dismissal result of failed endeavor of mankind to settle real problems and solve immediate conflict by peaceful means (i.e. without resort to use of force).³

In all situations of armed conflict, there must be human sufferings. It is not therefore an exaggeration to say that armed conflict normally perpetrated through the use of weapons i.e. small arms and light weapons have caused a great and memorable sordid hole to mankind. It has also left an indelible spectacle in the minds of mankind that will forever remain fresh throughout the history and existence of man on the face of planet earth.

The devastating effects of the Second World War, forced man or rather the nations of the world to take a quick decision regarding the minimum standards that will ensure the amelioration of the suffering of mankind in terms of armed conflict. The Diplomatic Conference held at Geneva in 1949 marked a turning point in the conduct of hostilities and the convention which emanated there from today, forms the fundamental premise in the regulation of the conduct of armed conflict.

The law of armed conflict otherwise known as the law of war is a branch of law which seeks to regulate the conduct of armed conflict or the use of force with the consequent view of protecting those who are no longer taking part in hostilities.

The most authoritative definition of armed conflict is contained in the International Criminal Tribunal for Yugoslavia (ICTY) Appeal chambers decision on jurisdiction in the TADIC case⁴ to the effect that:

“... An armed conflict exists wherever there is a resort to armed force between state or protracted armed violence between governmental authorities and organized armed groups or between such groups within the state. International humanitarian law

applies from the initiation of such armed conflicts and extends beyond the cessation of hostilities until a general conclusion of peace is reached; or in the case of internal conflicts, a peaceful settlement is achieved. Until that moment, international humanitarian law continues to apply in the territory of the warring state or, in the case of internal conflicts, the whole territory under the control of a party, whether or not actual combat takes place there”⁵

Armed conflict is otherwise known as the laws of war. This has come to be reflected in the terminology of the most recent documents, in which the terms ‘war’ has been superseded by ‘armed conflicts’, ‘armed hostility’ or other comparable terms. Although the term ‘law of armed conflict’ may therefore be more precise, the ‘law of war’ is widely used and understood.⁶

Having briefly discussed the concept of armed conflict, it is now apt to look at the brief history of law making process of the rules of armed conflicts.

2.1 Historical development of the Rules of Armed Conflict

There is no evidence of the exact date for the emergence of the norm, or rules of humanitarian law or armed conflict. Historically speaking, there is hardly any documentary evidence to suggest the place and exact date the law of armed conflict came into existence.

Notwithstanding the importance of international agreements on contemporary development of the legal regime for armed conflict, it is easy to find rules regulating warfare in ancient societies. The Greek historian Polybius, who wrote a history of Rome, was very concerned with the cause and responsibility for the wars he chronicled, and the trial of leaders responsible for war was not known. Also, the laws of Manu in ancient Hindu jurisprudence prohibited inter-alia, poisonous weapons and attacks upon non-combatants thus regulating arms and its use. The Chinese military genius Sun Tzu⁷ (born 312BC) wrote that:

“The (virtues) kings army does not kill the enemy old men and boys; it does not destroy crops, it does not seize those who retire without a fight, but it does forgive those who resist, it does not make prisoners of those who surrender and seek asylum idem. Early Christian abandoned absolute pacifism three centuries after Christ and developed the concept of just war as a yardstick for the lawfulness of war”⁸

The Greek and the Romans customarily observed a prohibition against using poisonous weapons.⁹ The Lateral Council of 1132 declared that cross bow was un-christian weapons. This concept has had a great impact on western secular thought and the war rhetoric of President George Bush of the United States of America is reminiscent of this ideology. Muslims too had their own concept of “just war” which viewed as lawful and legitimate wars rose in self defence, in punishment of apostasy and jihad.¹⁰

African conflicts during the pre-colonial era were conducted strictly according to rules, of warfare.¹¹ Hence, a great deal of care was exercised to keep wars no bloodier than they had to be. Prohibiting certain weapons, regulating their use, and prohibiting specific methods of warfare reduced thence, even during the early periods, sufferings in war.

The first code for the conduct of warfare was the LIEBER CODE adopted by Abraham Lincoln for the use of his Union Forces in the American Civil War in 1863, but the code was quite general in nature in its scope.

Contemporary international humanitarian law or law of armed conflict was born with the signing of the 1864 Geneva Convention for the amelioration of the conditions of the wounded in armies on the field. This development was a response to a Swiss Philanthropist, originator of the international relief agency, the Red Cross, who following his experience at the battle of “SOLFERINO” in 1859 made a proposal for the establishment of an international body for the aid of the wounded in wartime.¹²

Since 1864, a tremendous number of international conventions, declarations, treaties, protocols, acts, agreements and resolutions as well as regional and sub-regional instruments relating to international humanitarian law or law of armed conflict has been adopted. On the 22nd of August 1864, the Geneva Convention of 1864 influenced the evolution of the law of Nations. States for the very first time in history accepted in a formal and permanent document a limitation of their own powers for the sake of the individual and on altruistic ideals.

The law of The Hague subsequently came in and addressed directly the high command of the armed forces, to commanders of military formations and to members of general staff since its rules exert a direct influence on the planning and execution of military operations in war.¹³

International law relating to the limitation of warfare dates back to the Hague Convention of 1899 and 1907. It is for this reason that it is called “Hague law”.

The Hague law has a wider field of application than the law of Geneva but also possess a humanitarian character, though less specific, because the principle is to alternate the evils of war and violence which is unnecessary for the purposes of war to weaken the resistance of the adversary. The law of The Hague originated on reason than sentiments, in mutual interest rather than philanthropy. The Hague regulations have governed many wars or armed conflicts in the 20th century and some of its provisions are still in force. The Hague rules in reinforcing the principle of armed conflict state that:

“In any armed conflict, the right of the parties to the conflict to choose methods and means of warfare is not unlimited.”¹⁴

These basic rules were supplemented as follows:

“It is prohibited to employ weapons, projectiles and materials and methods of warfare of a nature to cause superfluous injury or unnecessary sufferings.”¹⁵

The law of armed conflict also prohibits a number of weapons and types of ammunition or restricts their use. Protocol 1 to the Hague Rules for example forbids attacks with weapons or ammunition, which has indiscriminate effects.¹⁶

The Hague rules are therefore intended to prevent or at least reduce death and destruction as far as the hard realities of armed conflict permits. They establish the rights and duties of belligerents in the conduct of operations and limit the choice of means to injure the enemy. Therefore the rights of belligerents are not unlimited.¹⁷ If the law of armed conflict was to be summarized upon a single word, then that would be “limit” the limit to which the use of force is subject. As

the antithesis of unlimited the ideal limits precludes the notion of total war or recourse to armed conflict.

3.1 The Geneva Conventions and Additional Protocols

3.1.1 History and legal basis

Contemporary international humanitarian law was born with the signing of the 1864 Geneva Convention for the amelioration of the conditions of the wounded in armies in the field. This development was a response to a Swiss philanthropist, originator of the International Relief Agency, the Red Cross, who, following his experience at the battle of “*Solferino*” in 1859 made a proposal for the establishment of an international body for aid of the wounded in wartime. On the 22nd of August 1884, the Geneva Convention was formally adopted where states for the first time in history accepted in a formal and permanent direct, a limitation of their own powers. In less than a century, the principles of the Geneva Convention were gradually extended to other categories of war victims and this extension led to the rigging of the text to The Hague. It is precisely for this reason that it is called the mother of conventions.¹⁸

The first revision of the treaty was made in 1906 when the numbers of its articles were increased from 10 to 33 but without modification of its essence. It was applied quite fully during world war 1 except with respect to the repatriation of medical personnel from which the belligerents departed by keeping a considerable number of doctors and nurses in prison camps to care for their wounded compatriots.

The second revision, which was made in 1929¹⁹ took into account the development of medical aviation and eliminated the section 1 *OMNES clause* in the preceding version, a provision under which the convention was not applicable unless both belligerents were parties to it.

The principle of making medical personnel in captivity and returning them to their army of origin was maintained but the ban on their retention was to be valid only in the absence of an agreement to the contrary.

The Geneva Convention was generally respected during World War II, but the belligerents took advantage of the clause introduced in 1929 and held doctors and nurses from the opposite sides in prisons of war camps to treat their compatriots. The contention and controversial issue of retaining the medical personnel received a compromise solution during the diplomatic conference of 1949.²⁰ The arbitrary retention of part of their compatriots was to be repatriated. This compromise solution failed to satisfy anybody.

Another sore point in the 1949 revision resulted in the relative paralysis of medical aviation. It was sufficient before 1949 to protect medical aircraft by painting them white or red crosses. However, it was immediately recognized in 1949 that such painting was illusory and some aircraft could be shot down before they were visible. Any protection of such aircraft was made subordinate to an agreement between the belligerents, concerning the means of identification and the routes to be followed by the planes. Since it is very difficult to arrive at agreements between belligerents in the middle of a war, especially ones designed to cover emergency cases, the new text virtually chipped the wrongs of war-time medical aviation.

It was not until 1977 that a more realistic view as achieved in Additional Protocol 1 to the Geneva Convention by which time science has supplied a remedy for the evil it had created because contrary to what had been supposed, identification of aircraft in flight is now possible.

Therefore the four Geneva Conventions can be summarized as follows:

- | | |
|------------------------|------------------------------------------------------------------------------------------------------|
| Geneva Convention I: | Deals with the amelioration of the condition of the wounded and sick in armed conflict in the field. |
| Geneva Convention II: | Deals with the protection of civilian persons in time of war. |
| Geneva Convention III: | Deals with treatment of prisoners of war. |
| Geneva Convention IV: | Deals with the conditions of the wounded, sick and ship wrecked persons on the high seas. |

There are two Additional Protocols rounding out various aspects of international law of armed conflict in the four Geneva Conventions. They are:

1. Additional Protocol 1 of 1977 which applies to rule of humanitarian law not only to conflict between states but also to national liberation struggle.
2. Additional Protocol II of 1977 which applies to civil wars.

Additional Protocol 1 codified pre-existing rules of customary international law but also laid down the foundation for the formation of new customary rules. Examples of rules found to be customary and which have corresponding provision in Additional Protocol 1 includes; the principle of distinction between civilian and combatants and between civilian objects and military objectives,²¹ the prohibition of indiscriminate attacks,²² the principle of proportionality in attack,²³ the obligation to take feasible precaution in attack, and against the effect of attack;²⁴ the obligation to respect and protect medical and religious personnel, medical units and transports,²⁵ humanitarian relief personnel and objects,²⁶ and civilian journalists,²⁷ the obligation to protect medical duties,²⁸ the prohibition of attacks on non-defended localities and demilitarized zones,²⁹ the obligation to provide quarter and to safeguard an enemy *hors de combat*,³⁰ the prohibition of starvation,³¹ the prohibition of attacks on objects indispensable to the survival of the civilian population,³² the prohibition of improper use of emblems and perfidy,³³ the obligation to respect the fundamental guarantees of civilians and persons *hors de combat*,³⁴ the objection to account for missing persons;³⁵ and the specific protection afforded to women and children.³⁶

The Additional Protocol II to the Geneva Convention³⁷ composed of 28 articles and extends humanitarian protection in civil wars. The common Article 3 to the four Geneva Conventions however remains applicable in its entirety for the parties to the Geneva Conventions and, in particular is binding on states that have not ratified the protocol. The protocol offers protection for victims of non-international armed conflicts. It applies to all armed conflicts not covered by Protocol 1 which takes place in the territory of a high contracting party between its armed forces and dissident armed forces or other organized armed groups which under responsible command, exercise such control over a part of its territory as to enable them to carry out sustained and concerted military operations and to implement the Protocol.³⁸

What is required to trigger off the application of additional protocol II is that the group possesses organs and has a system for allocating authority and responsibility.³⁹

The requirement of territorial control is however, purely functional. It must be sufficient to enable a party or armed group to conduct sustained and concerted military operations and to implement the protocol. For this reason, the criterion is not based on the number or duration of the presence of members of the armed group simpliciter.⁴⁰

Sustained military operations against government forces refers to continuous operations while “concerted” indicates operations that are “agreed upon”, planned and contrived, done in agreement according to a plan.⁴¹

As to the obligations set out by Additional Protocol II, the instrument contains a set of eighteen substantive provisions that supplement and develop the contents of common Article 3.⁴² It places a more detailed obligation on states and armed non- state actors⁴³ that are party to the conflict, extending the protection afforded to civilians, detainees and medical personnel and adding important provisions on the conduct of hostilities by:

- (i) Strengthening the fundamental guarantee enjoyed by all person not, or no longer taking part in the hostilities including care of children such as education.⁴⁴
- (ii) Laying down rights for persons deprived of their liberty and providing judicial guarantees for the prosecuted in connection with an armed conflict.⁴⁵
- (iii) Prohibiting attacks on the civilian population, works and installations containing dangerous forces and cultural object and places of worship.⁴⁶
- (iv) Regulating the forced movement of civilians⁴⁷ and
- (v) Protecting religious personnel and all medical personnel, units and means of transport whether civilian or military.⁴⁸

Protocol II is clearly less restrictive than Protocol 1 on international conflict and its provisions are far fewer.⁴⁹ Even its scarce details provide prohibition of many of the atrocities prevalent in today’s armed conflict. An example of prohibition is Article 4 on fundamental guarantees.

3.1.2 Situations Covered by the Geneva Conventions and Additional Protocols

a. Non - International Armed Conflicts.

Most armed conflicts today are non-international in nature. They take place within the borders of state, and are waged between a state and organized non-state armed group(s) or among such groups themselves.⁵⁰ In other words, non-international armed conflict are armed confrontation that take place within the territory of a state, that is between the government on the one hand and armed insurgent groups on the other hand. The members of such groups either described as insurgents, rebels, revolutionaries, secessionist, freedom fighters, terrorist or any similar names are fighting to take over the reins of power or to obtain greater autonomy within the state or in order to secede and create their own state.

Any international interest in events taking place inside a state soon encounters a major obstacle, which is the attitude of governments that internal problems are to be excluded from external interference. At stake is the meaning of a state sovereignty within the international community since the principal attribute of sovereignty is the right to mold conditions within the country as the government concerned thinks fit.⁵¹

States have nowadays certainly realized that unbridled violence and murderous weapons cause just as much injury and destruction in civil war as in conflicts between states. The terrible experience of the Spanish civil war gave the impetus for the first special provision relating to non-international armed conflicts to be incorporated into international humanitarian law as enumerated in Common Article 3 of the 1949 Geneva Convention.⁵¹ Besides, the enormous progress made in the area of Human Rights since World War II contributed to this development.

International human rights law “interferes” quite consciously and deliberately in the internal affairs of states. It was therefore a logical consequence of historical development that, only a year after the proclamation by the United Nations,⁵² rules of humanitarian law for internal conflicts which state should be adopt came in operation. This protection was further extended in Protocol II in 1977.⁵³

The fact that states retain the right to use forces within their territory in order to restore law and order is not in doubt as international law contains no limitation of sovereign rights in internal conflict corresponding to the UN Charter Prohibition of recourse to force in international disputes. It merely sets limit to the manner in which law and order may be established. This means that the right of governments to choose methods and means is no longer unlimited.

It is against this background that the following international norms have emerged;

- (i) Common Article 3 of the four Geneva Conventions⁵⁴ presents a list of rules which as stated by the International Court of Justice (ICJ) in its judgment in the dispute between Nicaragua and the United States⁵⁵ are an expression of fundamental consideration of humanity and therefore binding on all states.⁵⁶

Common Article 3 rules are part of customary international law.⁵⁶ There have been much debate on its applicability. For some commentators the provision only afford protection to persons falling under the direct control of a party to the conflict and therefore the article has no direct relevance for the conduct of hostilities.⁵⁸

For others, the reference to violence to life and person would cover acts committed in the course of military operations. Thus, for example, Rogers affirmed that:

*“Common Article 3 does not deal directly with the conduct of hostilities. It seems at first sight, only to protect the victim of such conflicts... However, a close reading of the text of the article leads to the conclusion that it does more than that, for example, the principle of civilian immunity can be inferred from paragraph 1, which prohibits violence to the life of persons taking no active part in hostilities.”*⁵⁹

For common Article 3 to apply there must be an armed conflict not of an international character occurring in the territory of one of the High contracting parties. Based on the case law of the International Criminal Tribunal for the former Yugoslavia (ICTY), the two criteria that must be satisfied are: There must be a state of protracted⁶⁰ armed violence, and armed non- state actors (ANSA) must possess a certain level of organization in order to be considered party to the conflict under international law.⁶¹

The Additional Protocol II applies:

*“To all armed conflicts... which take place in the territory of a High contracting party between its armed forces and dissident armed forces or other organized armed groups which, under responsible command, exercise such control over a part of its territory as to enable them to carry out sustained and concerted military operations as to implement this protocol”.*⁶²

Additional Protocol II introduces a higher threshold of application than common Article 3. In addition to the existence of an armed conflict between the insurgency and the government taking place in the territory of a High contracting party,⁶³ there are three cumulative conditions under Article 1, paragraph 1: the organized armed group(s) must be under responsible command. They must exercise such conflict over a part of the national territory as to enable them to carry out sustained and concerted military operations, and the territory control must be such as to enable them to be able to implement the protocol. Where these criteria for application of Additional Protocol II are objectively met, the protocol becomes immediately and automatically applicable' irrespective of the views of the parties to the conflict.⁶⁴

- (ii) Customary law: Alongside the somewhat minute body of (written) international treaty law, the unwritten rules of customary law take on special significance from limiting force in internal conflicts.
- (iii) Special Agreement between the parties to the conflict: Article 3 to the Geneva Convention call on parties to a civil war to conclude special agreement making all or part of the provisions applying to international conflicts applicable to that of civil wars.

A special agreement might either create a new legal obligation by going beyond the provisions of IHL already applicable in the specific circumstances,⁶⁵ or it might simply restate the law that is already building on the parties independent of the agreements.⁶⁶ It may also be limited to specified rules that are particularly relevant to ongoing conflicts, in that case, it would be made clear that the limited scope of the agreement is without prejudice to other applicable rules not mentioned in the agreement.

Disputes between a people exercising its rights to self-determination by fighting for its independence and the colonial powers which is opposed were regarded under traditional international law as internal affairs of the colonial state. If the struggle attained a warlike level of violence then common Article 3 of the Geneva Convention was applicable. Since however beginning of the 1960; it has become the practice amongst states based on claim by the third world and also as expressed by the United Nations, to consider manifestation of a people's right to self-determination as an international event. With the adoption of Article 1 paragraph 4 of Protocol 1 Additional to the Geneva Convention of 1977, international humanitarian law drew the logical conclusion from this development and placed armed conflict in which peoples are fighting against colonial domination and alien occupation as well as against racist, regimes in the exercise of their right of "self-determination" under the law relating to international armed conflict. Once the liberation movements have made the necessary declaration⁶⁷ all the provisions of the four Geneva Convention and the Additional Protocol 1 are applicable to the conflict.

b. Internal Disturbances and Strife.

Many states have in the course of their history faced internal disturbances and strife, sometimes as serious as to threaten their fundamental interest. These situations take the forms of acts of revolt and violence committed by more or less organized groups fighting either the authoritative or against themselves which are distinct from those termed non-international armed conflicts, in which violence is more intense.⁶⁸ In order to bring these internal confrontations to an end and restore order, the authorities frequently make massive use of police force even the armed forces. The inevitable result is a weakening of the rule of laws marked by serious large-scale human rights violations causing widespread sufferings among the population. It is generally accepted that government may declare a state of emergency and, provided that the situations do demands

(and only then), takes step that depart from international human rights law and suspend some of those rights.

Though it is true that all states have relative freedom in assessing whether a situation presents a danger to the public and whether to declare a state of emergency, this option is nevertheless subject to certain conditions of form and substances. No matter how serious the circumstances that have caused the state to resort to such measures, it nevertheless cannot depart from certain fundamental rules, termed *erga omnes obligations*.⁶⁹

Pursuant to the draft articles on state responsibility, recently adopted at the first reading by the United Nations Commission on Human Rights, a state of emergency can be invoked by a government only if it is “the only means of safeguarding an essential interest against a grave and imminent peril”.⁷⁰ The scenario of the situation must therefore be such that, in order to maintain public order and avoid a threat to the very existence of the state, recourse to emergency legislation is inevitable. It is generally agreed that, in order to provide greater guarantees, the legislation should exist before a crisis arises and it should include mechanisms to monitor implementation before or after, and designed to be applied as an interim measure.⁷¹ This issue was studied by an international workshop on minimum humanitarian rules, held in Cape Town, South Africa. The participants were categorical that national constitutions should clearly define that which amount to a state of emergency and a real danger, and that the declaration of a state of emergency should be made known to the other states.⁷² The obligation to notify the other state is obviously intended to avoid the establishment of defacto states of emergency. This is why human rights instruments contain designation clauses. Generally, regime participating states make use of them to inform the other states parties as soon as possible of the provision from which they have departed and their grounds for so doing.⁷³

Most of the human rights instruments that authorize participating states to restrict their obligations in periods of crisis enumerate the rules from which it is forbidden to depart in any circumstances.⁷⁴ These are generally rules with compliance on the event of internal violence offers the best protection against the most serious human rights violations. The rules most frequently involved are the right to life, the prohibition of slavery, the prohibition of inhuman, cruel or degrading treatment – especially torture and the non-restrictive nature of penal laws.⁷⁵ These rules from which no departure is possible and which are enshrined in the constitution of many states are known as fundamental rules.⁷⁶ The International Court of Justice has on several occasions had cause to remind the international community of the importance of these rules which it describes variously as “elementary considerations of humanity”⁷⁷ and “rules concerning the basic rights of the human person”⁷⁸ and which are integral parts of the general international law. Moreover, the court takes care to classify them among the *erga omnes obligations*,⁷⁹ whose importance for the international community is such that all states may be viewed as having a legal interest in their being protected in all circumstances.

Rules have been drawn up to deal with arbitrary arrest and extra judicial detention and to improve protection for detainees. There are the standard minimum rules for the treatment of prisoners adopted on the 30th August 1955 by the United Nations Congress on the prevention on crime and treatment of offenders.⁸⁰ Their purpose is to provide a well ordered penal arrangement so as to perceive the human dignity of the detainee. They were updated by the UN General Assembly in a resolution entitled: “Body of principles for the protection of all persons under any form of detention or imprisonment”.⁸¹ They are applicable without any distinction founded on the race, colour, sex, language, religious, social origin or political opinion of the detainees.

Both the International Convention on Civil and Political Rights and regional treaties for the protection of human rights contain provisions ensuring the fundamental rights of detainees and defendants both in detention and before the courts. With the exception of the African Charter on Human and Peoples Right, their instruments nevertheless leave the state party to them free to exercise the specified right of derogation and to suspend the application of those rights when an exceptional public danger exists.

The question of whether certain rules of international humanitarian law should be broadened to cover internal violence was first raised in 1949 at the diplomatic conference called to adopt the new Geneva Conventions. During deliberations on Article 3 Common to the four Geneva Conventions, which relates to conflicts of a non-international nature, the lack of any definition of this category of conflict gave rise among many of the delegations to the fear that its field of application might extend to any act of force, including any form of anarchy or rebellion. The conference's refusal to list conditions for Article 3's application enabled the International Committee of the Red Cross to declare itself in favour of the widest possible application. The commentary on Article 3 published by the ICRC insists that such an interpretation in no way limits the states right to exercise repression and in no way increases the power of rebel groups.⁸² Article 3 lays down rules described by the International Court of Justice as "general principles of humanitarian law".⁸³ They are undisputedly apt to improve protection of people caught up in internal tension apart from the safeguards afforded by the principle of inalienability, which are enshrined in the instruments of international human rights law, this article prohibits the passing of sentences and the carrying out of executions without due process of the law. Verdict must be returned by a regularly constituted court affording all the judicial guarantees recognized as independent by civilized people.

Since then, several drafts prepared by individual initiatives have taken as their basis the rules contained in Article 3 and the provisions of Article 75 of Protocol 1 additional to the Geneva Conventions to strengthen protection of persons affected by internal violence by providing them with among other things, additional guarantees while on trial. The declaration drafted in 1984 by Theodor Meron should be cited in particular.⁸⁴ Meron hoped that his declaration would lead to the adoption of a new instrument codifying a body of rules applicable in this type of situation.

For its part, the UN Human Rights Commission is asking the Secretary General to prepare, in conjunction with the ICRC, an analytical report on the question of the fundamental rules of humanity, taking into account the rules common to human rights law and international humanitarian law which are applicable in all circumstances.⁸⁵

c. International Armed Conflicts

The legal threshold for international armed conflict is unambiguous and almost beyond argument. It applies at the first resort to force between two state armed forces⁸⁶ triggering the application of the fullest breadth of detailed IHL provisions.⁸⁷ Bearing in mind that the first exchange of military fire may result in wounded soldiers, prisoners, and the potential for collateral civilian's damage, it is only logical that IHL, should apply from the outset of armed hostilities.

International armed conflicts are therefore conflicts that involve states using force against another state regardless of the reasons on the intensity of these confrontations.

Additional Protocol 1 extends the definition of international armed conflict to include armed conflicts in which people are fighting against colonial domination, alien occupation or racist regimes in the exercise of their right to self-determination.⁸⁸

Grasser H.P.⁸⁹ widened the scope of international armed conflict to include:

*“Any use of armed force by any state against the territory of another justifies the applicability of the Geneva Convention whether or not the party attacked resists. As soon as the armed forces of the state found themselves wounded or surrendering member of the armed forces or civilians of and the state on the other hand, as soon as they detain prisoners or have actual control over a part of the territory of the enemy state, they must comply with the relevant conventions”.*⁹⁰

The German Joint Service Regulations (ZDV) states:

*“An international armed conflict exists if one party uses force of arm against another party. The use of military force by individual persons or group of persons will not suffice.”*⁹¹

A more general definition was given by the International Criminal Tribunal for the former Yugoslavia (ICTY) in the case of Prosecution Vs Tadic,⁹² where the Tribunal stated thus:

“... An international conflict exists whenever there is a resort to armed force between states.”

For a conflict to be regarded as international, it must satisfy certain criteria viz:

- (i) A fragment state must attain the status of a state within the meaning of international law.
- (ii) A representative and effective independent government, defined territory and a sufficient degree of stability, evidenced by the support of the majority of the population.
- (iii) More importantly, a sufficient degree of stability, evidence by the support of the majority of the population.⁹³

In terms of responsible command, what is required is that the group gains and has a system for allocating authority and responsibility.⁹⁴

The requirement of territorial control is, however pretty functional. It must be sufficient to enable a party or armed group to conduct sustained and concerted military operation and to implement the protocol. For this reason, the criterion is not based on the number or duration of the presence of members of the armed group simpliciter.⁹⁵

Sustained military operation against governmental forces refers to continuous operations, while “concerted” indicates operation that are agreed upon planned and contrived, done in agreement according to place.⁹⁶

4. CONCLUSION

This paper has been able to demonstrate that above and beyond the proliferation of legal instruments, it can be seen that humanitarian law has undergone an expansion. It has tendered to

extend even wider. More specifically, it can be seen that starting from the 1977 Protocols, humanitarian law is no longer limited to conflicts between states but also covers non-international armed conflicts and especially civil wars. This is expressly important and has two basic consequences in particular.

The first is related to the fact that the conventional definition of war has proved inadequate. The majority of conflicts are no longer between two or more states, but between camps within a single state which has often lost legitimate authority or universal acceptance. Instead strong state making war, it is weakened states which experience it. Indeed, this is why the United Nations has modified its concepts of security. Security and peace is no longer silence on the part of the official weapons of the state, it is also peace and security within states, among the people.

The second consequences involve the following reasoning; If International humanitarian law also applies to non-international conflicts, the international community is entitled to call to account, the states which fail to respect it. An armed conflict is no longer solely a “national” matter because the rules which apply are not national but international rules. Hence, states are bound to apply them, since they have (almost all of them) ratified the humanitarian conventions.

But even if they have not ratified them, they must nevertheless respect these conventions as everyone agrees that important humanitarian considerations are involved. In this way, it can be understood that their violation constitutes a “threat” to international peace and security. Beautiful as the provisions may be, their efficacy has been hampered by implementation problems.

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1. Sassoli M, “State Responsibility for violation of International Humanitarian law”, IRRC Vol. 84, No. 2002, p. 401.
2. This statement of rules is an excerpt from the South African National Defence Force’s Code of Conduct for uniformed members of the South African Defence Force, adopted 15th February 2000, available at http://www.dcc.mal.za/code_of_conduct/files/english.htm. (Visited on the 11th of January 2012).
3. For example, international organization has become a great promoter of sheer diplomatic loquacity and has provided an exceptional opportunity for the exercise of propagandistic skill, disarmament, and debate equally provides a good example as one might see of speeches for the record only and proposals formulated with a view to their unacceptability. See equally Claude Jr, “Sword into Plowshares” (New York, Random House) 1964, pp. 295-296.
4. ICTY, Prosecutor vs. Dusko Tadić Appeal Chambers decision of 2nd October 1995.
5. Ibid at Para 70. The above definition is similar to the definition given by PIETRO V, Dictionary of the International law of Armed Conflict, ICRC, 1992, p. 34.
6. The International Committee of the Red Cross (ICRC) has increasingly used the term ‘International Humanitarian Law’ applicable in armed conflicts. This term has found its way into some international agreements such as the 1977 final Act of the Diplomatic Conference on the Reaffirmation and Development of International Humanitarian Law applicable in Armed Conflict in connection with 1977 Geneva Protocol I & II.
7. Quoted by Sossali M, “How does law protect war”, In: International Committee of the Red Cross, 1999.

8. Ibid, at p. 69.
9. Rolent A. (et al), Documents on the laws of war, Caterendom Press Oxford 1982, p. 30.
10. Qur'anic Ch. 4 V. 76; 2V 193; 22:239.
11. E. E. Evans Pritchard, a British anthropologist underlined a number of rules pertaining to African pre-colonial warfare that was designed to minimize the loss of lives on both sides. One of them was the prohibition of complete encirclement of the enemy leaving no escape route. Another rule was that fighting should begin about 4 o'clock in the afternoon so that those who were getting the heat of it could withdraw under the cover of darkness. See Basi D, African Kingdoms" Times Life International (Netherlands) 1967 P. 6465. The rationale behind this prohibition being that the hopeless should not sell their lives as dearly as they could, thus leading to unnecessary bloodshed on both sides. This may be equated to the modern rule of law of armed conflict which prohibits declaration that no quarter will be given.
12. Dunant H, Un Souvenir de Solferino, Geneva 1802 (Published in translation: A Memory of Solferino) American National Red Cross 1939 and 1959.
13. Three of which revised the three 1899 conventions and one declaration which reviewed the 1899 Hague declaration 1 on balloons which had expired. See 1907 Hague Conventions I, II, III, IX and XII.
14. Article 35 of Protocol 1 of the Hague Rules.
15. Ibid.
16. Art. 51(4) of Protocol 1 to the Hague Rules.
17. See Hague IV annexed regulation, Convention respecting the laws and customs of war on land, Oct 18th 1907, Article 35(1) of the Protocol Additional to the Geneva Convention relating to the protection of victims of international Armed Conflicts June 8, 1977, United Nation Document A/32/144, preamble of the Convention on the prohibition or restrictions on the use of certain Conventional Weapons which may be deemed to be excessively injurious or have indiscriminate effect, Oct 10th 1980.
18. Jean P, "Development and Principles of International Humanitarian Law", op cit, at p. 62.
19. It was at the diplomatic conference of 1929 that the right of Muslim Countries to use a red crescent in place of the Red Cross and also a red lion and the sun of Iran (which later rejected the emblem and returned to use a red crescent) was recognized.
20. Both doctors and nurses thus retained were not to be considered as prisoners of war but were to have the same right as those prisoners of war plus certain facilities necessary for the exercise of their profession.
21. Henckarts J. M, (et al), Customary International Humanitarian Law, Vol. 1 (Rules), Vol. II (Practice) Cambridge University Press 2005, Rules 1 & 7.
22. Ibid, Rules 11 – 13.
23. Ibid, Rule 14.
24. Ibid, Rules 15 – 24.

25. Ibid, Rules 25 and 27 – 30.
26. Ibid, Rules 31 – 30.
27. Ibid, Rule 34.
28. Ibid, Rule 26.
29. Ibid, Rules 36 – 37.
30. Ibid, Rules 46 – 48.
31. Ibid, Rules 53.
32. Ibid, Rule 54.
33. Ibid, Rule 57 – 65.
34. Ibid, Rule 87 – 105.
35. Ibid, Rule 117.
36. Ibid, Rule 134 – 137.
37. Of 12th August 1949 of 8th June 1977.
38. See Article 1(1) Additional Protocol II. As Moir has noted, the conditions set out by Article 1 of the Protocol imply that it governs only the most intense and large scale conflicts. See Moil L.; The Law of Internal Armed Conflicts, Cambridge University Press, Cambridge 2002 p. 10.
39. Bothe M, (et al), New Rules for Victims of Armed Conflict: Commentary of the Two 1977 Protocols Additional to the Geneva Conventions of 1949. Martinus Nijhoff, The Hague, 1982, p. 262.
40. Ibid, at p. 627.
41. Sandoz Y; (et al) Commentary on the Additional Protocols of 8th June 1977 to the Geneva Convention of 12th August 1949. Martinus Njihff the Hague (1982) P. 626.
42. Ibid, at p. 1350.
43. Armed non state actors refers to any armed group distinct from and not operating under the control of the states or state in which it carries out military operation and which has political, religious and/or military objectives. Thus it does not ordinarily cover private military company or criminal gangs.
44. AP II, Art 4.
45. Ibid, Arts. 5 – 6.
46. Ibid, Arts 13 – 16.
47. Ibid, Art 17.
48. Ibid, Arts 9 – 11; Article 19 of the Protocols requires that it's provisions be disseminated as widely as possible.

49. For example in Robert and Guelff (eds) Documents on the laws of war, Clarendon Press Oxford 1982, it occupies a total of ten pages when compared to fifty seven and a half pages for Protocol 1.
50. ICRC, “Increasing Respect for International Humanitarian Law in Non-International Armed Conflicts”, ICRC Geneva 2008, p.5.
51. Ajala. A, “Background to International Humanitarian Law and its implementation”, In: Implementing of international humanitarian law in Nigeria, (ICRC Lagos) 1997 p. 27.
52. Ibid.
53. The Proclamation was in respect of the Universal Declaration of Human Rights of 1948.
54. This was due largely to the International Covenant on Civil and Political Rights adopted in 1966. of 12th August 1949.
55. International Court of Justice, case concerning Military and Paramilitary activities in and against Nicaragua, judgment of 27th June 1986 (merits), paragraph 218.
56. It is binding not only because it is part of international treaty law but also an expression of (unwritten) general principles of law. It is absolutely binding international law. Jus Cogens.
57. See International Court of Justice (ICJ), Military and Paramilitary Activities in and against Nicaragua, (Nicaragua Vs United States of America) judgment of 27th June 1986, ICJ Report, Para 218. Similar remarks were made by the court in the 1996 Nuclear Weapons Advisory Opinion of 8th July 1996, ICJ Reports 1996 Para 79. Statements on the Customary nature Common Article 3 have also been made by the adhoc International Criminal Court for the former Yugoslavia, (ICTY), Prosecution V. Tadic, Case No, IT-94-17, Decision on Defence Motion for Interlocutory Appeal on Jurisdiction, 2nd October 1995, Para 98. International Criminal Tribunal for Rwanda (ICTR), Prosecutor V. Akayesu, Case No. ICTR 96-4-T, judgment, 2nd September 1998, Para 608.
58. See eg, Liesbeth Zegveld, The Accountability of Armed Opposition Groups in International Law, Cambridge Studies in International and Comparative Law, Cambridge University Press, Cambridge 2002 p. 83, G. I. A. D Draper, “Wars of national liberation and war criminality”, in Micheal Howard (ed) Restraints on war: Studies on the limitation of armed conflict, Oxford University Press, Oxford, 1979 P. 183; Georges Abi-Saab, “Non-International armed conflict” In International Dimension of Humanitarian Law, UNESCO and Martinus Nijhoff, Dor drecht, 1988, p. 235. The Rome Statute of the International Criminal Court also appear to distinguish between acts prohibited under common Article 3 and other violation committed during the conduct of hostilities. See Rome Statute Art. 8(2) (c) and 8(2) (e)
59. Rogers, A. P. V, Law as the Battlefield, 2nd Edition, Manchester University Press, Manchester, 2004, P. 221. See also Lindsay Moir, The law of international Armed Conflicts, Cambridge University Press, Cambridge, 2002, pp. 58 – 61.
60. By “protracted”, it meant particularly the intensity of the armed violence and not merely it’s duration, the ordinary meaning of the word notwithstanding. Prosecutor Vs Haradinaj, Case No IT – 04 – 84 – 84 – T, judgment (Trial Chamber), 3rd April 2008 Para. 49. There is a difference in the scope of application between Common Article 3, which has relatively low threshold of application but which provides for limited protection, and Additional Protocol II, which has a more restrictive scope of application but which offers broader and more detailed

protection. Both Common Article 3 and Additional Protocol II, however, only apply to an armed conflict and therefore not to situations of internal disturbances and tensions, such as riots, isolated and sporadic acts of violence and other acts of a similar nature, has not being armed conflict. See Article 1(2) of Additional Protocol II. This threshold is also believed to be valid for situations covered by Common Article 3. See, eg. Sylvain Vile, “Typology of armed conflict in International humanitarian and legal concepts and actual situations”, In; International Review of the Red Cross Vol. 91, No. 873, March 2009 p. 76, 77 and UK Ministry of Defence, The Manual of the Law of Armed Conflicts, Oxford University Press, Oxford, 2005, Para 15.2 and 15.3.

61. Regarding the level of organization of the armed non-state actors (ANSA's), International Tribunal and legal scholars have developed a variety of indicative elements or useful guidelines that may be taken into account to establish the necessary degree of organization of the group, none of which is, on its own, essential to establish whether the organizational requirements is fulfilled. See Jean S Pictet (ed), The Geneva Convention of 12 August 1949. Commentary; first Geneva Convention for the Amelioration of the condition of the wounded and sick in armed forces in the field, ICRC, Geneva, 1952, pp 49-50, available at <http://www.icrc.org/shl.nst/com/365.570006?> Open document (last visited on 19th January 2011); ICTY, Prosecution vs Boskoski case No. IT-04-82 judgment (Trial chamber) 10th July 2008 Paras 199-203; Prosecution Vs Rutaganda case No. ICTR-96-3 judgment (Trial chamber) 6th December 1999, Para 93. See also the international commission of inquiry on Darfur, “Report pursuant to Security Council Resolution 1564 of 18th September 2004, 25th January 2005, paras 74-76; International Law Association, use of force committee, final report on the meaning of armed conflict in International Law’ 2010 pp 28-33 available at <http://www.ila.hg.org/en/committees/draft-committee-reports-the-hague-2010.CFN> (last visited 18th, August 2011).
62. See Article 1(1) Additional Protocol II. As Moir has noted, the condition set out by Article 1 of the Protocol implies that it gives only “The most intense and large scale conflict see Moir L; The law of International Armed Conflict, Cambridge University Press, Cambridge 2002 p. 101.
63. In contrast to Additional Protocol II, Common Article 3 also regulates armed conflict that takes place only between armed non-state actors for example in a failed state.
64. See Yves Sandoz, Christopher Swinarski and Brun Zimmermann (eds), Commentary on the Additional Protocols of 8th June 1977 to the Geneva Convention of 12th August 1949, ICRC, Geneva/Martinus Nijhoff publishers, Dordrecht 1987 p. 1353; ICTR Prosecutor Vs Akayesu (supra), Para 624.
65. Otherwise called a “Constitute agreement”.
66. Otherwise called a “declaratory” agreement.
67. Protocol 1, Art 96(3).
68. ICRC; “The minimum humanitarian rules applicable in periods of internal tension and strife”, available at <http://www.icrc.org/eng/resources/documents/misc/57/pg.htm> retrieved on 6/6/2011) P. 1. Major internal conflicts in Nigeria includes the; ethnic and Religious Conflicts in Kano, Tafawa Balewa religious crisis in Bauchi, Zango-Kataf Crisis in Kaduna, intra-ethnic conflicts among the Yoruba, Tiv-Jukun conflicts in Wukari Local Government

Area, Taraba State, Ife Modakeke-Bikkos conflicts on the Jos-Plateau, Indigenous/Settlers crisis in Jos, Boko Haram crisis in Bauchi, Kano, Sokoto, Maiduguri and Nigeria Civil War.

69. Ibid.

70. Report of the International law Commission on the work of its forty-eight session, 6th May, - 26th July 1996. United Nations document A/51/10 p. 137

71. Questiaux N, “Study of the implications for human rights of recent developments concerning situations known as states of siege or emergency” UN doc.E/CN/44 Sub 2/1982/15, of 27th July 1982 P-8.

72. “Report of the International Workshop on minimum humanitarian standards” (Cape Town, South Africa, 27th – 29th September 1996, UN doc. E/CN/4/1997/77/Add 1, 28th January 1997.

73. According to Article 4 paragraph 3 of the International Covenant on Civil and Political Rights, the states exercising the right of derogation must, through the agency of the UN Secretary-General, immediately inform the other states parties of the provisions from which they have departed, and the reason for this departure. Similarly, paragraph 3 of Article 15 of the European Convention for protection of human rights and fundamental freedoms stipulates that the states party who exercises the right must keep the Secretary General of the Council of Europe fully informed of the measures taken and the grounds for taking them.

74. See Article 4 of the International Covenant on Civil and Political Rights, Article 15 of the European Convention for the Protection of Human Rights and Fundamental Freedoms, and Article 27 of the American Convention on Human Rights.

75. Meron T, Human Rights in Internal Strife: Their International Protection, Grotuis publications Cambridge, 1987, P. 52; Gasser, H, “A misuse of humanity on internal disturbances and tensions; proposal for a code of conduct” IRRC, N 262, January – February 1988, p. 43.

76. See Chapter IV of the Constitution of the Federal Republic of Nigeria 1999 as an example.

77. See the Corfu Channel case (United Kingdom Vs Albania) ICJ Reports 1949, p. 22.

78. See the case concerning the Barcelona Traction, high and power company, limited (Belgium Vs Spain) ICJ Reports 1970, p. 32.

79. Ibid.

80. See Stephen P. M, “The principles and norm of human rights applicable in emergency situations”, in Karel Vasak (ed), “The International dimensions of human rights”, UNESCO, Paris, 1978, p. 218.

81. UN General Assembly resolution 43/173/ of 9th December 1988. See also Koojman P. H, “In the shadow land between civil war and civil strife; Some reflections on the standard – setting process in humanitarian law of armed conflict”, in Astrid J M, etal (eds), Humanitarian law of armed conflict; challenges ahead; Essays in honour of Frit Kalshoven, Martinus Nijhoff publishers, Dordrecht/Boston/London, p. 239.

82. Geneva Convention for the Amelioration on the condition of the wounded and sick in armed forces in the field, commentary published under the direction of Jean S. Picket, ICRC, Geneva 1952, PP 56 and 61.
83. Case concerning Military and Paramilitary activities in and against Nicaragua (Nicaragua Vs United States of America), ICT Reports 1986, p. 114 Para 220.
84. Theodor M, “Towards a humanitarian declaration on international law”, Vol. 78, 1984, pp 859 – 868.
85. Human Rights Commission, Resolution 1997/21, 11th April 1997.
86. See Art 2 Common to the Geneva Conventions and Picket J, “Commentary on the Geneva Convention for the Ameliorations of the condition of the wounded and sick in armed forces in the field”, ICRC, Geneva 1952, p. 32 See also Art 1, Additional Protocol 1.
87. As discussed above, states parties are bound by the four Geneva Conventions, Additional Protocol 1 and along list of treaties governing various limitations upon means and methods of warfare. Non-Parties are bound by applicable Customary IHL.
88. Additional Protocol 1 (Art.1 Para 4)
89. Grasser H. P, International Humanitarian Law, Paul Haupt Publishers, Berne, 1993)
90. Ibid, at p. 10.
91. Flex D, The handbook of humanitarian Law in African Conflict, Oxford University, Press, 1995, p. 40.
92. Defence Motion of interlocutory Appeal on Jurisdiction, TI-94-1-A, 2nd October 1995 Para 70.
93. See Article 1 Para 4 (Additional Protocol 2).
94. Bothe Muhd, (et al), New Rules for victims of Armed Conflicts, Commentary on the Two 1997 Protocols Additional to the Geneva Convention of 1949, Martinus Nijhoff, The Hague, p. 626.
95. Ibid, at p. 267.
96. Tves Sandoz (et al), ICRC Commentary, op cit, p. 1353.

Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00122.6****FORMATION OF SPIRITUAL AND MORAL VALUES IN PRESCHOOL
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ABSTRACT

The issues of forming a value system in the field of preschool education are described in detail in this article. Given the predominance of spirituality and morality in the formation of values, the issues of its formation are widely disclosed. It is also recognized that achieving a balance of national and universal values is a key factor in shaping them.

KEYWORDS: Education, Upbringing, Preschool Education, Spiritual And Moral Values, National Values, Universal Values.

INTRODUCTION

Values are the main criteria of education for the formation of each individual as a person. The fact that a person is properly educated and finds his place in the future is certainly directly related to the national and universal values embedded in his youth. As life goes on, the human being tries to create his own new system of values by using these values. These values can then acquire an individual, family, corporate and even national character.

Therefore, it can be said that the national and universal values that are introduced or promoted in the individual have a great influence on the formation of human education and different will qualities, depending on the nature, scale and effectiveness of the influence.

One of the most pressing problems of modern pedagogy is to find an answer to the question how to assimilate these values. Much research is being done in this regard. It is important that the correct formation of consciousness and worldview of preschool children, effective methods of influence on them should be chosen. Otherwise, one wrong step may lead to results that are contrary to all life values.

MAIN PART

Today the world pays so much attention to the preschool education system that it is no coincidence that such a need has arisen. At the present stage of pedagogical development, the axiological approach is one of the fundamental (N.A. Astashova, B.S. Brushlinsky, L.P. Krivshchenko, N.D. Nikandrov, V.A. Slastenin, G.I. Chizhakova, P.G. Shchedrovitsky, etc.). Special attention in pedagogical science is paid to the formation of values of value relations and orientations (I.V. Kicheva, V.G. Nemirovsky, D.D. Nevirko, V.A. Slastenin, G.I. Chizhakova, D.I. Fildstein) [2:10]. The researchers emphasize their variability depending on many factors, for example, on the epoch, the social system, the paradigm of education, the general attitude towards the subjects of the educational process, and others.

Under conditions of social and economic transformations, preschool educational institutions have faced the urgent task of reviving the moral and socio-cultural potential of children as future citizens of their Fatherland. The modernization of domestic preschool education from our point of view should also be considered in the aspect of an axiological approach[3].

Pre-school education institutions play an important role in personal development:

First, to bring up general literacy among preschool children, to instil in them love and pride in their homeland, to study personal rights and freedoms, and to broaden the child's horizons;

second, it also serves to implement the constitutional right of mothers of young children to work.

Values are of a social nature and are formed and developed in the process of people's practical activity. Values arise from a set of things and events that benefit people for their activities in various areas, primarily in production and labour. Then, as a result of a gradual increase in the activity of the subject, it begins to act as a relatively independent field. Natural and social phenomena are included in value through human activity as a result of satisfying human needs. It is inappropriate to consider natural and social phenomena as values that do not meet human interests, needs, desires and ideals. For example, natural resources become valuable only when they are used to meet human needs. Until then, we must consider them as natural resources.

The organization of spiritual and moral education is the most important factor for the success of social education. Spiritual and moral upbringing and education are interdependent, holistic and dialectical. They also form the basis for the formation of spiritual and moral maturity of the individual.

Spiritual and moral education – is the process of providing young people with structured knowledge about the essence of spiritual and moral relations, creating a need for spiritual and moral knowledge, the formation of spiritual and moral consciousness, which should be organized consistently, continuously, systematically [11: 2011-2014].

The axiological aspect characterizes the system of pedagogical values formed and shaped by the human being and constituting the integral pedagogical process at the present stage of education. As such, there are notions, concepts, ideas that represent a peculiarity and significance for society or a certain pedagogical system [10].

The organization of spiritual and moral – education is a process of activity. This process includes not only the formation of positive qualities, but also the elimination of negative qualities, motivation to fight against any immoral behavior. In the process of spiritual and moral education it is important to strengthen the self-education of the student.

The organization of spiritual and moral education of children is a purposeful complex pedagogical process in which the following pedagogical tasks are solved:

1. Young people are informed about spiritual and moral norms, the essence of moral relations and their importance in society.
2. Creating the need to acquire spiritual and moral knowledge, solving spiritual and moral consciousness.
3. Choosing positive spiritual and moral qualities (knowledge, diligence, humility, love, love of the Motherland and people, respect for parents and elders, humanity, generosity, devotion to duty, etc.).
4. Formation of moral, ethical behavior, character and will in youth.

The definition of spiritual and moral values is based on the following general content:

- the spiritual and moral level of youth is reflected in the process of social relations, its approach to society, environment and nature;
- the level of spiritual and moral development of youth depends on the level of social and spiritual development of society;
- the spiritual and moral maturity of young people is the result of continuous, systematic education organized on the basis of a combination of objective and subjective conditions.

Moral values play an important role in the spiritual development of young people who are brought up as individuals. Ethical values include a system for managing child behaviour through the use of moral knowledge, skills and abilities.

When such achievements penetrate into the minds and hearts of every person in society, they learn to be attentive to national culture, to learn more about world culture, to live on the basis of universal values, to see traditional values in harmony with the values of modern democratic society. Only then will our people be able to better understand their national identity, achieve spiritual growth and look to the future with a clear vision” [6: 24-25]. This, in turn, shows the emergence of a new approach to youth, the creation of all conditions for human dignity, freedom of thought and freedom in the life of the state and society.

People of different nationalities living in any country may have different views on the national worldview, spiritual world and social life, but their cultures, i.e. science, education, culture and art, have much in common. Today's youth, because of their national and cultural values, “may not follow certain customs and traditions of peoples living in the same area, but they should be treated with respect and not indifferent to them” [4: 250].

In the process of cultural development, every nation has its own national values that express its identity, that distinguish it from other nations, and that another member of society treats it from the point of view of its own world view. Traditions inherited from their ancestors are, so to speak, their sacred wealth, pride, honour or immortal memories. Therefore, “discrimination against the language or customs of another nation is tantamount to insulting that nation”. [8:33]. However, it should be noted that our people, who understand themselves, national values and national culture of their ancestors, had to live without giving up their nationality.

Examples of such national culture are “spiritual and cultural life, education, cultural heritage, historical experience, religious, moral, educational views, lifestyle, colorful relations, science, folk festivals, celebrations, performances and customs, art literature. The specific ethnic features of the people, nation, its contribution to the world civilization are actually measured by these

spiritual and cultural values” [7: 119]. This harmony of national cultures is the result of democratic reforms in Uzbekistan, in which national and cultural values dear to young people demonstrate the richness of Uzbekistan's spiritual world, with its universal and humane nature.

For the comprehensive development of youth in our society, we must first of all pay special attention to traditions, national values, customs and rituals, which are the basis of historically established religious and secular knowledge. This requires young people to rely on objective and subjective factors in the society. These factors always require that “friendly economic and spiritual relations in national relations are possible if the national values of its people do not contradict the values of other nations and, on the contrary, grow to the level of a deep sense of spirituality of another nation and have the opportunity to freely express their national values if there is no other intention than dialogue, then universal values that represent the spirituality of different nations will continue to grow” [5: 116].

Universality also requires understanding national identity as a characteristic of the way of life of our people. “The current state of national development and interethnic relations in a multinational state shows that every nation has not only economic, socio-political and cultural opportunities of people, but also spiritual and spiritual potential of their relations with national development. the goal cannot be achieved in any related area” [9:92].

Nationality and universality reveal this process in knowledge of mechanisms of formation and development of our people. Their development is influenced by a set of objective and subjective factors, economic and socio-political and moral-spiritual situation in the society, etc.

Therefore, to create a high spiritual culture in society, we need to acquire certain skills to create and consume a new way of life, material and spiritual wealth, “based on our ancient values, but also taking into account the experience of developed countries” [1: 3]. Such spiritual actions include the creation of material and spiritual wealth, production and scientific achievements, family aesthetics, education system, study of universal cultures, leisure, and so on.

Spiritual culture of the society, way of life is a historically stable reality, which no one can change at will.

In short, it is necessary to raise the system of preschool education, which is currently the most important link in the education of our children, to the level of modern requirements to pay more attention to this area. Today, no one needs to prove how high the consciousness and outlook of a child brought up in a kindergarten is. Kindergartens should be equipped in accordance with modern requirements and provided with qualified teachers and specialists, new methods” [12].

CONCLUSION

The establishment of various clubs, spiritual and environmental studies rooms, small museums, libraries for the intellectual, physical and moral development of preschool children, familiarity with universal values, and the quality of children's preparation for school help to form a system of values. Children's interest in books, art, science and, in general, in a particular profession in the future is simultaneously being developed.

In short, preschool education is the main part of lifelong learning. It provides formation of the child as the healthy and developed person, stimulates desire to learn, prepares him/her for systematic education. Therefore, the further strengthening of this system, the creation of all-

round favourable conditions in preschool education, and the broad involvement of preschoolers play an important role in the formation of our children as harmonious and mature personalities.

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Published by: *TRANS* Asian Research Journals**AJMR:****Asian Journal of
Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00111.1****ORIENTALISM IN THE EARLY ENGLISH ROMANTIC LITERATURE
AND THE IMPORTANCE OF THE ARABIAN TALES ONE THOUSAND
AND ONE NIGHTS****Mamrasulova Gulnoz Abdulkasimovna*; Mamrasulova Mukaddas Abdulkosim kizi*****Independent researcher (PhD),
Jizak State Pedagogical Institute, UZBEKISTAN**The first year student,
Jizak State Pedagogical Institute, UZBEKISTAN**ABSTRACT**

In the eighteenth century, English interest in exploring the Eastern world had increased tremendously. Orientalism was recognized as a cultural phenomenon and it had a great influence on architecture, gardening, art and literature too. As for the poets and writers, the oriental environment created a different mood and new modes of expression that inspired them to compose works with the eastern motifs. The main contribution of Orientalism to English literature was a distraction of the poets' mind from outdated ideas and filling it with fresh views. And the translation of the Arabian tales One Thousand and One Nights created a new atmosphere in England and inspired many writers to compose Oriental works. This article researches the role of Orient in the early English Romantic literature and writers' enthusiasm to create an extraordinary eastern world and motifs in their works. By examining these historically important researches, I clarify that how the concept of Orientalism appeared in English literature and its contribution to the formation of poetry and language.

KEYWORDS: *The Eastern motifs, lyrical genre, Orientalism, Romantic literature, One Thousand and One Nights, merchants, manuscript, Romanticism.*

INTRODUCTION

It is natural that those who are interested in poetry, when they research eighteenth century English literature, will first begin to look for Oriental characters in it. Almost all of those poets that time had a glance in oriental themes at least. Some of them are extremely eclectic and blend with different ideas and theories during their attempts. According to the sources, the oriental works by Byron, Robert Southey and Thomas More were well received by the readers, but their creativity was not limited to the poems on this theme. Before the beginning of the Romantic

period, it is clear that the oriental materials appeared with scattered expressions, last qualities, and even poems that did not have the motifs of Orientalism. The structure of the eastern poems, created during that period, was not unusual. The literary devices of English poetry were created on the basis of usual lines of non-Oriental origin: rhyme, eight-syllable poems, non rhyming poems and other lyrical genres.

As for the rhyme, Byron's poem *The Destruction of Sennacherib* (1815) was written except for rhythmic rules. This work tells us about the Assyrian King Sennacherib travels to Yerusalem. In the oriental poem, the poet approaches various lyrical genres. These include epic, lyrical, ode, eclogus (pastoral language), storytelling and many other genres.

The English Romantic poets, despite they got used to compose oriental poems, still were in the old structures of the English poetry which they accustomed to. Although they were not yet ready to adapt to the oriental atmosphere and mood, they considered themselves indebted and diligently studied the classical traditions of the East. The earliest information on the causes of long-standing classical literature probably disappeared on the eve of the death of John Husbands, who prepared this for the press an article called *Comparison of the Eastern and Western Poetry*.¹ He writes about it in the preface of his book *Miscellanly of Poems* (1731): "Their phrases are certainly more ardent and intense than Those in any European Language, and the Figures more bold and vehement. Tho' Their Poetry was less artificial, 'twas more nervous, lively, and expressive than ours. They have nothing of the Finesse, Nothing that is over-wrought. This renders them so vivid, beautiful, and affecting."²

Orientalism contributed to developing English literature by enriching its vocabulary and adding extraordinary themes. English poets inspired by fairy tales, colorful scenes, scenes of goodness and evil in the Oriental literature. However, Orientalism did not encourage them to abandon their classical traditions. As the English historian Edward Gibbon (1737-1794) said: "Our education in the Greek and Latin schools may have fixed in our minds a standard of exclusive taste; and I am not forward to condemn the literature and judgement of nations of whose language I am ignorant. Yet I know that the classics have much to teach, and I believe that the Orientals have much to learn; the temperate dignity of style, the graceful proportions of art, the forms of visible and intellectual beauty, the just delineation of character and passion, the rhetoric of narrative and argument, the regular fabric of epic and dramatic poetry. The influence of truth and reason is of less ambiguous complexion."³

As we have already noted, the interest in the Orient did not have a significant influence on the style of the English poetry and its lyrical devices, but the poets enriched their works with a variety of thematic scenes by exploring the Orient. New words from Arabic, Turkish, Hindi and other oriental languages appeared that were not found in the English dictionary. For instance, genie ['dʒi:ni] – demon (from Arabic), nadir ['neɪdɪə] – depression (arabic), giaour ['dʒaʊə] – disbeliever (Arabic-Turkish), elixir [ɪ'liksə] – water-life (Arabic), orange [ɒrɪn(d)ʒ] – fiery (Arabian-Persian).

Orientalists did not only enrich their knowledge of the Oriental world through the books they read, but they broadened their outlook by writing travelling letters, stories and fairy-tales during their journey to the Eastern countries. Especially, the writers who have known the East through the collected tales of *One Thousand and One Nights* faced many difficulties in writing prose works based on real events. As a result, their writings were filled with the extra explanations. We

can find such kind of explanations in *Thalaba the Destroyer* by Robert Southey and *The Prelude* by Wordsworth.

It is well known that the meaning of the word in literature is immeasurable. A writer expresses his own ideas, whether it is poetry, prose or in a publicistic style, a matter is that by using the right combination of words and phrases, he must take place in the heart of the reader. English Romantic poets and writers brought a new glossary into literature by exploring the Eastern world. In the beginning they wrote explanations to the each new word. Then they became absorbed gradually in the English dictionary. The following words were mentioned by Edna Osborne in her book *Oriental Diction and Theme in English Verse, 1740-1840*. Almost all words are still used widely: admiral (arabic), alcohol (arabic), arsenal (arabic), azure (persian), bamboo (malay), bazaar (persian), caravan (persian), dervish (persian), elixir (arabic), genie (arabic), giaour (arabic-turkish), lemon (persian), magazine (arabic), orange (persian-arabic), silk (eastern languages), zero (arabic).

This list includes the words that have been adapted from Oriental languages to English. However, this list is not limited to the above words and can be continued. Thus, the following example can be considered as one of the greatest contribution of the eighteenth century English romantic poetry to literature. At the end of the eighteenth century and beginning of the nineteenth century, an oriental culture was highly developed in English literature. So the writers began to write true stories representing real life of the Orient. Composed performances depicting oriental customs and traditions were also prohibited in the theatre of that time.

It is natural that a cultural exchange is essential in the study of the life, customs and traditions of another nation, and these changes influence the minds of literary people with different ideas. Europe has taken a more positive approach to the oriental art and culture than the Latin and Greek influence of the West. The elements of the oriental literature, which were already growing among Westerners, charmed Europeans.⁴ In this way, the Eastern elements contributed to the continuation of earlier European movements in a new way. The British enthusiasm for the East led a cultural and literary movement called Romanticism. The interest in Orientalism has especially appeared in the eighteenth and nineteenth centuries. For the first time, a translation of the Arabic tales of *One thousand and One Nights* in English between 1706 and 1707 was published. After the publication of James Morier's short story *The Adventures of Hajji Baba of Ispahan* (1824) readers became more interested in the study of the East.

First of all, we will talk about how the "Orient" and "Oriental" concepts entered into the British mind in the eighteenth century. As Chaucer says, the merchants are the fathers of tidings and tales.⁵ The wallets of shipmen and pilgrims are full of lies.⁶ In the sixteenth century England stepped East to establish trade relations with the Mongol Empire. Therefore, ancient traders and travelers' correspondences with the East are familiar to the English readers. Certainly, the English people had a clear view of the East through the discoveries of Marco Polo from the beginning of the fourteenth century. Marco Polo introduced an exaggerated way of describing things, especially numbers. Thus, the writers relied on an approximate figures in describing East. In his stories, Marco Polo writes that there are twelve thousand bridges in the city and twelve thousand seven hundred islands. His followers also actively maintained the exaggeration of his master. While these writers may have tried to write the facts as much as possible on the paper, they did seem to dive into the imagination. John Mandeville's most famous book *Voyages and Travels*, published in England in 1499, contains a variety of myths and legends. The book describes the author's journey through the East, but the work was filled with only details. John

de Mandeville crossed the sea in 1322 and wrote books about a number of countries including Turkey, Tartaria, Khiva, Bukhara and Kokand, Persian Empire, Syria, Arabia, Egypt, Ethiopia and India.

After the Mongol Empire collapsed in 1368, China's relations had deteriorated with the West. Europe began to envy the riches of the eastern countries. British interest in the trade of silk and medical herbs increased, so British travelers reached the East by sea. In the beginning of 1497, Italian sailor John Cabot interested in the eastern trade and sailed to the eastern countries from Bristol, seeking the north-west way. By the sixteenth century, the number of such travelers had steadily increased. They include Sebastian (1553), son of Cabot, Sir Hugh Willoughby (1553), Frobisher (1560), Anthony Jenkinson (1565). Elizabeth I initiated in 1600 to establish the company called *The British East India*, British merchants launched a lucrative business by developing trade with the East. The company had a monopoly on the Indian market. The letters from the merchant-travelers were more authentic and convincing than the books of John Mandeville and his successor, Richard Hakluyt. According to these publications, China, along with Arabia, Iran, Turkey and other eastern nations did not play a significant role in the reign of Elizabeth and King Stuart.⁷

It is too early to conclude with above mentioned points of view that at that time of history the theme of the Orient had been completely come to end. Because the Elizabethan Age theatre produced performances based on oriental features. The dramatic art of the Elizabethan Age shows that cruelty and murder scenes were seen as the main theme. Christopher Marlowe's great hero Tamburlaine was also described as a brutal cruelty to his enemies. Christopher Marlowe, a well-known English poet, translator and playwright of the Elizabethan Age, is famous for his dramatic works. Marlowe was born in 1564. He had a great influence on his contemporary William Shakespeare. Christopher Marlowe's first play *Tamburlaine the Great*, based on loosely life of our great ancestor Amir Temur, staged in London theatres in 1587. In which the protagonist rises the shepherd to the rank of emperor who had conquered half of the world. The Great Timur with his invincible character gives to the work an oriental spirit.

The play was a great success for the author and Marlowe consistently ended the second part of the play. The play in two parts was published in 1590. Due to the mysterious untimely death of Marlowe in 1593, all his other works were published posthumously. In the tragedy *Tamburlaine the Great*, the Scythian shepherd Tamburlaine attains high standing with her unique ability. He defined justice and honesty as the basic criteria of government, and mercilessly killed many of his enemies who wanted to conquer his country. After conquering a number of Eastern countries, the glorious Timur defeated and captured the Turkish emperor Bajazeth. Tamburlaine put his captive into the cage and tormented him. In the play the great Tamburlaine bowed before the beauty of the Egyptian princess Zenocrate and married her. But in the second part of the play, Zenocrate died and Tamburlaine was completely depressed. When his love had left him, besides cruelty nothing stayed in his heart.

We have analysed some of the thoughts and opinions about the Orient, which were in the minds of many English writers. In the Great Britain, the pre-Romantic period Augustan literature dated back to the early eighteenth century and ended after the death of Alexander Pope and Jonathan Swift in the 1740s. The difference between these two periods was that while Romanticism was the main focus of fantasy, Augustan Age literature depicted the political and social realities of society based on realism. The contemporaries of that period Pop and Samuel Johnson were against completely at the literature that based on distracted mankind from the problems of life or

reality. But in this theme they could not make a big change. Therefore, a period of Romantic Orientalism entered in English literature. As the time passed, the exotic East would evolve in turn, and the writers would admire its wonders and beauty. In the first half of the eighteenth century, the didactic method was widely used in prose works, which included oriental features, political satire, parables and essays that based on real life of England.

Throughout the sixteenth century, European travelers and merchants set off for Asian countries to exchange their national products with Indian spices, Chinese silk and some Japanese items. At first, the Spanish and Portuguese were the leaders in the Eastern market, but in the middle of the seventeenth century the merchants of the Iberian Peninsula of the Netherlands overpowered in this regard. But soon after, the Dutch were expelled under the pressure of English and French merchants.

During voyages to the East, merchants wondered at the magical oriental fairy tales and stories. As a result, a completely different revolution took place in the imagination of British and French merchants, who returned to their homeland with many impressions. Britain lost hope of conquering Central Europe and began planning to conquer overseas's markets. In England a condition of different spheres life accelerated. The English skilfully won the Oriental literature, which was invented by its old foe France.

A popular French orientalist and archaeologist Antoine Galland is famous for his translation *One Thousand and One Nights* which is called *Les Mille et une Nuits*. This Arabian tales published gradually in France in 1704-1711 under the name of *Les Mille et une Nuits*, and fascinated the whole European readers with its oriental character. Paul Hazard (1878-1944), a French historian and literary critic, referred to the tales: "When Scheherazade began to recount her stories of the night, to unfold the infinite wealth of an imagination enriched with all the dreams of Araby, of Syria and the great Levant; when she began to tell of the manners and customs of the peoples of the East, their religious ceremonies, their domestic habits, the details of their dazzling and colourful existence; when she showed how mankind could be held and enthralled, not by abstruse intellectual ideas, nor by recondite reasoning, but by the charm of colours and the lure of fairy tales, all Europe was fain to stop and listen"⁹.

In 1690, Antoine Galland first encountered a manuscript *A Tale of Sinbad the Sailor* in Constantinople, and published French version in 1701.¹⁰ The work, which was succeeded among wide range of readers, prompted him to translate *One Thousand and One Nights* which belongs to the fourteenth century. In 1704, the first two chapters of the work under the name *Les Mille et une Nuits* appeared in French. And the translation of the last twelve chapters of the tale was published after the death of the translator in 1717. Antoine Galland's success was due to the fact that he translated tales to suit the tastes of readers of that period. Jorge Luis Borges wrote about the skill of the interpreter in his book *The Translators of The Thousand and One Nights*: "Another fact is undeniable. The most famous and eloquent encomiums of *The Thousand and One Nights*—by Coleridge, Thomas de Quincey, Stendhal, Tennyson, Edgar Allan Poe, Newman—are from readers of Galland's translation. Two hundred years and ten better translations have passed, but the man in Europe or the Americas who thinks of the *Thousand and One Nights* thinks, invariably, of this first translation. The Spanish adjective *milyunanochesco* [thousand-and-one-nights-esque]... has nothing to do with the erudite obscenities of Burton or Mardrus and everything to do with Antoine Galland's bijoux and sorcerie"¹¹. Because Galland cut down the obscene scenes during the translation process.

The Arabian tales *One Thousand and One Nights*, which was translated from French into English in the eighteenth century, was misinterpreted as supposedly brought by English nation in European literature. France not only sowed the seeds of the East in England, but also found the boundary between the knowledge was known by mankind and the knowledge was not known about the Eastern imagination. It does not imply directly to these boundaries of the eastern nations, but it means literary exchanges during travels and there is the true meaning of *One Thousand and One Nights*. As the French orientalist Pierre Martino noted: "The "literary Orient" was not "Asia", but a large amorphous country which excluded the Holy Lands. This is one indication that the "literary Orient" was not authentic. Although the Holy Lands were technically Oriental, the European reader could not accept the exoticism of the literary Orient in company with the religious feelings he associated with the Holy Lands. Furthermore, his ancestors had battled in this region the same "infidels" whose way of life he now found exciting".¹²

Eventually, the "literary Orient" penetrated the eastern Europe and some of the Mediterranean countries even Greece and the northern areas of Africa. As William Beckford wrote in Paris, 1781: "This is the land of oriental literature and I am once more running over my favourite poems - The expedition of Alexander in search of the fountain of Immortality and the affecting tale of Megnoun and Leilah".¹³

Arabian tales *One Thousand and One Nights* translated version by Galland can be said to have been translated into French as an original version. The literary critics refer that the work, which has undergone numerous reductions and changes in the translation process, can also be regarded as the author's work of the translator. Arab fairy tales spread very quickly across Europe and held a deep place in the hearts of many readers: "... Pirated editions at once appeared in the Netherlands; there were many European versions made from it.... Galland was a born storyteller and he was able to adapt these Oriental tales not only to the taste of the France of his time but to the universal story-reading public of all countries and times. Some of his versions have been rendered back into Oriental languages and received with favour in the east. It cannot be claimed that he was a faithful translator - no one in his time was - and his recasting belongs more to French than to Arabic literature".¹⁴

Galland likewise did not use only an original version of the tales during the translation process. Unwillingly, he also looked through various piracy-published options and other sources. As a result, his work *Mille et Une Nuit* was quite different from the original and there were new fairy tales in the series of stories such as *Aladdin and the magic lamp* and *Alibaba and the forty thieves*. They are still so famous among readers of whole world.

English book lovers read *One Thousand and One Nights* series with great interest. They greeted the work with as much interest as the French. Although it is unknown when and who translated the first English translation of the tales, in early 1707, it was translated into English based on the six chapter work of Galland, under the long descriptive title.

Some literary scholars interpret that the Oriental tales were translated first into English by the man called "The Grub Street Translator". Also he created the title *The Arabian Nights Entertainment* which is still used in English literature for Arabic tales. Even this title was translated from English into Arabic for the 1839-1842 editions of the work in Calcutta.¹⁵ Some years later after Galland's translation appeared, the English version of the tale was published for the fourth time in 1713. This option was almost never added or changed in the eighteenth century either. Only in 1799 the reviewer of the new translation observed the following: "The

merit of these pleasing and innocent stories, which have so frequently amused our childhood, nor have yet lost their affect upon us, had induced the publisher to attempt a reformation of the wretched translation into which they have been done now near a century”.¹⁶

One Thousand and One Nights series impressed deeply the English writers, who grew up under impression of the mysterious Oriental fairy tales from their childhood years. They wrote their own writings relied on their childhood memories. There is a brief thoughts of the writers. As an English historian Edward Gibbon (1737-1794) wrote followings in his autobiographical work in 1789: “Before I left Kingston school I was well acquainted with Pope's Homer and the Arabian Nights' Entertainments, two books which will always please by the moving picture of human manners and specious miracles...”¹⁷.

Ўзининг шарқона қиссаси “Ватек” (“Vathek”, 1786) билан ном қозонган Уильям Бекфорд (William Beckford, 1760-1844) ҳам ёшлик пайтларида “Минг бир кеча” ни мутолаа қилади. Асар нақадар шоир ҳаётида муҳим роль ўйнаганлиги ҳақида унинг биогафик ёзувчиси шундай дейди

William Beckford (1760-1844), who was known for his Oriental story “Vathek” (1786), read *Arabian Nights' Entertainments* when he was young. The biographer talks about importance of the work in the poet's life: “He read and re-read these stories with avidity, and the impression they made on him was so strong that Lord Chatham instructed Lettice that the book must be kept from him. The precaution came too late... the Oriental tales had taken possession of the impressionable reader... They had fired his youthful mind and held his imagination captive; their influence over him never waned all the days of his life...”¹⁸.

William Wordsworth (1770–1850), a contemporary of Beckford and one of the founders of the early Romantic period in English literature, was as fond of the Eastern fairy tales as his contemporaries. In *The Prelude* (1799-1805), Wordsworth mentioned how he carefully preserved part of the book *Arabian Nights' Entertainments* and how depressed he was to find the rest:

A precious treasure had I long possessed,
A little yellow, canvas-covered book,
A slender abstract of the Arabian tales;
And, from companions in a new abode,
When first I learnt, that this dear prize of mine
Was but a block hewn from a mighty quarry -
That there were four large volumes, laden all
With kindred matter, 'twas to me, in truth,
A promise scarcely earthly. Instantly,
With one not richer than myself, I made
A covenant that each should lay aside
The moneys he possessed, and hoard up the more,
Till our joint savings had amassed enough
To make this book our own. Through several months,

In spite of all temptation, we preserved
 Religiously that vow; but firmness failed,
 Nor were we ever masters of our wish.¹⁹

Coleridge describes his affection for the Arabian tales as a child in his book *The Friend*, which contains his political and philosophical essays from 1801 to 1816: "As I had read one volume of these tales over and over again before my fifth birthday, it may be readily conjectured of what sort these fancies and feelings must have been. The book, I well remember, used to lie in a corner of the parlour-window at my dear father's vicarage-house: I can never forget with what a strange mixture of obscure dread and intense desire I used to look at the volume and watch it, till the morning sunshine had reached and nearly covered it, when, and not before, I felt the courage given me to seize the precious treasure and hurry off with it to some sunny corner in our playground".²⁰

From the stated above, it is clear that the Arabian tales *One Thousand and One Nights*, first translated from Arabic into French, had made a major turn in the European literature. The Romantic movements that began in France spread throughout England. The melody of Arabian fairy tales inspired French and English writers. Their growing enthusiasm for the Oriental world encouraged them to explore the geography, nature, customs, historical people, and traditions of the eastern countries through other literature. As a result, the writers began to compose new romantic works. In turn, by the end of the eighteenth century in England, *Lake School* poets Southey, Coleridge and Wordsworth with their oriental works founded Romanticism in English literature.

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Multidimensional
Research**

(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00091.9****A STUDY OF SOCIAL NETWORKS, ENTREPRENEURIAL ALERTNESS
AND OPPORTUNITIES****Reza Alibakhshi*; Zahra Allahian**; Hojatollah Sheikh Mohamadi******Master in Marketing Managemnt,
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Azad University, Tehran, IRAN***Master in Marketing Managemnt,
Shahed University, Tehran, IRAN**ABSTRACT**

Social networks are an integral part of any social entity. These networks have several dimensions, each of which has a substantial impact on entrepreneurial opportunities. The main aim of the present paper is to investigate the impact of social networks on entrepreneurial opportunities in the domain of social entrepreneurship. In order to answer this question, a survey was conducted to investigate the problem in an applied way. The research population includes managers of a hundred and forty managers of social entrepreneurship enterprises. In order to gather the required data, a questionnaire was designed and distributed amongst the respondents. The face validity, and reliability of the tool was confirmed (Cronbach's Aloha equal to 0.93). The results show that network ties' strength has the most influence, and networking activities has the least influence on entrepreneurial alertness.

KEYWORDS: *Social Network, Entrepreneurial Opportunity, Social Entrepreneurship***INTRODUCTION**

Entrepreneurs deal with opportunities. They recognize, evaluate, and exploit the opportunities they find in their life (Shane, 2003). Opportunity recognition is an important element in social networks. Since, social networks are like a pool of opportunities, and in this pool accessibility to the relative information plays a paramount role. While some people are not able to recognize and create opportunities, others might be able to do so. This could be because of the information accessibility. One of the most convenient channels to reach to the required information is to

interact with others. In this way, people become able to take advantage of their social networks as a powerful source of information.

Structure of an individuals' social network has a great impact on the volume and speed of his/her information flow. Thus, a social network could realize information accessibility in order to recognize new entrepreneurial opportunities (Shane, 2003).

Existing relationships in networks helps in accessing to resources. Entrepreneurs need information, capital, skills, and human resources in order to start and initiate their business. While they have access to some of these, they accomplish their resources using their relationships and networks. These people include: family, relatives, friends, former colleagues, customers, etc. One of the most important resources is information.

Social relations and networks usually create channels to decrease time and investment required for gathering information. A social network is one of the ways that entrepreneurs use to get information about entrepreneurial opportunities.

As Casson and Dellagiusta (2007) mentioned: "*However, there are many types of network, and different types of network are appropriate for different purposes. Some types of network are most useful in the early stages of entrepreneurial activity and others at later stages*".

Opportunity recognition is the initial stage in almost any entrepreneurial business. This stage realizes through talking to relatives, family members, and friends (Butler & Hansen, 1991). These relations are considered as social networks. In this stage, the role of social network is very critical. Through these networks entrepreneurial opportunities are recognized and even exploited.

The main purpose of this research is to determine the impact of social networks on opportunity recognition. In other words, how social networks provide a fertile ground for entrepreneurs to recognize entrepreneurial opportunities.

LITERATURE REVIEW

Studying networks goes back to early 1930s in organizational research. The roots to this phenomenon lay in three fields, i.e. Sociology, Anthropology, and Role Theory (Tichy et al., 1979; Nohria and Eccles, 1992;; Zolin and Kropp, 2009; Bhagavatula. and Elfring, 2010). In recent years, emphasize was on networks, interpersonal relations, group and organizational relations (Nohria and Eccles, 1992; Hoang and Antoncic, 2003; Parkhe et al., 2006).

Social networks provide financial support, control, resources, data, and information. Social networks, especially entrepreneurial ones, are like a set of opportunities that provide entrepreneurs with access to intangible information and tangible resources. Opportunity recognition is more probable to be developed through social networks (Parkhe et al., 2006).

Opportunity recognition is a result of individual-environment performance (Singh, 1999). Individual-environment interaction leads to evolution of ideas. In other words, individual factors, individual relations and social interactions play an important role in recognizing entrepreneurial opportunities (Baron, 2004).

Areniuse and Clercq (2005) argue that individual differences in social networks influence their opportunity recognition probability. He investigates two aspects of placing people in networks: First, individual differences in opportunity recognition based on their network. Second, individual differences in opportunity recognition based on individuals' exposure to network

interactions. He concludes that stronger social networks and ties are more influential in recognizing entrepreneurial opportunities than weaker ties.

Ardichvili (2000) puts that recognition, development, and evaluation of opportunities is commenced when an entrepreneur has a high level of entrepreneurial awareness. This awareness is highlighted when some factors influence on it simultaneously. From his stand point of view these factors are as follows: entrepreneurial awareness, prior knowledge and information, social networks, personality traits/characteristics, and type of opportunity itself.

As mentioned earlier, information plays a critical role in opportunity recognition by entrepreneurs. Entrepreneurs should be able to reach information about special industries, available technologies, markets, and government policies. They have to interpret this information and use them in order to initiate and develop their businesses.

One of the potential resources of such information is the networks and ties an entrepreneur makes for him/her. In fact, the more networks and ties an entrepreneur has, the more opportunities he/she could recognize. Social network could be considered as the relationships between individuals and organizations. The more strong ties they have, the more opportunities they recognize/explore.

As Shane (2000) mentions, access to information plays a substantial role in opportunity recognition. To Shane, individuals gain opportunities based on identifying valueable information they could be exposed to; and social networks pave the way to gain such information for entrepreneurs.

Elyasi et al. (2011) investigate the role of the entrepreneurs' social networks in recognizing entrepreneurial opportunities. Their findings show that the entrepreneurs' social networks have a positive relationship with opportunity recognition, and between different dimensions of social networks, the content of social relations has the most significant role in opportunity recognition. Other scholars also investigated this relationship (Granovetter, 1973;; Hills, 1997; Ardichvili, 2000, Singh, 1999).

In 1973, Granovetter elaborates the theory of weak and strong ties. He argues that new information is mostly drawn from informal relations (weak ties) rather than close and personal friendships (strong ties). To him, according to the high costs of maintaining close relationships, always there is a limit for strong ties. But each individual could have several weak ties in his/her social network. Moreover, he argues that unfriendly relations do not have a disciplined basis, and this leads to more accessibility of information in weak ties. His stand point of view was mentioned as the "power of weak ties" in entrepreneurship.

Contrary to Granovetter (1973), Coleman (1990) argues that close interactions/relations with others, based on the quality of their information, are more valueable. He mentions that network integrity leads to both timely accessibility of individuals to information, and the validity of the recycled information. Thus, networks with strong ties facilitate information flow in a better manner.

Hills et al. (1997) consider that entrepreneurs' network are very critical for opportunity recognition. They proposed their ideas based on Granovetter's paper (Granovetter, 1973) titled the power of weak ties, and argue that entrepreneurs with expanded networks have more chance to recognize entrepreneurial opportunities, rather than solo entrepreneurs.

De koning (1999), Ardichivili (2000), and Singh (1999) mention the importance of weak ties in opportunity recognition. In addition, Singh (1999) believes that network size has a significant positive relation with opportunity recognition. De koning (1999), and Ardichivili (2000) argue that entrepreneurs' social network includes weak ties and internal circles (a set of individuals with whom an entrepreneur has long term and consistent relations), which lead to better opportunity recognition of the entrepreneurs.

METHODOLOGY

In this study, a survey was conducted to test the research hypothesis. Figure 1 shows the research model of the present study, which roots from the literature.

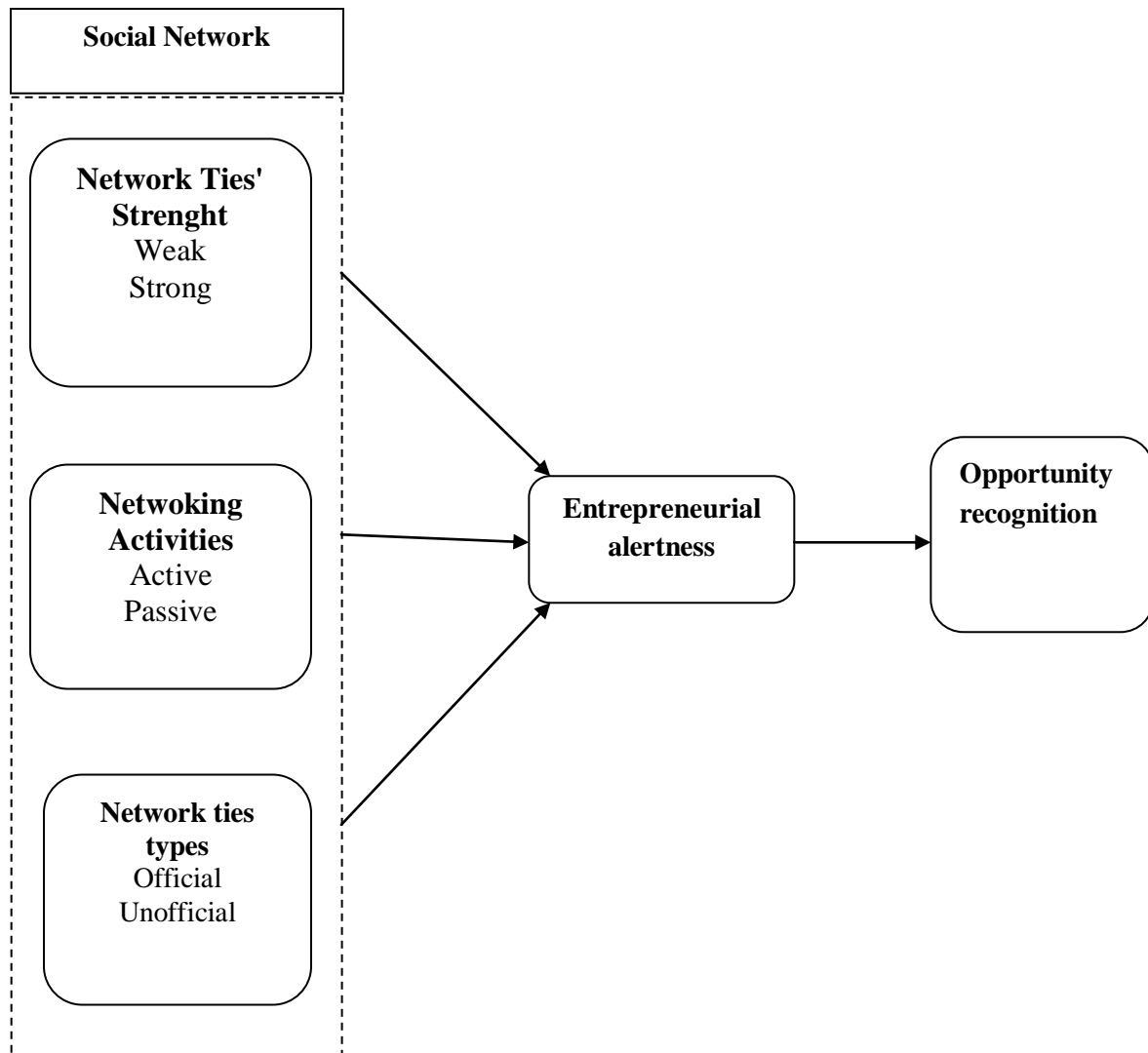


Figure 1 Reasearch Model

Research Hypothesis

Principal hypothesis of this study is as follows: "Social network has an influence on opportunity recognition". Secondary hypothesis of the study are as follows: "Network ties' strength influences entrepreneurial alertness", "Networking activities influences entrepreneurial

alertness", "Network ties' type influences entrepreneurial alertness", and "Entrepreneurial alertness influences opportunity recognition".

Research Tool, Poulation and Sampling

In this research a self elaborated questionnaire was used to measure the influence of social networks on opportunity recognition. To do so, thirty one questions were used, using Likert spectrum. The questionnaire was distributed among forty of about a hundred and four managers social entrepreneurship enterprises in different levels. The sample size was calculated based on Cochran's formula.

$$(1) n = (z^2 pqN) / d^2 (N-1) + z^2 pq, \text{ in which } P=q=50\%, \text{ significance level equal to } 95\%, d=0.8$$

Findings

The gathered data from our survey was analyzed using SPSS. Table 2 shows the descriptive data of the respondents.

TABLE 2 DESCRIPTIVE DATA OF THE RESPONDANTS

Gender	Male		Female		
	23		17		
Level of Education	Major	BA/BSc	MA/MSc	PhD	
	3	16	12	9	
Experience	Less than 5 yrs	5-10 yrs	10-15 yrs	15-20 yrs	More than 20yrs
	1	13	9	12	5

In order to answer the research question, and investigating the relationship between conceptual model variables, one way analysis of variance test were done. Also, the proposed hypotheses were tested.

Principal hypothesis were tested, and the following tables show the test results.

$H_0: \beta=0$ Social network does not have any influence on opportunity recognition.

$H_1: \beta \neq 0$ Social network has an influence on opportunity recognition

TABLE 3 TEST RESULTS FOR PRINCIPAL HYPOTHESIS

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Social network	0	Enter

a. All requested variables entered.

b. Dependent Variable: opportunity recognition

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.205 ^a	.442	.017	.37814

a. Predictors: (Constant), Social network

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.239	1	.239	1.671	.004 ^a
	Residual	5.434	38	.143		
	Total	5.673	39			

a. Predictors: (Constant), Social network

b. Dependent Variable: opportunity recognition

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.673	.504		9.280	.000
	Social network	.544	.189	.505	1.293	.004

a. Dependent Variable: opportunity recognition

In the 95% confidence interval, the significance level is less than the error rate, then H₀ is rejected and H₁ is accepted. This reveals that social network influences on opportunity recognition. Here, the regression formula is as follows:

$$(2) Y = 4.673 + (0.544) X$$

The first secondary hypothesis was tested as follows. Table 4 shows the test results.

H₀: $\beta = 0$ Network ties' strength does not influence entrepreneurial alertness

H₁: $\beta \neq 0$ Network ties' strength influences entrepreneurial alertness

TABLE 4 TEST RESULTS FOR FIRST SECONDARY HYPOTHESIS**Variables Entered/Removed^b**

Model	Variables Entered	Variables Removed	Method
1	Strength of network ties	.	Enter

a. All requested variables entered.

b. Dependent Variable: Entrepreneurial Alertness

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.438 ^a	.492	.171		.79927

a. Predictors: (Constant), Strength of network ties

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.769	1	5.769	9.031	.005 ^a
	Residual	24.275	38	.639		
	Total	30.044	39			

a. Predictors: (Constant), Strength of network ties

b. Dependent Variable: Entrepreneurial Alertness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.392	.448		9.801	.000
	Strength of network ties	.451	.150	.438	3.005	.005

a. Dependent Variable: Entrepreneurial Alertness

In the 95% confidence interval, the significance level is less than the error rate, then H0 is rejected and H1 is accepted. This reveals that network ties' strength influences on entrepreneurial alertness. Here, the regression formula is as follows:

$$(3) Y = 4.392 + (0.451) X$$

The second secondary hypothesis was tested as follows. Table 5 shows the test results.

H_0 : $\beta=0$ Network activities do not influence entrepreneurial alertness

H_1 : $\beta \neq 0$ Network activities influences entrepreneurial alertness

TABLE 5 TEST RESULTS FOR SECOND SECONDARY HYPOTHESIS

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Networking Activity	.	Enter

a. All requested variables entered.

b. Dependent Variable: EntrepreneurialAlertness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.046 ^a	.502	.024	.82165

a. Predictors: (Constant): Networking Activity^c

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.054	1	.054	.080	.008 ^a
	Residual	25.654	38	.675		
	Total	25.708	39			

a. Predictors: (Constant) Networking Activity^c

b. Dependent Variable: Entrepreneurial Alertness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.007	.483		6.232	.000
	Networking Activity	.543	.150	.046	-.284	.008

a. Dependent Variable: Entrepreneurial Alertness

In the 95% confidence interval, the significance level is less than the error rate, then H_0 is rejected and H_1 is accepted. This reveals that networking activity influences on entrepreneurial alertness. Here, the regression formula is as follows:

$$(4) Y = 3.007 + (0.543) X$$

The third secondary hypothesis was tested as follows. Table 6 shows the test results.

H_0 : $\beta=0$ Network ties' type does not influence entrepreneurial alertness

H_1 : $\beta \neq 0$ Network ties' type influences entrepreneurial alertness

TABLE 6 TEST RESULTS FOR THIRD SECONDARY HYPOTHESIS

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Types of network ties	.	Enter

a. All requested variables entered.

b. Dependent Variable: Entrepreneurial Alertness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.204 ^a	.542	.016	.69103

a. Predictors: (Constant), Types of network ties

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.788	1	.788	1.650	.007 ^a
	Residual	18.146	38	.478		
	Total	18.933	39			

a. Predictors: (Constant), Types of network ties

b. Dependent Variable: Entrepreneurial Alertness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.070	.407		7.547	.000

Types of network ties	.175	.136	.204	-1.284	.007
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a. Dependent Variable: Entrepreneurial Alertness

In the 95% confidence interval, the significance level is less than the error rate, then H0 is rejected and H1 is accepted. This reveals that network ties' type influences on entrepreneurial alertness. Here, the regression formula is as follows:

$$(5) Y = 3.07 + (0.175) X$$

The fourth secondary hypothesis was tested as follows. Table 7 shows the test results.

H₀: $\beta=0$ Entrepreneurial alertness does not influence opportunity recognition

H₁ : $\beta \neq 0$ Entrepreneurial alertness influences opportunity recognition

TABLE 7 TEST RESULTS FOR FOURTH SECONDARY HYPOTHESIS

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Entrepreneurial Alertness	.	Enter

a. All requested variables entered.

b. Dependent Variable: opportunity recognition

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.164 ^a	.527	.001	.69632

a. Predictors: (Constant)•Entrepreneurial Alertness

ANOVA^b

Model		Sum Squares	df	Mean Square	F	Sig.
1	Regression	.508	1	.508	1.049	.012 ^a
	Residual	18.425	38	.485		
	Total	18.933	39			

a. Predictors: (Constant)•Entrepreneurial Alertness

b. Dependent Variable: opportunity recognition

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.183	.390		5.592	.000
Entrepreneurial Alertness	.134	.131	.164	1.024	.012

a. Dependent Variable: opportunity recognition

In the 95% confidence interval, the significance level is less than the error rate, then H0 is rejected and H1 is accepted. This reveals that entrepreneurial alertness influences on opportunity recognition. Here, the regression formula is as follows:

$$(6) Y = 2.183 + (0.134) X$$

CONCLUSION

The present study was designed to investigate the impact of social networks on opportunity recognition by entrepreneurs. The results show that different dimensions of the social networks, including networking ties' strength, networking activities, and network ties' type, influence on entrepreneurial alertness and entrepreneurial alertness influences opportunity recognition. Based on the results, network ties' strength has the most influence, and networking activities has the least influence on entrepreneurial alertness. Also, in our case, the most important elements were networking ties' strength in the surveyed population.

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(A Double Blind Refereed & Reviewed International Journal)

**DOI NUMBER: 10.5958/2278-4853.2020.00123.8****AN ANALYSIS OF INVESTIGATION RELATED TO THE
ETHICALITIES OF ROBBERIES, THEFTS ON MOTORS VEHICLES IN
UZBEKISTAN****Hakberdiev Abdumurad Abdusaidovich*; Khayrulina Asal Bakhodirovna*****Lecturer at Tashkent State Law University,
UZBEKISTAN**Lecturer at Tashkent State Law University,
UZBEKISTAN**ABSTRACT**

The article discusses the staging of thefts and robberies, the subjects of this category of dramatization, their signs, the role of the forensic medical examination in exposing the dramatization, the issues in exposing the dramatization of robbery. As a result of the analysis, recommendations and suggestions were given that could be the basis for the creation of techniques for exposing and investigating the theft of thefts, robberies and other types of criminal events.

KEYWORDS: *Re-Enactment Of Theft Events, Re-Enactment Of Robberies, Subject, Applicant, Investigator, Search, Investigative Experiment, Forensic Medical Examination, Reception "Legend Assumption".*

INTRODUCTION

The most widespread in criminal practice to date have been staged theft-breaking events. As a rule, self-interest is the main motive of people who create fake burglaries (specific cases may be different: a desire to receive an insured amount, compensation for allegedly caused damage, etc.). More rare are the cases when the motive for the stage is revenge and the stage director points to an innocent person as a presumed criminal.

The subjects of this category of dramatization in 94% of cases were men. Due to the prevalence of this type of crime, the creation of such dramatization is possible for subjects of any age. In 25% of cases, the subjects of staging burglaries pretend to be a group of persons by prior agreement [1].

To create the type of dramatization in question, their subjects act with the use of any improvised means (scrap, ax, nail clipper, etc.), but they can also use more complex technical means. By their actions, the subjects give visualization to the simulated event, namely: they break the locks, break open the doors, knock out the paneled parts of the doors, creating a significant amount of false traces that direct the investigation along the wrong path.

The main array of negative circumstances, which are the basis for the nomination of the version about the presence of a dramatization in cases of the studied category, is revealed during the inspection of the scene.

In a systematic form, the negative circumstances in the investigation of dramatization of thefts and robberies, revealed during the inspection of the cases of this category, can be determined by the following signs [2].

1. The presence of traces of hacking inside the premises or other storage. When staging a theft using hacking the underground, the presence of traces of the lever (which usually use axes and other household tools) is not from the underground, but from the side of the room. In circumstances where there are still traces of leverage from the underground, they do not reflect the actions aimed at hacking, since in most cases the stage designer hacks in advance from a side more convenient for him, i.e. from the premises. If an ax was used when staging a break-in, then the direction of the paths from the ax blade, scratches and boards not cut to the end will show where the break-in was made: from a room or from the underground.

2. The presence of unjustified disorder in the room where the theft was staged. At the same time, however, it is necessary to take into account the possibility of performing a "stage adaptation".

3. The absence of traces of hacking tools on locking devices or the presence of traces on these devices that do not reflect the mechanism of tracing during a real hacking. So, on the deadbolt of the mortise lock you can find traces of the spin. With a real break-in, they should pass from the free end of the bolt towards the front of the castle. Their reverse direction will indicate the presence of a re-enactment, since breaking the lock in this way in the opposite direction is impossible.

Dents from hacking tools on the lock bolt may indicate the presence of dramatization, and not traces of sliding that should have remained in the case of a real hacking.

When examining the scene of the incident, the presence of extensive damage to the padlock, mortise, or cut-in locks in the absence of signs of hacking on the outer door is a significant feature of the staging of the investigated type of thefts. The presence of a sawed-up handle of a padlock and at the same time the absence of metal sawdust on the floor and in other places of the room can also testify to the signs of staging. If the handle of the lock is sawn, you should also pay attention to the place of cutting, since the stage designer, often acting in time-constrained situations, determines the place of cutting, guided by considerations of convenience, and cuts the handle in a place that is hidden in the lock box when I lock \neg this situation.

4. A negative circumstance is also the absence of traces of a "burglar" that would certainly have remained during a real burglary (in particular, the absence of footprints on the floor, on soft ground or in the snow near the place of hacking MA, on a dusty windowsill, the presence of an undisturbed old web at the break point, the absence of traces of transport during the theft of a large amount of goods, the absence of dirt on a clean floor of the room).

5. A negative factor identified during the inspection of the scene is the mismatch between the size of the breaks, holes, holes and the dimensions of the stolen things, height, and body weight of the offender.

6. The abnormal location of small particles of a hacked barrier may also indicate signs of a theft. So, when glass is extruded, the fragments fall in the direction of pressure. The same phenomenon is observed when cutting, cutting down door panels, when punching walls.

If a wooden or iron barrier was exposed to a hacking tool, the so-called burrs with their free part will also be turned towards the use of force.

The presence of these signs clearly indicates a hacking staging. It should also be noted that prudent stage-goers remove large fragments of glass, bricks and other material of the barrier. In this case, it is necessary to search with a magnifying glass for microparticles remaining on the inside of the room or other storage.

7. Signs of a staging are also the disproportion of the holes made in the barriers and their unusual location. Trying to get into the room through a gap in the wall or in the ceiling, the offender naturally knocks out a hole of such a size that he can penetrate the premises and take out the stolen property. If during the inspection of the scene of the incident there is doubt about the possibility of penetrating the premises through this breach and removal of stolen property through it, it is necessary to conduct an investigative experiment aimed at exposing a possible hacking staging.

As for the staging of thefts committed without hacking, here the persons who stage the theft event in their own interests, in most cases also make mistakes during the falsification of the trace situation at the scene of the incident.

Along with inspecting the scene, an interrogation also plays a significant role in exposing the theft of theft. The person who staged the theft often performs several roles: the stage organizer, scriptwriter, stage designer, and, in some cases, the victim of an imaginary crime. The motives for his actions are very diverse: the desire to hide another crime, self-interest, revenge, the desire to attract public attention, to emphasize their social significance [3].

After creating a theft of theft, the subject in the vast majority of cases is forced to play the role of the victim during the investigation. He makes a statement about the commission of a crime, subsequently he actively “tries” to help the investigator find the perpetrator and punish him. Often, the subject of the staging resorts, before or after its implementation, to disseminate deliberately false information to the surrounding people, “confirming” the fact of the commission of the crime by unauthorized persons. Thus, he expands the false evidence base of the alleged crime.

In connection with the above, it is important to receive and analyze information from the applicant and other persons during the interrogation. Comparison of the information obtained during the interrogation with the information revealed during the investigation of material sources often makes it possible to uncover the criminal nature of the investigated act and expose the staging [4].

If the investigator in the course of the investigative actions detects negative circumstances indicating a staging, one should not inform the applicant prematurely during the first

interrogation. The unreasonably hasty presentation of such information can lead to the fact that the person who resorted to staging quickly navigate the situation and discredit the evidence.

When conducting an interrogation of a person who is suspected of creating a staging, it is necessary to strive for the most detailed testimonies and their thorough fixation. The more facts and small details will be revealed and recorded in the protocol, the more likely it is to identify inconsistencies in the testimonies themselves and the inconsistency of these testimonies of other information collected in the case. Also, one should not prematurely notify the “applicant” of the identified negative circumstances.

When conducting an interrogation of a person suspected of performing a dramatization, it is permissible and justified to use a technique that has received the title “Legend Assumption” in criminology. The use of this technique involves providing the suspect with the opportunity to fully expose his version of the incident. In this case, “psychological support” to the interrogated, an euthanasia of his alertness, seems to be justified. The investigator should convince him with his behavior that the version of the incident offered by the interrogated does not cause him any doubts. After the investigator receives the full testimony of the dramatist and properly records them procedurally, he can without haste to think over the ways and means of exposing these testimonies, build a strategy and tactics for exposing the dramatization [5].

Using this technique allows you to get other forensically important information. In particular, giving the person the opportunity to tell the investigator without interference about his vision of the event, the investigator gets the opportunity to observe the psycho-physiological reactions, the emotional justification of the staging by its creator. As noted earlier, a person who resorted to staging in such a situation often allows emotional replay, emotional busting.

Of no small importance for the investigation of thefts of thefts is the tactically competent conduct of a search. According to S.I. Medvedev, “when investigating dramatizations, sometimes instead of examining it is advisable to conduct a search that allows you to more deeply and in detail examine the situation at the alleged site of theft, robbery, attempted murder” [6].

Of great importance in the investigation of thefts of thefts is such an investigative action as the next experiment. It is carried out in order to verify the evidence collected, which refutes the version of a real theft, and to obtain new evidence in the case.

The essence of the investigative experiment was deeply and fully formulated by R.S. Belkin, who defined it as “conducting special experiments, tests in order to obtain new and verify existing evidence, as well as verify and evaluate investigative versions about the possibility or impossibility of the existence of certain facts relevant to the case” [7].

As a result of the investigative experiment, a completely new evidence can be obtained disproving the applicant’s version of the theft.

A significant proportion in the total array of dramatization of the events of the crime is the dramatization of robbery. The most common motive for creating such performances is the desire to hide in this way another crime (misappropriation or embezzlement committed by a person using his official position) or an amoral act, as well as selfish motives and revenge. When creating a robbery pre-production, the tracing mechanism has, as a rule, the following qualitative features: for greater persuasiveness, the stage-master inflicts self-harm and also damages his clothes. Thus, he seems to include the body and clothing in the situation of the scene. The place

and time of the staging act as objective factors determining the real possibilities of the subject to create a staging of a robbery. Both of these factors have a significant impact on the nature of simulated tracks, their localization, methods of falsification; as a rule, after creating a staging, the subject actively plays the role of the victim during the investigation, including expressing dissatisfaction with the course and quality of the investigation.

The initial and urgent investigative action when exposing the performances of this kind is to inspect the scene of the incident. If possible, then inspecting the scene is recommended with the participation of the applicant. A careful study of the situation at the scene of the incident and the operative examination of the applicant in most cases make it possible to identify negative circumstances indicating the performance of the stage.

Along with examining the scene of the incident and interrogation, a major role in exposing the mockings of the robbery attacks is played by the forensic medical examination, which, with existing methods, has the ability to unambiguously establish whether bodily injuries were caused by the person himself or wore a character of self-defense. Often, the expert's findings reflected in the conclusion are the starting point in the investigation of these acts. The information contained in the expert's opinion may be negative, and the actual data contained in it may be negative circumstances. Such negative circumstances, in conflict with the tested assumption, are the basis for the nomination of the corresponding version.

Often, the stage designer, while developing the course of the simulation, takes measures to ensure that the fact of the commission of the imaginary robbery was detected by unauthorized persons, thereby confirming its objectivity.

An independent task for the person planning the stage is to prepare the means for making the necessary traces of the "crime", as well as the subjects, which, in his opinion, should play the role of material evidence. The stage actor prepares himself to meet with the investigator psychologically. For the sake of greater persuasiveness, the subject of the dramatization demonstrates the consequences of the crime: he simulates a morbid state corresponding to the severity of the "violence" committed against him, he can even name the person responsible or identify him, expose him in person, etc. This indicates an increased public danger of such dramatizations, since an innocent person may be held criminally liable.

The difficulty in identifying and exposing the staging is that the stage designer, as a rule, supplements the atmosphere of the created event with self-injuries. It should be borne in mind that in itself the presence of bodily injuries, especially clearly expressed, psychologically evokes sympathy for the "investigator" from the investigator, which generally makes it difficult to expose the stage play.

The peculiarities of exposing self-injuries during dramatization of armed assaults should be addressed in more detail, since it is precisely the discrepancy between the nature and characteristics of the infliction of these self-injuries and other information obtained during the investigation that in most cases is the starting point for putting forward a version of the staging.

In cases of this category, self-harm, as a rule, is inflicted in order to show damage caused by an imaginary criminal, or traces of a fight with him. Often, people who resort to staging are found to be connected at the scene. We note here that as a negative circumstance there is a connection of the "victim" in a way that allows him to do it himself. A study of investigative practice shows that most often self-injuries are done with blunt objects (including falling), piercing-cutting and

fire-shooting weapons. Often imaginary victims, especially when staging a robbery associated with rape, inflict bites and bruises on the outer surface of the shoulders and mammary glands on the body. For example, the seller of one of the commercial stalls agreed with his roommate to stage a robbery attack on the stall, wanting to mask the theft of revenue from the sale of goods per day. So that law enforcement officials do not have any doubts about the attack by unknown criminals, these people decided to supplement the re-enactment of the robbery with a re-enactment of rape.

Carrying out their plan, the staging artists changed the situation at the scene of the incident, inflicted damage on the shoulders, mammary glands, hips, lower part of the stomach and genitals of the “victim”. In addition, to convince, they had sexual intercourse, the traces of which were applied to the body and clothing of the “victim”. Then they told law enforcement agencies that two people dressed in the uniform of police officers knocked at a kiosk during the night shift. They let them into the kiosk, after which these persons beat them, committed the rape of the “victim” and stole the daily income.

The staging was so skillfully prepared that the investigator who arrived at the scene of the incident immediately opened a criminal case and put forward as the main version the assumption of robbery by criminals wearing a police uniform. For two weeks, hard work was underway to identify persons dressed as police uniforms, but it did not bring any results. The staging could be exposed only on the basis of the analysis of information about the identity of the cohabitant of the imaginary victim obtained during the operational search and investigative measures. Finally, the picture became clear after a search was conducted at the place of residence of the stage-goers and a part of goods from the assortment located in the kiosk was discovered.

Earlier, we examined some common signs indicating the presence of self-harm. Here we dwell on some additional features of the examination, which allow us to recognize that the damage was caused by the imaginary victim to himself.

Forensic medical examination plays a significant role in exposing dramatization of robbery attacks. In such cases, not only the suspect is sent for examination, but also items of his clothing, shoes with traces of damage, as well as tools for inflicting these damages discovered during the inspection or submitted by the applicants. When investigating criminal cases of this category, the examination should be scheduled as soon as possible, since as the wound heals, important signs indicating the presence of self-harm disappear. In particular, the sequence of clarification of the following issues is of primary importance for exposing dramatizations of robbery attacks:

1. What was the mutual position of the victim and the offender at the time of the receipt of bodily harm?
2. What is the most likely position the victim was at the time of bodily harm?
3. Could injuries have been sustained by the victim in the circumstances of which he reported?
4. Does the testimony of the victim about the instrument of crime correspond to objective data?
5. What is the age of the injuries on the body of the victim, could these injuries be caused by the hand of the victim himself?

When staging a robbery, paired with the use of firearms, the results of a forensic ballistic study are essential. In addition to answers to general questions about the location of the victim and the

attacker, this type of examination gives answers to the following questions, which are important for exposing the investigated type of criminal activity.

1. Was a shot fired from the presented weapon with a bullet found at the scene?
2. Is the cartridge case found at the scene of the incident shot from this weapon?
3. From what distance was the shot fired?
4. Are there traces of a close shot on the clothes (body) of the victim?
5. Could the victim himself cause this gunshot wound?

CONCLUSION

Summarizing all of the above, it should be noted that the formulated and substantiated proposals and recommendations can be the basis for the creation of techniques for exposing and investigating dramatization of thefts, robberies and other types of criminal events.

In general, further improvement of the prevention of all types of crimes, the study and comparative analysis of the experience of foreign countries to ensure reliable protection of human rights, as well as the existence of a significant role for law enforcement agencies in eliminating certain problems in law enforcement practice, will have a positive impact on the development of the country's legislation.

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