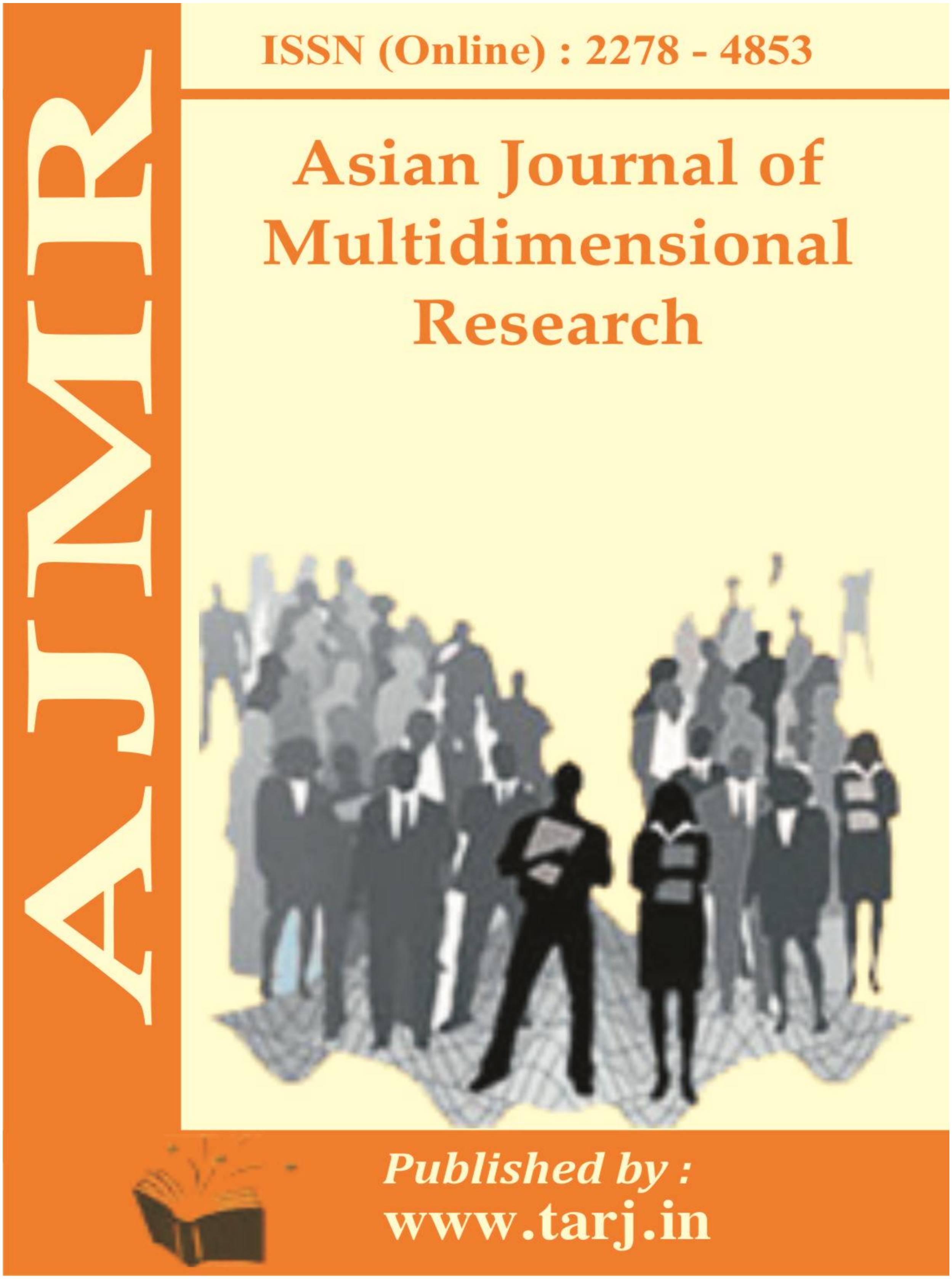

ISSN (Online) : 2278 - 4853
AJMR
Asian Journal of Multidimensional Research
Published by :
www.tarj.in

AJMR ISSN (online) : 2278-4853

Editor-in-Chief : Dr. Esha Jain

Impact Factor : SJIF 2020 = 6.882
Frequency : Monthly
Country : India
Language : English
Start Year : 2012

Published by : www.tarj.in

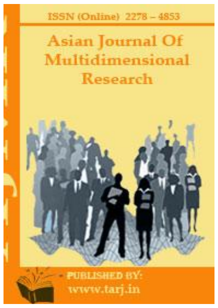
Indexed/ Listed at : Ulrich's Periodicals Directory, ProQuest, U.S.A.

E-mail id: tarjjournals@gmail.com

VISION

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

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

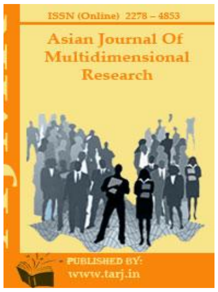
AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00214.1

AN ESSAY ON REACTION OF STOCK PRICES TO EARNINGS ANNOUNCEMENTS

Prof. Iqbal Thonse Hawaldar*

*Professor,
Department of Accounting & Finance,
College of Business Administration &
Director, Accreditation & Quality Assurance Centre,
Kingdom University, BAHRAIN
Email id: thiqbal34@gmail.com

ABSTRACT

Speed of stock price response is important because if response is slow, the informed and alert investors would exploit it to earn abnormal returns by outperforming the market. This implies that market is inefficient in the semi-strong form. The study tests the reaction Indian stock market reaction to June 2014 quarterly financial results announcement. The study is based on 98 companies. The researcher used event study methodology. The behaviour of average abnormal returns (AARs) and cumulative average abnormal returns (CAARs) are examined for 30 days prior to and 31 days after the announcement of quarterly financial results. Runs test, sign test and t-test statistics on AARs are statistically not significant. However, t-values on CAARs are statistically significant. Therefore, we conclude that Indian stock market is not efficient in the semi-strong form.

KEYWORDS: *Efficient Market Hypothesis, Event Study, Semi Strong Form Of Efficiency, Stock Market Reaction, Indian Stock Market.*

INTRODUCTION:

An empirical study to test the semi-strong form of efficient market hypothesis examines the speed and accuracy of adjustment of stock prices to release of certain new relevant information. Security prices are expected to respond to the relevant new information as and when it reaches the market. In an efficient market, stock prices reflect available information fully and instantaneously. In other words, efficiency of stock market is reflected in two ways, i.e. speed and accuracy. Speed refers to time taken by the stock to respond to new publicly available relevant information. Woodruff and Senchack (1988) asserted that the adjustment process is assumed to be over when the likelihood of continuation (reversal) comes back to the level expected in non-announcement period.

A semi-strong form of efficient market is a market in which adjustment of stock prices to new publicly available information is not only rapid, but also accurate, i.e., in the right direction and of right magnitude. There should not be any bias in the adjustment of stock prices to new information and if there is no systematic bias in the adjustments of stock prices to new information, the average price movement will be zero. Therefore, speed and accuracy of stock price adjustment is important to consider any stock market as an efficient market. Both underreaction and overreaction to new price sensitive information would offer an opportunity to investors to systematically beat the market and earn abnormal returns, which is inconsistent with semi-strong form of efficient market hypothesis.

REVIEW OF LITERATURE:

Patell and Wolfson (1984) investigated the intra-day speed of adjustment of stock prices to earnings and dividend announcement. They selected a sample of 571 earnings and 96 dividend announcements during 1976 to 1977. Patell and Wolfson (1984) measured effects of earnings and dividend announcements on intra-day stock price behaviour around mean returns, return variance, and serial correlation in consecutive price changes. The analysis of the results suggested that price reaction to earnings and dividend announcements begins very quickly. There are many studies, which support the view that stock market is semi-strong form of efficient marked hypothesis. However, there are many empirical studies that questioned the semi-strong of efficient market hypothesis. In efficient market hypothesis literature these studies are commonly called ‘anomalies. According to Ball (1992) “the anomaly is that estimated future abnormal returns are predicted by public information about future earnings, contained in (i) current earnings and (ii) current financial statement ratios” (p.319). There is a consistent anomaly in the behaviour of security prices after the announcement of earnings, dividends, merger and acquisition, stock split, bonus issue, rights issue etc.Brown (1979) examined the adjustment of stock prices to earning per share (EPS) information. The study covered a period from 1963 to 1971 with a sample of 158 firms. He used residual analysis method previously used by Ball and Brown (1968), Brown and Kennelly (1972), Fama et al. (1969), Kaplan and Roll (1970) and Pettit (1972). The analysis of the results suggested that statistically significant cumulative abnormal returns appeared from day 15 to day 45. This indicated that the market failed to adjust instantaneously to the new EPS information and provided an opportunity to earn excess returns on the EPS information after 45 days of announcement. Moreover, the excess returns from purchasing the qualifying security at the time of publication of the EPS information substantially higher than transaction costs.

Ball and Bartov (1996) re-examined Rendleman, Jones, and Latane (1987) and Bernard and Thomas (1990) hypothesis and reported that investors use a naïve seasonal random walk model for quarterly earnings. The sample comprises of 70,728 quarterly earnings announcements made by the NYSE and AMEX firms during 1974 to1986. The analysis of the results revealed that the four lagged standardised unexpected earnings (SUE) variables have the predicated reversed (-, -, -, +) signs and each is significant at the 1% level of t- statistics. This indicates that the investors are being aware of the signs of serial correlation in seasonally differenced earnings.

Narayan Rao (1994) examined stock price adjustment to corporate financial policy announcements such as increase in dividend, bonus issue, and equity rights issue. The study covered different periods for different events. Dividend increase announcement covered a period from 1987 to 1988, bonus and rights issue announcement from 1988 to 1989. The sample consisted of 65 firms for dividend increase announcement, 42 firms for bonus issue announcement and 40 firms for equity rights issue announcements. Chaturvedi (2000a) attempted to determine the existence of post-earnings announcement drift using unexpected half-yearly earnings information. The sample used for the study consisted of 90 companies listed on BSE and fulfilled the criteria determined by Chaturvedi. He found that pre-announcement cumulative abnormal returns of 10.10 percent are also significant at 0.01 levels.

Chaturvedi (2000b) examined effect of price/earnings ratio in both pre-and post-earnings announcement periods. The sample consisted of 90 companies, which fulfilled certain criteria, and the study covered a period from January 1990 to March 1996. Based on price/earnings ratio the sample was divided into five portfolios. The overall results suggested that the stock prices do not reflect price/earnings ratio quickly which was against the semi-strong form of efficient market hypothesis. Mallikarjunappa and Iqbal (2003, 2013) investigated stock price reactions to quarterly earnings announcement for the quarter ended June 30, 2001. They selected a sample of 30 companies, which are listed on BSE and included in the BSE Sensitive index. The results of the study indicated that abnormal returns occur throughout the sample period and the stock price adjustment to quarterly earnings announcement is delayed. This contradicts semi-strong form of efficient market hypothesis.Mallikarjunappa (2004a) investigated stock price reaction to quarterly earnings announcements. The study was based on 30 companies, which were included in the BSE Sensex and covered the period from January 1, 2000 to May 16, 2003. Therefore, he concluded, there is no statistical evidence to show that the Indian stock market is efficient in the semi-strong form.Iqbal and Mallikarjunappa (2003, 2007a, 2007b, 2007c, 2009, 2010, 2011) and Iqbal(2005, 2014) concluded that Indian stock market is not efficient in semi strong form of EMH. Hawaldar (2016) tested the reaction of Bahrain Bourse to announcement of annual financial results and concluded that the reaction of stock prices to earnings announcements are slow.

OBJECTIVES OF THE STUDY

The review of the empirical studies conducted in the Indian stock market showed that there is no conclusive evidence to accept that Indian stock market is semi-strong form efficient or inefficient. In this background this study is conducted with the following objectives:

1. To test whether the semi-strong form of efficient market hypothesis holds in the Indian stock market.

2. To test the stock price responses to the quarterly earnings announcements.

HYPOTHESES

Since this study examines the semi-strong form of efficient market hypothesis taking the quarterly earnings announcements as an event, the hypotheses being tested are:

1. That the responses of stock prices to the quarterly earnings announcements are complete on the day of the announcement.

2. That the investors cannot earn abnormal returns by trading in the stocks after the quarterly earnings announcements.

3. That the average abnormal returns and the cumulative average abnormal returns are close to zero.
4. That the average abnormal returns occur randomly.
5. That there is no significant difference between the number of positive and negative average abnormal returns.

RESEARCH METHODOLOGY

Used a two-stage approach to test the stock price responses to quarterly earnings announcement. The first stage consists of estimation of parameters like alpha, beta based on the ex-post returns on stocks and market index and expected returns on each of the stocks based on the market model. In the second stage these estimated parameters are used to calculate abnormal returns around the event day. In this study, the date of quarterly earnings announcement is defined as day 0 or event day. If event day is a non-trading day, then the immediately following trading day is considered as event day. Pre-announcement period includes 30 trading days prior to the earnings announcement date, i.e., days -30 to -1. Post announcement period includes 30 trading days after the earnings announcement i.e., days +1 to +30. Thus, we have taken the event window of 61 trading days (including day 0 as the event day). The estimated abnormal returns are averaged across securities to calculate average abnormal returns (AARs) and average abnormal returns are then cumulated over time to ascertain cumulative average abnormal returns (CAARs).

Mathematically market model can be expressed as:

$$E\left(R_{it}\right)=\alpha_i+\beta_i R_{mt}+e_{it} \qquad \text{for i = 1,…N}$$

We need the values of $\propto_i$ and β_i to estimate the expected returns. Therefore, the following simplified model of regression is used for estimating the returns on each security by taking the actual returns on market, R_{mt}.This model used by Brown and Warner (1980, 1985), Fuller and Farrell, Jr., (1987, p.105), Mallikarjunappa and Iqbal (2003), Iqbal and Mallikarjunappa (2007, 2009, 2010).

Expected Return = $E\ (R_{it}) = \propto_i + \beta_i R_{mt}$

Calculation of abnormal returns is necessary to know the existence of market efficiency. The abnormal returns are computed using the following model:

$AR_{it} = e_{it} = R_{it} - E\ (R_{it})$,

Where,

R_{it} = Actual Returns

The following model is used for computing the average abnormal returns (AARs):

$$AAR_{it} = \frac{\sum_{i=1}^{N} AR_{it}}{N} \qquad \text{For} \quad i = 1 \ldots N;\ t = -30 \ldots 0 \ldots +30$$

Where, i = the number of securities in the study

N = total number of securities.

t = the days surrounding the event-day

Generally, if market is efficient, the CAAR should be close to zero [Brown and Warner (1980, 1985), Fuller and Farrell, Jr., (1987, p.105), Mallikarjunappa and Iqbal (2003), Iqbal and Mallikarjunappa (2007, 2009, 2010)]. The model used to ascertain CAAR is:

$$CAAR_t = \sum_{t=-30}^{K} AAR_{it}$$ Where k = -30...0, ... +30.

The conclusions are based on the results of t values on AARs and CAARs for the event window. The t test statistics for AAR for each day during the event window is calculated as:

$$t = \frac{AAR}{\sigma(AAR)}$$

Where,

AAR = Average abnormal return

σ (AAR) = Standard error of average abnormal return

The t statistics for CAAR for each day during the event window is calculated by using following formula:

$$t = \frac{CAAR}{\sigma(CAAR)}$$

Where,

CAAR = Cumulative average abnormal return

σ (CAAR) = Standard error of cumulative average abnormal return

The standard error is calculated by using following formula:

$$S.E = \frac{\sigma}{\sqrt{n}}$$

Where,

S.E. = Standard Error

σ = Standard Deviation

n = Number of Observations

Runs test has been used to analyse the randomness in the behaviour of AARs. Runs test is carried on AARs before and after the event day and for the event window.

Mean number of runs to be computed using the following method:

$$\mu_r = \left(\frac{2n_1n_2}{n_1+n_2}\right)+1$$

Where,

μ_r = Mean number of runs

n_1 = Number of positive AARs

n_2 = Number of negative AARs

r = Number of runs (actual sequence of counts)

The standard error of the expected number of runs can be computed by using following formula:

$$\sigma_r = \sqrt{\frac{2n_1n_2\left(2n_1n_2 - n_1 - n_2\right)}{\left(n_1 + n_2\right)^2\left(n_1 + n_2 - 1\right)}}$$

A standardised variable 'Z' as under can express the difference between actual and expected number of the runs:

$$Z = \frac{r - \mu_r}{\sigma_r}$$

The null hypothesis (AARs occur randomly) will be accepted (or rejected) at 5% level of significance against (or in favour of) the alternative hypothesis (AARs do not occur randomly) depending on whether computed values of Z is within the range of critical value of ±1.96.

The sign test on AARs carried out to test the null hypothesis that there is no significant difference between the number of positive and negative AARs.

The standard error of the proportion (σ_p) is calculated as under:

$$\sigma_p = \sqrt{\frac{pq}{n}}$$

Where,

σ_p = Standard error of the proportion

P = Expected proportion of positive AARs = 0.5

q = Expected proportion of negative AARs = 0.5

n = Number of AARs

To compute the value of sign test we used the following equation:

$$Z = \frac{\bar{p} - p_{Ho}}{\sigma_p}$$

Where,

$\bar{P}$ = Actual proportion of AARs in the respective quarters having positive signs

P_{Ho} = Hypothesised proportion = 0.5

We calculated sign test statistics before and after the event day and during the event window.

The following methodology is used for computing returns and beta:

Returns on stock price are given by:

$$R_{it} = \frac{P_{it} - P_{it-1}}{P_{it-1}}$$

Where,

R_{it} =Return on security 'i' during time period 't'.

P_{it} = Closing price of security 'i' for period 't'.

P_{it-1} = Closing price of security 'i' for period 't –1'.

Returns on market index are given by:

$$R_{mt} = \frac{I_{it} - I_{it-1}}{I_{it-1}}$$

Where,

R_{mt} = Return on market index m during time 't'.

I_{it} = Closing value of market index corresponding to the period of security 'i' for time 't'.

I_{it-1} = Closing value of market index corresponding to the period of security 'i' for time 't-1'.

Beta is calculated using following equation:

$$\beta_i = \frac{N\sum_{t=1}^{N} R_{mt}R_{it} - \left(\sum_{t=1}^{N} R_{mt}\right)\left(\sum_{t=1}^{N} R_{it}\right)}{N\left(\sum_{t=1}^{N} R_{mt}^2\right) - \left(\sum_{t=1}^{N} R_{mt}\right)^2}$$

Where,

β_i = Slope of a straight line or beta coefficient of security 'i'

N = Number of observations

R_{mt} = Return on market index 'm' during period 't'

R_{it} = Return on security 'i' during period 't'

ANALYSIS OF THE RESULTS OF THE STUDY:

The results for the June 2014 quarter are presented in Tables.

TABLE1: AARS AND CAARS SURROUNDING THE EVENT

Market Model with Raw Returns			Market Model with Log Returns		Market Model with Raw Returns			Market Model with log Returns	
Days	AARs	CAARs	AARs	CAARs	Days	AARs	CAARs	AARs	**CAARs**
-30	0.5776	0.57762	0.0047	0.0047	1	-	-0.31073	-	-

	2		8	8		0.20346		0.00324	0.05707
-29	-0.10517	0.47245	-0.00168	0.00310	2	0.33282	0.02209	0.00246	-0.05461
-28	-0.45252	0.01993	-0.00490	-0.00181	3	-0.81913	-0.79704	-0.00925	-0.06385
-27	-0.70852	-0.68859	-0.00737	-0.00918	4	0.38915	-0.40789	0.00238	-0.06147
-26	0.24989	-0.43870	0.00189	-0.00729	5	0.07362	-0.33428	0.00006	-0.06141
-25	-1.15241	-1.59111	-0.01212	-0.01941	6	1.11093	0.77665	0.01038	-0.05103
-24	-0.20894	-1.80005	-0.00247	-0.02187	7	0.14576	0.92241	0.00090	-0.05014
-23	-0.29460	-2.09465	-0.00293	-0.02480	8	-0.11885	0.80356	-0.00131	-0.05145
-22	0.22825	-1.86640	0.00208	-0.02273	9	0.90083	1.70439	0.00818	-0.04327
-21	0.73225	-1.13415	0.00658	-0.01615	10	1.12836	2.83276	0.01038	-0.03289
-20	0.27965	-0.85450	0.00200	-0.01414	11	0.73102	3.56378	0.00695	-0.02594
-19	0.01261	-0.84188	-0.00031	-0.01446	12	0.32337	3.88714	0.00232	-0.02362
-18	0.62198	-0.21990	0.00535	-0.00911	13	0.15470	4.04185	0.00085	-0.02277
-17	-0.26733	-0.48723	-0.00310	-0.01221	14	0.20693	4.24878	0.00168	-0.02108
-16	-0.81053	-1.29776	-0.00866	-0.02087	15	0.13285	4.38163	0.00067	-0.02042
-15	0.47783	-0.81993	0.00433	-0.0165	16	0.23803	4.61966	0.00201	-0.0184

				3					0
-14	0.16881	-0.65111	0.00091	-0.01562	17	0.56687	5.18653	0.00524	-0.01317
-13	-0.37395	-1.02507	-0.00412	-0.01974	18	0.97073	6.15727	0.00894	-0.00423
-12	0.29324	-0.73183	0.00220	-0.01755	19	0.84633	7.00359	0.00796	0.00373
-11	-0.27060	-1.00243	-0.00407	-0.02161	20	0.64938	7.65298	0.00573	0.00947
-10	0.11232	-0.89011	0.00009	-0.02152	21	-0.23587	7.41710	-0.00269	0.00677
-9	-0.61731	-1.50742	-0.00699	-0.02851	22	1.09839	8.51549	0.01059	0.01736
-8	0.46036	-1.04707	0.00389	-0.02461	23	-0.00915	8.50634	-0.00092	0.01645
-7	0.03137	-1.01570	-0.00060	-0.02521	24	0.19203	8.69837	0.00185	0.01830
-6	-1.42524	-2.44094	-0.01531	-0.04053	25	1.22158	9.91995	0.01202	0.03031
-5	-0.22167	-2.66261	-0.00278	-0.04331	26	-0.05464	9.86531	-0.00114	0.02918
-4	-0.93500	-3.59761	-0.01109	-0.05439	27	0.65512	10.52043	0.00640	0.03557
-3	-0.44313	-4.04074	-0.00493	-0.05932	28	0.35562	10.87605	0.00296	0.03853
-2	-0.28072	-4.32146	-0.00378	-0.06310	29	-0.27140	10.60465	-0.00340	0.03513
-1	-0.67446	-4.99592	-0.00727	-0.07036	30	0.06525	10.66990	0.00023	0.03535
0	4.88865	-0.10727	0.01654	-0.05383					

The results presented in Table 1 under market model with raw returns and market model with log returns shows that during the event window negative AARs exists for 24 days (39.34%) and 26 days (42.62%) respectively as compared to positive for 37 days (60.66%) and 35 days (57.38%). This implies that AARs are positive for most of the days under both the models. CAARs are negative for as high as 27 days (90.00%) and positive for as low as 3 days (10%) before the event day as against 5 days (16.13%) and 26 days (83.87%) after the event day. By observing the results,before the event day CAARs are negative for as high as 90% of days. However, after the event day there is a reverse trend and CAARs are positive for 83.87% of days. Of the 61 days CAARs are negative for 32 days (52.46%) and positive for 29 days (47.54%). However, under market model with log returns CAARs are negative for as high as 28 days (93.33%) and positive for only 2 days (6.67%) before the event day as against 19 days (61.29%) and 12 days (38.71%) respectively after the event day. This means that the numbers of negative CAARs are decreased from 28 days to 19 days after the event day, a decrease of 9 days. While, positive CAARs increased from 2 days to 12 days. Of the 61 days, CAARs are negative for majority of days i.e., 47 days and remaining days it is positive.

Comparative analysis of the results under both the models reveals that for the full period of 61 days, under market model with raw returns CAARs are negative for 32 days and positive for 29 days as against as high as 47 days and 14 days respectively under market model with log returns. From the above analysis it is evident that the choice of the model affected the overall results based on CAARs.

In Table 2 an attempt is made to present briefly runs test and sign test statistics.

TABLE 2: RUNS AND SIGN TEST STATISTICS

	Market Model with Raw Returns			Market Model with Log Returns		
	Runs	Runs Statistics	Sign Statistics	Runs	Runs Statistics	Sign Statistics
Before	14	-0.6562	-0.7303	16	0.4279	-1.4606
After	15	1.6767	3.0533	15	1.6767	3.0533
Overall	29	-0.3018	1.6645	31	0.0433	1.1523

It can be seen from Table 2 that the computed value of runs test is not significant at 5% level. Therefore, we accept that ARs occur randomly and there is no trend. This prevents traders from making profits based on daily trading.

The sign test statistics shows that for the event window of 61 days computed values falls within the acceptance region. Therefore, we conclude that there is no significant difference between the number of positive and negative AARs.

The parametric t-test statistics are shown in Table 3.

TABLE 3: T-TEST STATISTICS ON AARS AND CAARS

	Market Model with Raw Returns				Market Model with Log Returns			
	AAR	%	CAAR	%	AAR	%	CAAR	%
Bef-RT	0	0.00	0	0.00	0	0.00	0	0.00
Bef-LT	3	100.00	26	100.00	4	100.00	27	100.00
Aft-RT	6	100.00	25	86.21	5	83.33	12	38.71
Aft-LT	0	0.00	4	13.79	1	16.67	19	61.29

Tot-RT	6	66.67	25	45.45	5	50.00	12	20.69
Tot-LT	3	33.33	30	54.55	5	50.00	46	79.31

The t-values on AARs interpreted by taking the maximum percentage of days having statistically significant t-values for all the three portfolios under both the models. This reveals that the t-values on AARs are significant for less than 20% of days and for the remaining more than 80% of the days they are not significant. This shows that AARs are not significantly different from zero for most of the days. This indicates that market is efficient based on AARs.

However, t-values on CAARs are interpreted by taking minimum percentage of days having statistically significant t-values for all the three portfolios under both the models. For example, 95.08%, 85.25% and 90.16% of the days t-values on CAARs are statistically significant under both the models. This indicates that t-values for CAARs are significant for more than 52 days out of 61 days (more than 85%).

Therefore, we infer that CAARs are greater than zero for more than 85% of the days and anyone who had bought these shares either before or after the quarterly earnings announcement and held them would have earned abnormal returns that are not attributable to market factors. Therefore, we conclude that there is no empirical evidence to show that Indian stock market is semi-strong form efficient during the June 2014 quarter. The results are similar to Mallikarjunappa and Iqbal (2003, 2013), Iqbal and Mallikarjunappa(2007, 2009, 2010, 2011) who showed that for the quarter June 2001 Indian stock market is not semi-strong from efficient.

CONCLUSION

Based on the Runs test statistics on AARs, we accept the hypothesis that the AARs occur randomly and there is no trend. This prevents traders from making profits based on daily trading. The sign test statistics shows that for the event window of 61 days computed values falls within the acceptance region. Therefore, we conclude that there is no significant difference between the number of positive and negative AARs. Based on t test values on CAARs, we infer that anyone who had bought these shares either before or after the announcement of quarterly financial results and held them would have earned abnormal returns that are not attributable to market factors. Therefore, the study concludes that the reaction of Indian stock market to the announcement of quarterly financial results is very slow. These results also supports the results of the studies conducted by Jones and Litzenberger (1970), Litzenberger, Joy and Jones (1971), Brown and Kennelly (1972), Jones (1973), Joy, Litzenberger and McEnally (1974), Latane, Jones and Rieke (1974), Foster (1977), Watts (1978), Foster, Olsen and Shevlin (1984), Rendleman, Jones and Latane (1987), Freeman and Tse (1989), Bernard and Thomas (1989, 1990), Ball and Bartov (1996) in the U.S.A and Obaidullah (1990), Chaturvedi (1999, 2000a,b, 2001), Mallikarjunappa (2004a, 2004b), Iqbal and Mallikarjunappa (2003, 2007a,2007 b, 2008a, 2008b, 2008c, 2009, 2010, 2011) Iqbal (2005, 2014) in India and Hawaldar (2016) in Bahrain.

REFERENCES

1. Ball, R & Brown, P. (1968). An empirical evaluation of accounting income numbers. *Journal of Accounting Research*, 6(2), 159-178.

2. Bernard, V & Thomas, J. (1989). Post-earnings announcement drift: Delayed price response or risk premium? *Journal of Accounting Research*, 27, 1-36.

3. Bernard, V & Thomas, J. (1990). Evidence that stock prices do not fully reflect the implications of current earnings for future earnings). *Journal of Accounting and Economics,* 13 (4), 305-340.
4. Chaturvedi, H. (2000a). Anomalies based on P/E ratios: Empirical evidence from the Indian stock market. *IUP Journal of Applied Finance,* 6 (3), 1-13.
5. Chaturvedi, H. (2000b). Empirical anomalies based on unexpected earnings: The Indian experience. *IUP Journal of Applied Finance, 6(1),* 52-64. Fama, E F, Fisher, L, Jensen, M & Roll, R. (1969).
6. Hawaldar, I. T. (2016). The Reaction of Bahrain Bourse to Announcement of Annual Financial Results. *International Review of Business Research Papers*, *12*(1), 64 -75.
7. Iqbal, & Mallikarjunappa, T. (2007a). An Empirical Investigation of the Adjustment of Stock Prices to Earnings Information. *ACRM Journal of Business and Management Research*, *2*(1), 10-15.
8. Iqbal, & Mallikarjunappa, T. (2007b). Market Reaction to Earnings Information: An Empirical Study. *AIMS International Journal of Management*, *1*(2), 153-167.
9. Iqbal, & Mallikarjunappa, T. (2008a). An Empirical Testing of Semi-Strong Form Efficiency of Indian Stock Market. *The Journal of Amity Business School*, *9*(1), 24-33.
10. Iqbal, & Mallikarjunappa, T. (2008b). Quarterly Earnings Information, Stock Returns and Stock Market Efficiency: An Empirical Study. *Gyan Management -International Biannual Refereed Journal of Management and Technology*, *2*(2), 37-52.
11. Iqbal, & Mallikarjunappa, T. (2008c). The Behaviour of Indian Stock Prices and Returns: Is the Stock Market Efficient? *Scour*, *2*(2), 39-46.
12. Iqbal, & Mallikarjunappa, T. (2009). Indian Stock Market Reaction to Quarterly Earnings Information. *Indian Journal of Finance*, *3*(7), 43-50.
13. Iqbal, & Mallikarjunappa, T. (2010). A Study of Efficiency of the Indian Stock Market. *Indian Journal of Finance*, *4*(5), 32-52.
14. Iqbal, (2005). Efficiency of Indian Stock Market: A Study of Stock Price Responses to Earnings Announcement of Selected Companies Listed on Bombay Stock Exchange. Unpublished PhD Thesis Submitted to the Mangalore University, India.
15. Iqbal, Mallikarjunappa, T., & Nayak, P. (2007). Stock Price Adjustments to Quarterly Earnings Announcement: A Test of Semi-strong Form of Efficiency. *Gyan Management -An International Biannual Refereed Journal of Management and Technology*, *1*(2), 25-42.
16. Iqbal, T.H., & T. Mallikarjunappa. (2011). Efficiency of Stock Market: A Study of Stock Price Responses to Earnings Announcements. Published by LAP Lambert Academic Publishing Company, Germany.
17. Iqbal. (2014). Seasonal Analysis of Abnormal Returns after Quarterly Earnings Announcements. *International Journal of Accounting and Financial Reporting; Doi:10.5296/ ijafr.v4i2.6622 URL: http://dx.doi.org/10.5296/ ijafr.v4i2.6622*, *4*(2), 501-519.
18. Mallikarjunappa, T., & Iqbal (2003). Stock price reactions to earnings announcement. *Journal of IAMD and IUCBER*, *26*(1), 53-60.

19. Mallikarjunappa, T., & Iqbal, T. H. (2013). An Investigation of the Semi-strong Form of Stock Market Efficiency. In *Proceedings of Tenth AIMS International Conference*, 1, 1588-1596.

20. Rao, N.S. (1994). The adjustment of stock prices to corporate financial policy announcements. *Finance India*, *8 (4),* 941-953.

21. Rendleman, R, Jones, CP & Latane, HA. (1982). Empirical anomalies based on unexpected earnings and the importance of risk adjustments. *Journal of Financial Economics*, *10(3)*, 269-287.

22. Srinivasan, R. (1997). Security prices behavior associated with right issue related events.*IUP Journal of Applied Finance, 3 (1),50-62*

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882

Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00198.6

GENDER POLICY: STEREOTYPES WITH INFLUENCE ON WOMEN'S POSITION

Rajapova Natalya Bazarovna*; Nazarova Manzura Nasrullaevna**

*Lecturer,
Termez State University, UZBEKISTAN

**Lecturer,
Termez State University,
Termez, UZBEKISTAN
Email id: nradjapova@inbox.ru

ABSTRACT

This article discusses gender stereotypes that prevent society from accepting the status of a free woman. The development of gender equality in Uzbekistan during the period of democratic change is considered. Examples are provided with the current legislation of the Republic of Uzbekistan protecting the rights and freedom of women. The objectives of involving women in social activities and the political life of the country are investigated. Fundamentals of gender order formed by state policy to achieve gender equality now. What gender stereotypes have changed the gender policy of Uzbekistan for many years and how the population mastered them?

KEYWORDS: *Gender, Gender Equality, Gender Stereotypes, Code, Law, Psychology, History, Family, Citizen, Law, State, Personality, Freedom, Democratic Change*

INTRODUCTION

The functions of countries around the world with unlimited, limited and relatively limited competence, as well as proportional functions to support the interests of women and individual public gender roles, are becoming the object of socio-philosophical research. Institutional and functional analysis of the legal activity of the state with the help of philosophical categories of essence and phenomenon, content and form, universal, special, private, and on their basis the development of conceptual paradigms in this area has a scientific, theoretical and practical value.

In the works of scientists of the East, from the beginning of the Middle Ages, gender equality was considered in the context of raising the status of women in general. In the oral and folklore of different periods, you can see examples of the praise and perfection of women. The creative works of Ibn-Rushid, Nizami, Al-Hamadani, Caliph Al-Muiz, poet Abul-At, Hagani, A.Jami, Alisher Navai, Muhammad Fuzuli, Vagif, Widad, Agahi, Makhtumkuli can serve as an example where a woman is praised not as a slave and concubine, but as a full member of society, which was considered the progressive views of his time.

MAIN RESULTS AND FINDINGS

In world science, the ideas of gender equality in the system of state legislation, as well as the implementation of gender equality in respecting human rights, their freedoms and legitimate interests, have priority in the political, legal and socio-philosophical aspects.

Gender equality in society is determined by an indicator of the degree of participation of women in the decision-making process. In the economic and political life of Uzbekistan, a woman until today has had a secondary role. But the socio-cultural and economic-political development of our time does not allow us to preserve and preserve old trends. For the development of an important resource as human capital, our state provides equal opportunities to all citizens of society. The value of equality among men and women, established by time and laws of society, makes any nation stronger in every way.

Gender policy in the new Uzbekistan is carried out because of legal, organizational, administrative principles of gender equality. Because education and training, the exercise of the right to work and remuneration for it, socio-political and cultural activities. As well as special measures for the protection of labor and women's health are reflected in the legislation of the country, the principle of equal rights for men and women originates from the Main Law of the country - the Constitution of the Republic of Uzbekistan.

In order to ensure gender equality, the state of our country has acted appropriately. For example, the Law of the Republic of Uzbekistan “On guarantees of equal rights and opportunities for men and women” adopted by the Legislative Chamber on August 17, 2019 was approved by the Senate on August 23 of the same year. The first article of the first chapter reads: "The purpose of this Law is to regulate public relations in the field of ensuring guarantees of equal rights and opportunities for men and women, and preventing discrimination on the basis of sex." The government of the country is intensifying all efforts to eliminate discrimination based on sex, because of patriarchal views and unreasonable social norms.

Separation of the sexes is presented as a natural process, but the social role in each person is determined by society and social conditions. The Law of the Republic of Uzbekistan “On Guarantees of Equal Rights and Opportunities for Men and Women” helps to eliminate discrimination not only women but also men. Since gender, equality is established by providing protection for both women and men at the same time. In turn, this is evidence that gender is the concept of social gender, regardless of the biological concept of “gender”.

Throughout the history of humanity, there have always been names of women who, defending the right to freedom, suffered, and sometimes heroically perished, leaving a glorious name in history. Not always and everywhere is a woman’s right equated to a man’s right to work, rest, and in some cases just live and enjoy the benefits of society. The social status of women of various social strata, their daily lives and problems of existence formed the concept of gender.

The concept of gender of foreign origin with a Latin root. From the English “gender”, psychologist, psychiatrist and psychoanalyst Staller introduced it into use, using it in 1968 in the book “Gender and sex”.

The concept of “gender” has been spreading since the end of the 1970s. The life concepts and spheres of women, discrimination in professional activities, at home, in sexual relations, the role in marriage and the family, in raising children led to a number of studies that formed a special direction of a humanitarian nature - gender studies. Gender studies are carried out in the field of gender psychology, gender political science, gender sociology, philosophical anthropology. Conducting gender studies, the concepts of gender identity, gender role, gender stratification, system, contact, conflict and display are studied. The gender relations associated with the spread of power in society are revealed.

Before independence, a patriarchy social system existed in Uzbekistan. The formulation of the main social problem in Turkestan was the activity of women and women's education. The government of councils proclaimed the legal equality of women by involving them in social production, creating conditions for the compatibility of the professional, family, and reproductive functions of women. The social protection system was defined in the form of benefits, allowances, holidays in connection with the birth of a child and caring for him, etc. The constitutions of that time noted the equal rights of women and men to work and pay.The policy in order to eliminate discrimination against women established the regulation of the status of women through a system of benefits, incentives, and compensations. For example, women who gave birth to more than ten children were given medals of the “Mother of a Hero” without any concern for the health, postpartum state and psychological load of the woman. Without quality medical care and insurance, in unsanitary conditions, women often gave birth at home, and sometimes in the field at the workplace.

The socialist restructuring of society tried to involve women in social and production activities. The ideas of communism required a woman to participate more actively in building society, not taking into account her social conditions. For many years, an Eastern woman lived in obedience to the canons and traditions of a society that required her humility and enslavement. The feudal period was peculiar to the subordination of women.Without the consent of the male side, the fate of the woman was not decided. From the beginning of her birth, father, in family and household matters, brother, uncle, after marriage, mainly a spouse, if those were not determined by living conditions, again there were people who encroached on the freedom of women. For example, in the main cases of the decision of rights, the kadi (legal judge) usually resolved the problem on the male side.

Although when viewed from a religious point of view, any sharia prohibitions were still aimed at preserving the rights and honor of women. According to Islamic canons, material and housing provision for women, creation of favorable conditions for the family, prosperity in the house was a required obligation for an eastern man. The woman did not bother going to the market for groceries, hard fieldwork, work at the mill, oil mills, etc. A traditional orient woman was mainly engaged in domestic life, parenting and self-education.

Women didn't live in retreat gathering in groups, they studied literature, history, music, painted, composed poems, sewed national clothes, wove carpets, embroidered skullcaps, that is, engaged in "women's affairs". Thus, the traditions of folk art, art, folklore were preserved and transmitted.

An oriental woman was not a "drone", in some cases the products of her activities were the only income in the family. The woman worked, and the man sold the goods of her creation. An oriental woman, as a true guardian of a family hearth, did not have indignation, she took all measures of society naive in nature as a proper duty and duty. With her piety, moral purity, and sharpness of mind, the woman of the East has preserved the healthy purity of the family. Relations within the family were formed by moral standards; as a result, love, respect, trust, mutual understanding, and support were established between members. The norms of morality, customs and traditions established as rules of conduct contradicted the general principles of the law of that time.

The historical conditions of the beginning of the twentieth century created barriers to the establishment of equal rights for women. Sharia regulations and millennia-old traditions of Muslim society continued to oppose the establishment of new principles in what is now Uzbekistan. Traditionally, a woman was perceived as the guardian of the hearth. Measures relating to family law, equal suffrage, the right to marry and divorce, the prohibition of marriage of underage girls, the mandatory registration of marriages by local authorities remained unfulfilled. Religious and domestic prejudices rooted in millennia-old patriarchal traditions did not allow women to solve family, social and state issues.

For the Communist Party of Soviet Uzbekistan, the full participation of women in the socio-political life of the country was beneficial for the embodiment of the ideas of Soviet power. The organized event "Offensive" (Khujum) of those years was a call for the removal of the burqa (Muslim woman dress), against ransom for brides, feudal-Rich attitude towards women, against established centuries-old religious traditions in the family and in everyday life.

In replacement, women were involved in socio-political work, mass enrollment in training, various women's clubs, and delegate meetings. Special women's classes were opened at men's schools, professional courses in obstetrics, embroidery and needlework. In principle, all the activities of the eastern woman were re-formalized in a more expanded form, which in turn required even more effort, physical exertion, and working capacity from them. The established female pedagogical educational institutions, becoming the main centers, contributed to the development of women, but do not indicate that the eastern woman had no education and was undeveloped.

In addition, there were no casualties. An aggressive part of male society began to harass women who support the politics of those times. Women who removed the burqa became victims of insult and violence in the streets, women who expressed a desire to study in female schools or take part in social events were expected to experience domestic harassment and violence. Many unable to withstand the psychological pressure of society, committed suicide themselves. As a result, the story witnessed another massive insult and humiliation of women.

The reduction in male labor was the result of World War II. During the war years, the most prestigious, unskilled and low-paid jobs previously held by men had to be performed by women. After graduating from a secondary or higher educational institution, a woman became an employee of the engineering and technical sphere and agricultural production. In the Turkestan Republic, a woman became a scientist, party, Soviet worker, she became indispensable, able to work in two shifts, on night shifts, not only on weekdays, but also on holidays.Woman has become a labor resource. For the Communist Party, it became necessary only for women to participate in socially productive labor, all its other problems were forgotten. An example of that period is the “Ilkhak” (Impatiently) movie, which was released in 2020. The film was shot on real events and tells about the tragic fate of Zulfiya Zakirova, who lost five sons in combat battles. A general portrait of a woman of the Soviet period can be seen in this picture. The picture has perspectives of a rural woman in labor, on the field, in the garden, family relations of husband and wife, mother-in-law and daughter-in-law, social status in society, etc. An Uzbek woman is pious, patient, hardworking, faithful to her not only husband, children, family, but also to her homeland.

The idea of the equal rights of women, their role in society and in everyday life arises during the emergence of the Jadid movement in Central Asia itself at the end of the XIX century. Jadids were the first to enlighten the rights of women in Islam, Sharia, etc.

The life of a modern woman in present-day Uzbekistan has significantly changed for the better. The woman of modern Uzbekistan has gone far from the relationship of religious and spiritual laws in society. Civil and secular laws appeared that defined the equality of women and men. At first, woman gained state support and protection.

An important legal instrument for ensuring the equality of citizens in Uzbekistan is the existence of criminal liability for violation of equality. According to article 141 of the Criminal Code of the Republic of Uzbekistan, “Direct or indirect violation or restriction of the rights of citizens on the basis of sex, race, nationality, language, religion, social origin, belief, personal or social status” is considered a criminal act. Punishment is punishable by a fine of up to fifty times the minimum monthly wage, or by deprivation of a certain right for a term of up to three years, or correctional labor for a term of up to two years [11].

From the foregoing it is clear that very serious measures, including criminal liability for violation of the principle of equality of citizens, are enshrined in the Basic Law. This is an effective legal guarantee for the implementation of the principle of equality of citizens, regardless of the concepts of biological sex.

From the first days of its independence, Uzbekistan has shown by its actions the active approval of all initiatives regarding gender equality of the United Nations. By all efforts, the state creates the necessary conditions for the comprehensive development and ensuring of the rights and interests of women. An example of this is the basic principle of public policy defined in the National Goals and Sustainable Development Goals for the period until 2030, called “Goal 5. Ensuring gender equality and empowering all women and girls”.

All actions taken to achieve this goal ensure the elimination of all forms of discrimination and violence (physical, sexual, psychological, economic) of women and girls. Given their role in socio-economic development, the state proclaims the value of family relations. By this, the state normalizes domestic violence among the population.

In order to eradicate patriarchal stereotypes of the role of women in society and the family, with the active cooperation of the state, public and non-state sectors, relevant spiritual and educational campaigns are conducted among government officials, law enforcement officials, the media, leaders of youth, women and religious organizations, national cultural centers.Within the framework of the mentioned campaigns, mobile theater studios, radio and television trainings, talk shows, and round tables on the theme "Uzbekistan on the path to gender equality in the light of the Beijing Platform and Action Plan, Convention on the Elimination of All Forms of Discrimination against Women" are organized and the Millennium Development Goals. " Trainers and volunteers are being trained on how to further advance gender equality.

Based on government documents, amendments were made to the Family Code of the Republic of Uzbekistan. In particular, from September 1, 2019, the minimum age for marriage for women and men has been set at 18 years (when earlier it was 18 for men and 17 for women).

All the provisions of international conventions that Uzbekistan acceded to during the years of independence, take precedence in national legislation. The laws and other normative legal acts adopted in recent years are the fact of full compliance with international standards and global provisions on gender equality.

To ensure the protection of women in society, the state adopted the Laws "On the Protection of Women from Harassment and Violence" and "On Measures to Improve the System of Protection of Women and Girls from Harassment and Violence" [3].

When faced with various forms of abuse, women's rights were protected by general legal criteria. After the adoption of these laws developed by the Committee of Women of Uzbekistan in conjunction with the Ministry of Justice and the National Center for Human Rights, according to the decree of the head of state, women of the country acquired more effective legal mechanisms for protecting rights and freedoms.

The Law "On the Protection of Women from Harassment and Violence" consists of 35 articles, which are considered in separate paragraphs and determine the protection standards for such concepts as "sexual violence", "physical violence", "violence", "economic violence", "psychological violence", "Victim of oppression and violence", "protection from oppression and violence", "prevention of oppression and violence".

The scientific conclusions of the study will enrich the apparatus of factors of achieving and developing gender equality, the means of forming a national legal culture, and concepts related to deepening democratic reforms in the gender policy of Uzbekistan.

Despite the conditions created by the state in providing mothers and children with quality medical services, unfortunately, the legislation of the Republic of Uzbekistan does not define the right of women to freely determine the sex and existence of the child. Often this largely depends on the will of the man in the family. The Family Code of the Republic of Uzbekistan does not provide for the existence or protection of women's reproductive rights and obligations. As a result, it becomes a family dysfunction. On this basis, most often in the family there are many children who lack nutrition, clothing and other vital needs, or women with frequent abortions and childbirth. In addition, the body of a woman or her offspring leads to physical and nervous depletion of minor intervals between childbirth. Failure to use reproductive law leads to discrimination in the family.

To increase the awareness of women of Uzbekistan about human rights, their role in the daily life of the republic, measures aimed at raising public awareness should be carried out. The constant coordination of the activities of ministries, departments, and territorial government bodies with the aim of broadly involving women in solving issues of socio-economic and cultural development will help strengthen social protection of the family, motherhood and childhood.

CONCLUSION

The reason for the inequality in education lies in the implementation of educational processes that reflect the norms, values, patterns and patterns of society. If the means of educational organizational activity contain elements that indicate social or gender inequality, then educators begin to adopt rules of behavior that contain gender differences. For example, in the textbooks the illustrations of the profession always show that the teacher or nurse - a woman, a driver, a hairdresser is always a man. Educators capture and remember the hidden elements of inequality, developing these skills in the future. Thus, education, showing the cultural and social interests of society, contributes to the development of gender inequality. Partially, education consolidates and reproduces traditional gender roles and stereotypes of society.

REFERENCES

[1]. Voronina O.A. (2004) Feminism and gender equality. M: URSS editorial.

[2]. Civil Code of the Republic of Uzbekistan. (2018) - T.: Ministry of Justice of the Republic of Uzbekistan.

[3]. Law on the Protection of Women from Harassment and Violence (2019), Tashkent, https://www.lex.uz/docs/4494712

[4]. Law of the Republic of Uzbekistan “On guarantees of equal rights and opportunities for men and women”.https://lex.uz/docs/4494873

[5]. Kayumov. R. (1998) Constitutional law of the Republic of Uzbekistan. - T .: Adolat, P.181.

[6]. Constitution of the Republic of Uzbekistan. (2018) - T .: Uzbekistan.

[7]. Rajapova N. (2020) Women's participation in the economic life of Uzbekistan. Young scientist No. 16 (306).

[8]. Rajapova N. (2020) Women's participation in the life of the new Civil Society. 15th Scientific and Practical Conference. Tashkent.

[9]. Uzbekistan Strategy for 2017-2021 and the UN Sustainable Development Goals for the period until 2030 2017. United Nations, Tashkent, Uzbekistan.

[10]. Labor Code of the Republic of Uzbekistan. (2011) - T.: Ministry of Justice of the Republic of Uzbekistan.

[11]. Criminal Code of the Republic of Uzbekistan. (2001) - T.: Ministry of Justice of the Republic of Uzbekistan.

[12]. Shtylyova L.V. (2001) Gender Approach in Preschool Pedagogy: A Monograph in Two Parts, under. ed. Ph.D. L.V. Shtyleva, Murmansk.

[13]. http://hrlibrary.umn.edu/russian/cerd/Rreport_uzbekistan2005.html

[14]. https://gender.stat.uz/ru/o-gendernoj-statistike

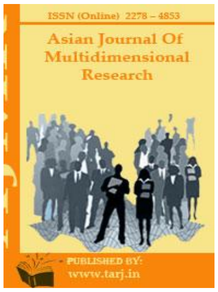
[15]. https://www.lex.uz/acts/35869

[16]. http://docstore.ohchr.org/

[17]. http://www.gender.cawater-info.net/publications/pdf/prava.pdf

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00199.8

SPIRITUAL THREATS IN STUDENTS AGAINST IDEOLOGICAL COMPETENCE FORMATION

Uzokov Akram Avazovich*

*Dean of the Faculty,
Tashkent State Pedagogical University,
UZBEKISTAN

ABSTRACT

In this article, in the formation of ideological immunity in students, the education of a young generation of intellectual potential, spiritually mature, in the formation of the quality of a professional by developing their ideological competence, civil society, building a democratic state, as well as their active citizenship, ways to strengthen ideological immunity, pedagogical influence is illuminated by means.

KEYWORDS: *Student, Competence, Idea, Reform, Ideology, Initiative, Intellectual, Perfection, Spirituality, Threat, Civil Society, Democracy*

INTRODUCTION

In the Republic of Uzbekistan today, the upbringing of the younger generation as a harmoniously developed person is promoted as one of the priorities of state policy. In his Address to the Oliy Majlis, published on January 24, 2020, the President of the Republic of Uzbekistan addressed the issue of youth: “In our society, the constant improvement of the spiritual and educational level of the population, especially our young people, is of paramount importance. Therefore, on the basis of the program idea "From national revival to national progress", it is a very honorable task to educate young people in the spirit of devotion to the motherland, to form in them the qualities of initiative, devotion, morality” It is no coincidence that in these appeals, the main task of public policy is to bring up students as a harmoniously developed generation that can withstand spiritual threats.

The Decree of the President of the Republic of Uzbekistan No. PF-5847 on the approval of the concept of development of the higher education system until 2030 also states in the development concept of the higher education system that "the intellectual potential of students, raising thinking and worldview, strengthening ideological immunity, patriotism, to bring up as a harmoniously developed generation living with a sense of service to the interests of the people, development of spiritual and moral consciousness of students should be based on humanitarian principles ". It has been pointed out that the upbringing of the younger generation has been put forward as the most important issue today.

MAIN PART

If we talk about the formation of ideological competence in students to spiritual threats, First of all, we need to analyze the interpretation of these concepts of "competence", by scientists of the Republic of Uzbekistan and the world.

In his research, B. Khodjaev, a scientist from the Republic of Uzbekistan, spoke about "three more elements of knowledge, skills and competencies, which are the three traditional elements of education in a competent approach: practical experience, competence, promotion of competence."

In his research work, OA Kuysinov states that “competence cannot be opposed to knowledge or skills and competencies. The concept of competence is broader than the concepts of knowledge, skills or competencies, competence includes them as a result of learning (but in this case, competence is not a simple sum of knowledge, skills and abilities, but a slightly different concept). He emphasized that the concept of competence includes not only cognitive and operational-technological, but also motivational, ethical, social components.

N.A Muslimov pays special attention to the etymological analysis of the concept of "competence": "The concept of competence is not the acquisition of individual knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction."

Research by scientists around the world has given many interpretations of the term “competence”, In particular, G. Garfinkel interpreted "competence as a person's knowledge, skills and experience, social-professional, ie the suitability of his professional position in society, the ability to perform their duties, to solve problems related to it."

O.E Lebedev "interprets competence as a level of knowledge that allows you to choose and justify (empirical, theoretical and axiological) methods of action to solve a problem in a particular field of activity in a state of uncertainty."

In the science and practice of pedagogy, the approach of A.V Khutorskoy to this problem is recognized. He defines competence as "a set of interrelated personality traits (knowledge, skills, abilities, methods of activity) required for certain objects and processes and necessary for qualitatively effective activity in relation to them."

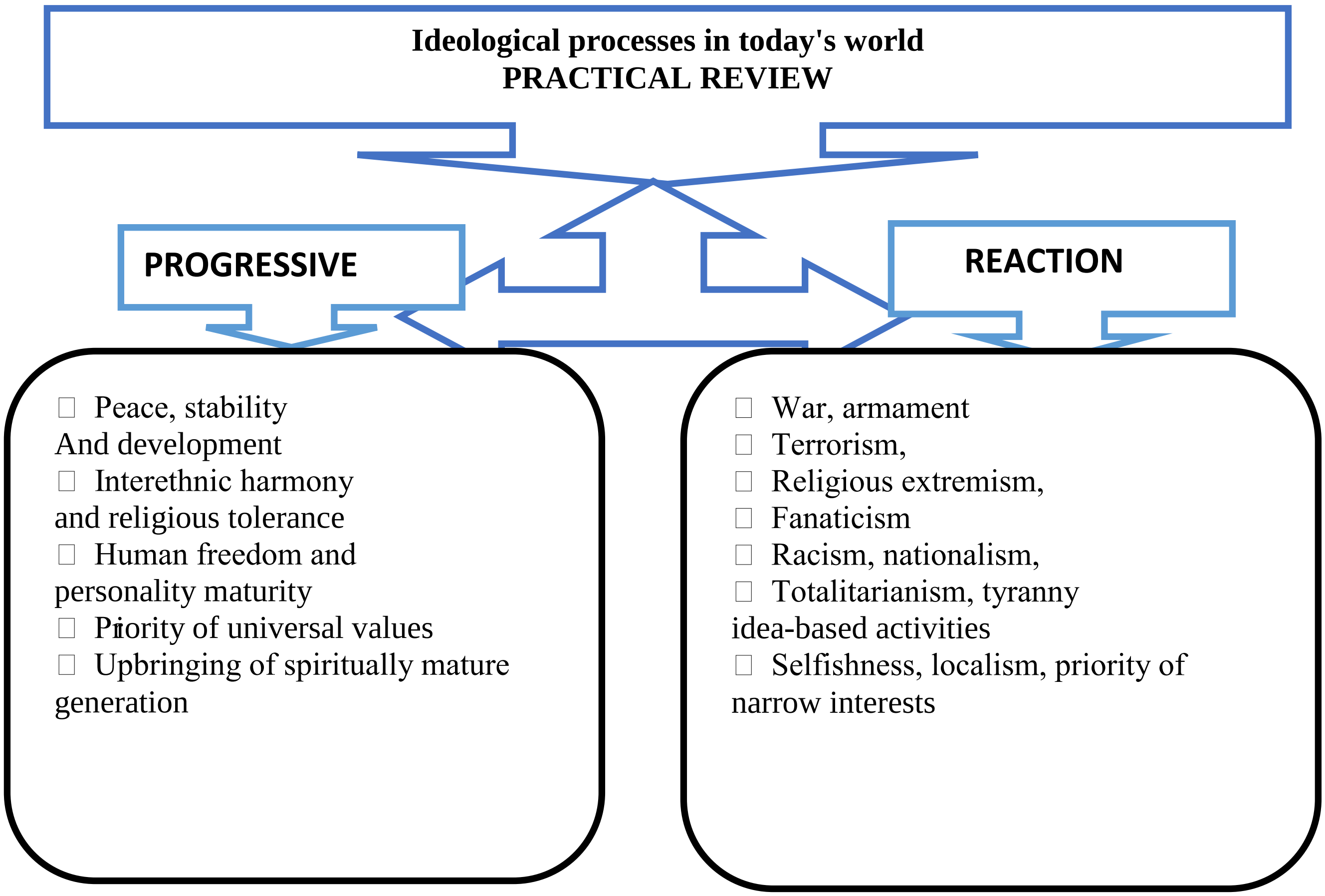
F. Delamare and J. Winterton defined "competence as a standard behavior that requires a certain activity", but "competence is the degree of conformity to this requirement (standard), ie the end result of the demonstration of competence." Did

RESULTS AND DISCUSSIONS

The formation of ideological competence in students should be a key factor in pedagogical skills in the educational process. In this regard, increasing the social activity of students serves as an important factor in the formation of ideological competence. It is advisable to develop them through the following pedagogical tools:

- social competence - the ability of students to be active in social relations, to acquire knowledge, skills, abilities that form immunity against spiritual threats, to communicate with the subjects of social activity;

- Special competence is manifested in the rational transmission of ideological and ideological pedagogical knowledge to students, the consistent development of realistic assessment of learning outcomes, the formation of ideological and ideological competence through the development of psychological, methodological, informational, creative, innovative and communicative competence.



Ideological prevention should be carried out in order to form spiritual education through the formation of ideological immunity in young people.

Ideological prevention is a set of ideological, educational, spiritual, ideological work in various forms carried out by different social institutions, and this important process includes today's system of ideological education. Therefore, the development of national information resources in ideological, spiritual, educational, scientific, artistic, sports, military-patriotic, national games and other areas is a requirement of today. Because if the information thirst of the youth is not satisfied, he will look for another source, the forces that propagate destructive ideas will try to satisfy it.

Given the fact that students are involved in various ideological threats through information attacks, in our opinion, it can be prevented through the following pedagogical means:

- to increase the knowledge, skills and abilities of the younger generation against spiritual threats, to form in them such qualities as the analysis of the nature of events in the environment, the separation of white from black;

- formation of qualities in students, such as the ability to respond in a timely manner to external threats, destructive influences;

- if this task is accomplished by ensuring that local information reaches young people quickly, accurately and analytically and reliably against the flow of information coming through external influences, the destructive, biased information will serve as a basis for a drastic reduction in the impact on young people’s minds.

Interactive methods in teaching students on the basis of an ideologically competent approach, creative role-playing games, increase the activity between students and the teacher in the learning process serves to activate the knowledge of students. For example, from the interactive methods through the method of Bulum taxonomy it is possible to form ideological-ideological competence in students.

When using the interactive method of mental attack in training, it is necessary to pay attention to the following:

Through this interactive method, students are able to think in the context of the problem, that is, in the context of ideological threats and their prevention, to achieve the expression of logical ideas by them:

Feedback from students is encouraged, the most appropriate of the ideas put forward are selected, and the encouragement of ideas leads to the emergence of the next ideas.

The student's ability to base and modify his or her own opinions, to summarize, break down, or modify previously expressed opinions, paves the way for the formation of scientifically based opinions.

Supervision of students' activities in the educational process on the basis of standard requirements, assessment of their opinions, (because, when ideas are analyzed, students focus on the defense of personal opinions, resulting in new ideas being put forward; The main purpose of using this method is to encourage students to think broadly about the problem, and to refrain from evaluating).

It is necessary to carry out step-by-step preventive work to protect young people from ideological attacks, various propaganda materials. When preventive work in educational institutions is carried out on a regular and consistent basis, it gives more positive results, and ideological competence is formed in such young people.

In order to form ideological and ideological competence in students in educational institutions to carry out more spiritual, enlightenment and ideological preventive measures to inculcate in them the essence of the ideas of peace, national development, welfare of the people, perfect man, interethnic harmony, interreligious tolerance, social cooperation. As Abu Nasr al-Farabi, one of the Central Asian thinkers, noted: “since the essence of man is the attainment of true happiness, if man turns this goal into his highest idea and desire and uses every opportunity in this way, he will attain happiness”. The great writer Mirzakalon Ismaili describes the commonality between the beauty of man and his morals, inner world and good qualities in his artistic images as follows: “Beauty is also a tree. The leaf is moral, the root is the inner world, the fruit is virtue. The beauty of the human child is, in addition to the beauty bestowed by nature, a humanity that embodies the best character, the best qualities in man”. Because human spirituality rises along with the beauty of the soul.

In the formation of ideological immunity in a person, first of all, his spiritual image plays an important role. At this point, I found it appropriate to emphasize a definition given to spirituality. I.Karimov in his book "High spirituality is an invincible force" describes spirituality as follows: “Spirituality is the incomparable power that purifies a person spiritually, encourages him to grow in heart, strengthens his inner world, strengthens his will, unites his faith, awakens his conscience, is the criterion of all his views”, it is not for nothing that the definition given that human beauty is attained to spirituality through both the inner and outer worlds.

CONCLUSION

The task of forming ideological competence against the ideological threat in students of higher education institutions, in short, can be developed through the following pedagogical means:

- formation of ideological and ideological competence by highlighting the pedagogical and psychological features and factors of development of historical thinking in students;

- substantiation of organizational and technological aspects in the formation of ideological immunity in the minds of students on the basis of a competent approach;

- Improving the pedagogical mechanisms of information culture in students through the modernization of the development of ideological competence;

- the formation of immunity in students of higher education institutions by identifying the neuro-pedagogical features and diagnostic indicators of the development of ideological competence.

In further development of work in this area, we consider it expedient to pay special attention to the following means of pedagogical influence:

- to raise the morale of students, to promote the idea of peer-to-peer among them;

- popularization of the project "Student Tribune" aimed at developing students' independent thinking and socially active creative skills;

- to establish and strengthen the activities of "science clubs" in the institution, paying attention to the wishes and professional, creative, spiritual and educational interests of students;

- These include raising the morale of young people during the "Information and Coaching" hours with the participation of talented young people studying at the educational institution, the organization of seminars and trainings against ideological threats, further development of mentoring, master-apprenticeship.

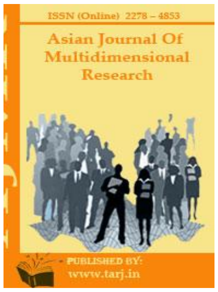
In conclusion, the formation of ideological and ideological competence of students against spiritual threats, the education of a spiritually mature, harmoniously developed generation is reflected in the reforms in the education system of the Republic of Uzbekistan. As a clear evidence of this, the raising of the morale of young people is reflected in the comprehensive reforms implemented on the basis of five important initiatives put forward by the President of the Republic of Uzbekistan in the meaningful organization of their leisure time and their development as harmoniously developed individuals.

REFERENCES:

1. People's speech: (January 25,2020)"Address of the President of the Republic of Uzbekistan to the Oliy Majlis" №-19 deadline
2. Decree of the President of the Republic of Uzbekistan on approval of the Concept of development of the higher education system until 2030 October 8, 2019, No. PF-5847
3. Xodjaev B.X. (2016) “Development of historical thinking in secondary school students through modernized didactic support”. Avtoref. diss. cand. ped. sciences. – T. – P.82.
4. Koysinov O.A. (2019) “Technologies for the development of professional and pedagogical creativity of future teachers on the basis of a competent approach”. diss. cand. ped. sciences. Tashkent. P. 43.
5. Muslimov N.A. (2014) *"Technology of formation of professional competence of teachers of vocational education" Textbook*. Tashkent: Fan, P.10.
6. Garfinkel.G.(2009). The concept and experimental studies of “trust” as a condition for stable coordinate d actions / Pers. English A.M. Korbuta. Moscow: Sociological Review, Tashkent. 8.-No1. Pp. 3-25
7. Lebedev, O.E.(2004). *Competency-based approach in education* / O.E. Lebedev // School Technologies. - No. 5. Pp. 5-12.
8. Delamare.F and Winterton.J. (March 2005). *What is Competence?* – Human Resourse Development Internetional,Vol. 8, No.1. Pp. 27-46
9. Mirzakalon.(1989). *"Human Beauty"*. Tashkent. P. 3.
10. Karimov.I. (2008) *“High spirituality is an invincible force”*. Pp. 38-50.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00200.1

IMPROVEMENT OF TECHNOLOGIES OF ECOLOGICAL EDUCATION OF PUPILS

Aydarov Erkin Bakitovich*

*Chirchik State Pedagogical Institute Tashkent Region,
UZBEKISTAN

ABSTRACT

Throughout life, a person always enjoys the generous gifts, gifts and blessings of nature. Therefore, the sacred duty of every person is the respect, care, respect and protection of Mother Nature. The protection of nature, the rational use of nature, and the improvement of environmental conditions play an important role in organizing environmental education. Environmental protection, ecological, aesthetic, spiritual education of youth is one of the most pressing problems of our time.

KEYWORDS: *Environmental Laws, Environmental Education, Natural Territories, Protection.*

INTRODUCTION

The use of national spiritual values, which have become a rich cultural heritage of our people in the current period of spiritual growth, in particular the preservation and protection of the nature of our country, is an important aspect of our public life. In the short period since the independence of our country, a strong framework has been created to regulate relations in the field of nature conservation and the rational use of natural resources.

Throughout his life, a person will always enjoy the grace, generosity and blessing of nature. Therefore, the sacred duty of every person is the respect, care, respect and protection of Mother Nature. The protection of nature, the rational use of nature, and the improvement of environmental conditions play an important role in organizing environmental education. Environmental protection, ecological, aesthetic, spiritual education of youth is one of the most pressing problems of our time.With a full study of environmental laws, it is important to study the important conditions for the protection of natural territories, to have an idea of living and non-living organisms. Environmental education and upbringing of the younger generation is a complex, long-term process. Children usually get their first impressions of nature from their homes, and as they grow older, their perception of nature expands. Therefore, parents should form a sense of love for nature in the minds of the child.

Environmental education in our daily lives should continue in the family, kindergartens and schools, lyceums, educational institutions, universities.

Accordingly, the environmental education of the younger generation through the protection of natural territories is one of the important tasks facing our state, and this topic is relevant and of great importance for the development of society.

As the President of the Republic of Uzbekistan Sh.M. Mirziev said: "We all need to deeply understand and understand one truth: today we are talking about our people, the fate and future of our country, the happiness and perfection of our dear children. In the name of such great goals, we all must work hard, mobilize all our strengths, intellect, knowledge and experience, our childhood, love and devotion to the future of our Motherland.

The head of our state is trying to raise to a new level such issues as improving the environmental culture of the young generation, increasing its knowledge and intellectual potential of nature, developing new programs and projects aimed at educating them in the spirit of love for nature and its benefits. Environmental education is one of the most pressing problems today. We must take into account that the protection of a house, street, neighborhood, village and city from pollution, its improvement, conservation and effective use of the natural habitat, the formation of qualities such as protecting the nature of our country, is an integral part of environmental education.

Environmental education of the younger generation should begin with the family. Parents need to be environmentally literate. It is advisable to establish continuing environmental education among schoolchildren. The first impressions of the school student from environmental education begin with the child's perception of the native nature. In environmental education, the child and his parents are responsible for environmental education, not only the state, but also the school is responsible for their education, but also the neighborhood, which continuously continues in the process of personality socialization, which is the main source of spiritual maturity.

The spiritual development of the nation and country is based on the spiritual maturity of students to improve environmental education technologies by protecting natural territories. Environmental education gives young people a specific goal, high hopes, strengths and strengths to confidently go into the future. Environmental education is becoming the most important social need for youth.

In the modern world, where the national identity of the Uzbek people has moved to a new level, it is important to improve the technology of environmental education for students by protecting natural territories.

The formation of environmental education concepts for secondary school students will continue, primarily in the school, in the microdistrict. It is here that an inextricable link is established with the school. Then, cooperation will be established with all organizations to improve the technology of environmental education of students through the protection of natural territories.

As the student grows older, he or she will set different goals and strive to achieve them. The existence of a person is determined not by his physical wealth, but by the consciousness of the maturity of environmental education.

Accordingly, the technology of environmental education of school youth will remain their education. A thorough analysis of this problem, their theoretical generalization, the conclusion of certain scientific conclusions from them and the development of recommendations for practical application are important today in the development of students' environmental education, increasing the role of society, and the introduction of environmental technologies to ensure sustainable development.

Correspondence of the research to the priorities of the development of science and technology of the republic:

The dissertation research was carried out within the framework of the priority direction of the development of science and technology of the republic - the spiritual, moral, cultural and environmental development of a democratic and legal society, the formation of an innovative economy.

Level of elaboration of the problem:

I believe that it is necessary to note the work that needs to be used in the modern education system to improve social cooperation, educate students by improving environmental education technologies by protecting natural territories. This requires the development of public cooperation in teaching young people the concepts of environmental education in conditions of independence, the formation of national pride, national pride, national self-consciousness and self-awareness, patriotism and environmental education.

In their works, Eastern thinkers Ibn Sino, Al-Beruni, Al-Farobi, Amir Temir, Alisher Navoi, Abdurahmon Jami, Mirzo Ulugbek, Kashgari, Yusuf Khas Hajib and Babur paid great attention to the issues of environmental education of schoolchildren. Z. Ziemuhamedov, K. Abirkulov, S. Mamashokirov, Yu. Shodimetov, H. Yu. Salomova, M.Zh. Inomova N. J. Isakulova H. Omonov, E. Turdikulov, J. G. Maksmudov, S. Abduksolikov, M. Mirkhosilov H.J. Khudoykulov, P. Q. Kodirov. M.K.Khoshimova, Sh.Avazov, M.M. Ibodullaev, K.B.Muksammedyev, B.P. Shumarov and N.M. In the work of Egamberdieva, special attention is paid to environmental education and the development of education.

In this regard, psychologists G. B. Shumarov E. Goziev V. Karimova B. Kodirov M. Mirkhosilov N. Saginovs and academic teachers O. Musurmonova M. Isakulova T. Turdikulov R. Mamatkulova, Sh. A. Atadzhanov, O. Shilling Askarova A. Schilling This is reflected in the research work of Mukhsimova.

The creation of a great state in any society depends on how young people are focused on environmental education, how they are brought up. Great thinkers also expressed their opinion on this issue!

Describing the image of an enlightened, mature man, Farobi says: “Anyone who says that he will learn wisdom and wisdom should start it at a young age, be healthy, have good morals and mores, keep his word and avoid all evil deeds. Let him know, let him be knowledgeable and eloquent, let him respect the educated and wise, let him not deprive himself of knowledge and people of knowledge, let him know all material things.

From these ideas it is clear that Farobi paid special attention to the education of youth as a perfect person, especially environmental education, which, in his opinion, should be decorated with environmental education with good morality, otherwise the expected goal will not be achieved, the child will not become mature. Ibn Sina expressed his valuable views on environmental education.

According to Al-Kashifi, the re-education of a person through environmental education can increase mental abilities. In his pedagogical views, Kashifi pays particular attention to the development of children's ability to think independently. Parents require teachers to pay special attention to this issue. The external environment also plays an important role in this regard. The child is true, true to the promise. Jaloliddin Davoni emphasized the importance of parents in raising a child. According to him, both father and mother should equally participate in nature conservation.

Muslihiddin Sadi Sherozi, one of the great representatives of oriental classical literature, was born in 1184 in the city of Sheroz. According to Sadi, the happiness of the child is nature, which lays the foundation for his future.

Muhammadiev Komil Burkhanovich An analysis of the practical state of the problem showed that the essence of scientific views on the practice of educating students with respect for nature in the process of physical education has not been studied from a scientific and practical point of view. This pedagogical problem has not been studied in practice in the context of research work.

As a result of the lack of certain theoretical and methodological literature on the development of a caring attitude to nature, the concept of caring for nature was not developed in the minds of students. This served as the basis for studying this problem.

Isakulova Nilufar Yanikulovna. It is necessary to scientifically and pedagogically develop ways of systematic interdisciplinary environmental education of modern students and its implementation in the practice of environmental education. In addition, due to the lack of special studies of the theoretical and practical foundations of interdisciplinary environmental education, scientifically based pedagogical ideas, conclusions and recommendations on interdisciplinary environmental education are needed in our country. Circumstances, such as the lack of research in the context of the need for interdisciplinary environmental education of students for the future and the interests of our country, have led us to choose a separate research topic related to this problem.The relevance of the dissertation research for the research plans of the state educational institution in which the dissertation was conducted: The dissertation is based on the decisions of the Law "On Education" on the content of the "National Curriculum" on improving environmental education technologies for students through the protection of natural territories. - fully consistent with the goals and objectives of the study.

The purpose of the study: the main goal of the study is to develop a new direction of student learning by improving environmental education technologies by protecting natural areas, studying its objective and subjective aspects, the relationship between:

- To study the theoretical foundations of "Improving the technology of environmental education of students through the protection of natural territories":

- development of practical forms and methods "Improving the technology of environmental education of students through the protection of natural territories";

- Organization and conduct of pedagogical experiments.

Research objectives:

Theoretical analysis of the content of environmental education and its components through the protection of natural territories;

-analysis of the environmental education of students;

- determine the theoretical typology of environmental education of students of secondary schools through the protection of natural territories;

- forms and methods of environmental education of students through the protection of natural territories;

-development and definition of pedagogical conditions;

- to study the conceptual problems of environmental education of students through the protection of natural territories;

- the use of synchronous and asynchronous communications disciplines on relevant topics;

- study the integrative relationship of natural territories;

- the use of organic ties in education and academic disciplines for environmental education;

- the use of didactic requirements and principles in the environmental education of students through the protection of natural territories;

- development of a system of invariant and variable problems related to the environmental education of students through the protection of natural territories;

- identification and effective use of mono- and polydidactic processes in the environmental education of students through the protection of natural territories;

- development of environmental education methods through the protection of natural territories;

- Organization of interdisciplinary environmental education of schoolchildren in pedagogical practice;

- development of a system of continuity and continuity of environmental education through the protection of natural territories;

- organization and conduct of pedagogical experiments;

- Methodological sources based on the results of scientific research and the development of practical recommendations, their implementation in practice.

Object of study: a total of 49 students from schools of the Bostanlyk and Piskent districts of Tashkent region, Kumkurgan district of Surkhandarya region, Karakalpakstan Autonomous Republic2; The control was attended by 601 people, a total of 1093 students.

Subject of research: the introduction of a scientific and pedagogical approach to improving the technology of environmental education of students in secondary schools through the protection of natural territories.

Research methods: pedagogical observation, comparative analysis, experimental, study of the programs of complexes, textbooks, teaching aids and recommendations in psychological, pedagogical and comprehensive schools, observation of lessons, conversations with students and pedagogical engineers, mathematical analysis of research results. statistical processing and generalization.

The scientific novelty of the study:

Based on the theory of education, a concept has been developed based on the latest achievements of psychological, pedagogical, and environmental sciences in the development of technologies for the ecological education of schoolchildren through the protection of natural territories;

The process of improving the student's personality is determined by improving the technology of environmental education of schoolchildren by protecting natural territories;

Improving the technology of environmental education by protecting the natural territories of schoolchildren, the pedagogical approach to the formation of social cooperation is scientifically substantiated and its essence is expressed;

A system has been developed to improve the technology of environmental education for schoolchildren by protecting natural territories, and a model has been created for its implementation.

The practical results of the study are as follows:

Several types of pedagogical experiments have been developed.

This was verified by staging pedagogical experimental pedagogical tests; the selection of the necessary materials and methods of the forming experiment was carried out.

At the second stage (2017–2019), educational pedagogical experiments were conducted in urban and rural schools.

At the third stage (2019-2020), pedagogical experimental work was carried out.

The data obtained were developed using mathematical and statistical methods, and the research results were generalized and formalized in the form of a dissertation.

A number of measures were taken to introduce the developed scientific innovations in the practice of secondary schools. Including: published guidelines and instructions, programs and articles.

Scientific reports were presented at conferences held at faculties of advanced training of school directors and state educators, higher educational institutions.

A methodological manual "Improving the Technologies of Ecological Education for Schoolchildren through the Protection of Natural Territories" was prepared and published. They reflect the basic principles of our research in their content.

Reliability of research results: materials of national and international scientific conferences, articles published in special journals and foreign scientific journals, published monographs, study guides and reviews, conclusions, suggestions and recommendations, the results of which are valid. due to the approval of the designs.

Improving the technology of environmental education by protecting the natural territories of students in secondary schools contributes to the theoretical development of pedagogical science;

Improving the technology of environmental education by protecting the natural territories of schoolchildren has the ability to predict the education of students.

Methodological recommendations for teachers and teachers of pedagogical and higher educational institutions for students of sciences, public figures are developed, and forms, methods and methods of their use in the educational process are developed.

The content and results of the study were tested in various extra-curricular activities in secondary schools, conversations and educational evenings with environmental educators through nature conservation, educational processes with parents, discussions and discussions.

REFERENCES

1. Khudoykulov Khol Djumaevich, Parmanov Aliboy Ergashevich, Aidarov Erkin Bakitovich. APPLICATION OF MODERN PEDAGOGICAL AND INNOVATIVE TECHNOLOGIES IN EDUCATION-STANDARDS. European Journal of Research and Reflection in Educational Sciences Vol 7.2019

2. Aydarov E.B. The concept of ecology and how to protect the environment. Journal of Scientific and Applied Research. 2019. – p. 67.

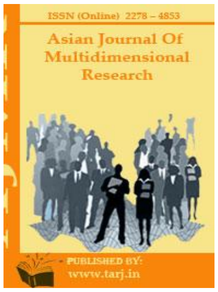
3. Alekseev S. V., Simonova L. V. The idea of integrity in the system of environmental education of primary school children. NSh. - 2009. - No. 1.

4. Ledneva O. S. Ecological education of schoolchildren. // Problems and prospects for the development of education: materials of the VII Intern. scientific conf. (Krasnodar, September 2015). - Krasnodar: Novation, 2015.- pp.74-79.

5. Turabaeva G.K., Turabaeva L.K., Bozshataeva G.T., Ospanova G.S., Turabaeva R.K. Environmental education of primary school students. // Int. zhur. applied and fund. research. - 2014.-No. 5-2.- pp. 156-158.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00201.3

SPECIFIC FEATURES OF USING THE MULTIMEDIA SYSTEM IN THE EDUCATIONAL PROCESS

Makhmudova Malokhat Akhmatovna*; Nasirova Shaira Narmuradovna; Kholmurodova Zuhra Nishonovna***; Karimova Nargiza Abdimuminovna******

*Senior Teacher,
Faculty of Physics and Mathematics,
Navoi State Pedagogical Institute, UZBEKISTAN
Email id: maloxat_1977@mail.ru

** Associate Professor,
Doctor of Technical Sciences,
Navoi State Pedagogical Institute,
Navoi, UZBEKISTAN
Email id: nosirova_61@mail.ru

***Teacher,
Faculty of Physics and Mathematics,
Navoi State Pedagogical Institute, UZBKISTAN
Email id: Zuxra_2020@mail.ru

****Teacher,
Faculty of Physics and Mathematics,
Navoi State Pedagogical Institute, UZBEKISTAN
Email id: nargiza.karimova.2021@mail.ru

ABSTRACT

The article is from a multimedia system in the educational process specific features of use. It is stated that the multimedia system is a modern technology designed for the educational process and aimed at achieving the desired goal.

KEYWORDS: *Education, System, Multimedia, Interactive, Technology, Module, Innovation, Text, Graphics, Animation.*

INTRODUCTION

In the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, to further improve the system of continuing education, increase access to quality educational services, continue the policy of training highly qualified personnel in line with modern needs of the labor market; Take targeted measures to strengthen the material and technical base of educational institutions through the construction, reconstruction and overhaul, equipping them with modern teaching and laboratory equipment, computer technology and teaching aids. The tasks are to develop mechanisms for the development of national content, education in the state language, scientific and educational, modern information resources for the needs of young people, the creation and promotion of multimedia products. At the same time, the population of the Republic will have access to high-speed Internet, multimedia and IP-TV services [1].

The resolution provides for the creation and promotion of national content, information resources in the state language, taking into account the needs of young people, providing them with adequate education, scientific and educational information resources and specific measures for further development of this area. development and implementation of the package. The draft resolution also addresses the issue of establishing a National Content Development Fund and directing its funds to projects in this area [1].

The need to further ensure the economic growth of our country, its competitiveness in the world community and the sustainability of its achievements, as well as to strengthen our independence, to keep abreast of changes and achievements in science, economics, management and other areas of the world community. , understanding requires the adoption of sound conclusions. Today, a new period of rapid reform and modernization in all spheres of our country - the rising stage of national development - continues. The modernization process covers all spheres of life of the country, modernization of the economy, education and other spheres, first of all, changes in the worldview and thinking of the members of society who participate in these processes, implement them and constantly improve. is directly related to their increasing activity in democratic and radical reform processes.

The programs developed for the future development of Uzbekistan and the material basis and opportunities created for their implementation, the powerful factor that implements all the mobilized investments, the highly qualified labor force and the responsibility for the future development of our country. The most mature professionals who are able to take on are young people.

A new pedagogical technology based on modern information technologies has entered the education system of the Republic of Uzbekistan. Each of the modern information technologies depends on certain hardware, software and other software.

LITERATURE REVIEW

Foreign scientists, for example, Russian scientists N.Z.Frolova, S.V.Gurev, V.P.Kustova, N.I.Klifsova, L.A.Savina, N.M.Klimeshova, on the use of multimedia technology and computers, which are its main means, in the educational process of preschool education. M.V.Osmakova, D. Jonassen, S. Carver, R. Grabindger, D. Davidson, R. Lehrer, A. Mullon and others have conducted research on the use of multimedia technology in education in the United States. The use of multimedia technology and its main hardware in Uzbekistan began in 1985-1990. A.A Abdukadirov was one of the first in his research work to train teachers of physics and mathematics in higher education, to conduct research on the formation of their computer literacy, and to establish a school in this area. Members include Atabayev A., Bilolov I.O, Mizrapov O.H, Isakov I., Hayitov A., Saipnazarov J.A, Esonboyeva D., Djanpeisova G.E, Aliyev I., Ashurova

A. and others. T.F.Bekmurodov, M.Aripov, X.Z.Ikromova, U.Yuldashev, F.Zokirova, U. Yuldashev, F. Zokirova, U. Begimkulov, R. R. Bakiev, N. Toylokov, R. H. Hamdamov, B. Muminov, A. A. Ashirova and others have also conducted research and made a significant contribution to their popularization. [3]

MATERIAL AND METHOD

The introduction of new types of educational institutions, the diversity of educational technologies used by teachers, the widespread use of experimental work on all types of continuing education, an innovator with highly qualified, creative scientific and pedagogical thinking raised the need for teachers to the level of necessity.

The ability of a teacher to learn and disseminate best practices in creative teaching practice depends on his or her level of preparation for innovative pedagogical activities.

There are several different methods of teaching in public educational institutions, in which theoretical and practical training plays an important role. These forms of knowledge transfer serve to strengthen and deepen the knowledge acquired during the lectures, to improve their skills by applying theoretical knowledge in practice. Practical classes play a special role in preparing students for professional activities, in mastering the material, and form part of the classroom hours.

In practical subjects such as computer science, mathematics, physics, chemistry, and descriptive geometry, the main tasks consist of examples and problems, and these tasks develop thinking, lead students to research and prepare them for future practical activities. Timely mastering of misunderstood learning material ensures quality mastering of new material.

It is necessary to organize practical training on the basis of a clear structure, but each teacher can find ways to effectively organize training based on their experience, pedagogical skills, knowledge, and most importantly, creativity. .

In recent years, the education system has required the widespread introduction of information technology, the organization of practical classes and the use of effective methods for students to acquire knowledge.

Today, the teacher must come to each lesson, especially the practical ones, with special preparation, that is, to think deeply about the methods used in reading the topic, including the problem, examples, and how to use them. 'should be brought to the ring. Due to the possibility of an individual approach to students in the practical classes, if there are any problems of this or that type, the teacher should explain, provide guidance, if necessary, follow the theoretical rules. It is also worth mentioning.

It is in the process of organizing and conducting these classes that electronic resources (e-textbooks, e-manuals, e-developments for practical and laboratory classes, encyclopedias and etc.) is growing. It is well known that in a traditional teaching system, teaching materials are usually presented in the form of texts and formulas, and it was difficult to memorize them. Classes are organized on the basis of innovative software-didactic complexes with special software developed using information technology tools, which allow to present not only in the form of text and formulas, but also in the form of images.

Understand their current pedagogical activity through the use of a multimedia system in the process of educating students, change and develop the educational process in order to achieve better results, gain new knowledge, pedagogical experience of a different quality. The process is understood. New philosophical-pedagogical, psychological-pedagogical approaches to the understanding, education and upbringing of students in the context of the use of multimedia systems in the educational process; new conceptual pedagogical ideas for the application of the content and methods of education; new forms of organizing the activities and life of the student and the activities of educators in the management and self-management of the interaction with parents and the social environment.

It is known that as society develops, the organization of the use of available information resources on various issues of economics, science, technology, culture, art, medicine, etc., has an increasing impact on intellectual and economic life. Every minute, human beings live through the senses, gathering information about the environment, thinking and implementing measures to solve life's problems. Wherever people are, today they need to improve their skills and update their knowledge base with new information. Everyone has different information almost every day. For example, he accepts financial, scientific or ordinary everyday events and acquires some knowledge. Needs demand that the acquired knowledge be stored in memory and put into practice when needed, so that the acquired knowledge, how it is prepared, and how it is displayed. The purpose of this work is to develop the ability to independently study science in the classroom, to use it, to use animation.

The importance of learning about multimedia in the teaching of computer science, the importance of learning through multimedia, its advantages, and increasing the interest of students in science and the formation of the effectiveness and importance of independent study of the subject.

Multimedia tutorials include text, graphics, video, sound, and animation, which means that if a student wants to learn a subject on their own, they can run a special program written on a computer. These programs can consist mainly of a theoretical part of the science, practical training and control (test) tasks. Students will be introduced to the structure of the program. The knowledge gained through such programs is stored in memory for a long time and can be used in practice when needed.

Multimedia systems are now successfully used in education and training, publishing (e-books), business computerization (advertising, customer service), information centers (library, museum), etc.

Computer-assisted multimedia systems play a key role in deepening knowledge, reducing teaching time, and increasing the number of listeners per teacher.

ANALYSIS AND RESULTS

Computer-assisted learning systems have a stronger networking capacity than video-cassette courses, where information is presented in a coherent manner, and allow students to connect directly to a topic of interest. In addition, these systems are equipped with effective tools for evaluating and monitoring the acquisition of knowledge and skills.

Even today's fast-growing mobile devices can perform tasks such as viewing, hearing, and taking multimedia information. Some of these Android-powered devices can also perform computer-level tasks.

One of the modern multimedia technologies used in education is interactive whiteboards. They look like ordinary bulletin boards, and every text, graphic view, drawing, table, etc. that you write on them quickly appears on the whiteboard display in minutes. The main advantages of whiteboards in education are:

• Focus students' attention on one object in the classroom;

• Availability of copying, e-mailing, and storage of course-related results;

• The possibility of sharing text, sound, animation, graphics in the classroom;

• the use of an electronic pen to edit information in the process of explaining the topic [7];

Currently, Activboard interactive electronic whiteboards produced by Prometneon LTD are widely used in the classrooms of educational institutions of the Republic. Activboard interactive whiteboards are a handy tool for displaying conference presentations. The interactive whiteboard allows you to work with ACTIVboard software, thereby improving the quality of data delivery to your audience.

Education based on multimedia technologies relies heavily on hardware and software infrastructure. Multimedia (as the placement and presentation of educational information) and computer devices (as a means of organizing and displaying it).

Therefore, one of the principles that should be taken into account when creating multimedia electronic resources is the principle of distribution of educational materials. The second important principle to consider when developing a multimedia electronic resource is the interactivity of the learning material.

Interactive tools allow you to combine different means of presenting information - text, static and dynamic graphics, video and audio recordings into a single set, which allows the learner to be an active participant in the learning process, as long as the information presentation occurs in response to the learner 's actions.

The use of multimedia allows to take into account the specifics of the acquisition of information to the maximum, which is very important for the educator in the delivery of educational information to the student through the computer [7].

Thus, the third principle that should be taken into account when creating multimedia electronic resources is the multimedia presentation of educational information.

Any new form of education requires the formation of a psychological and pedagogical basis, without which it is impossible to talk about the success and effectiveness of the educational process. One of the key features of multimedia education is that it can serve to increase the learner’s interest and knowledge efficiency, as well as to provide a system of continuing education. Suppose a subject is hyperlinked to another multimedia program to study them more complexly in all the topics in a multimedia curriculum, and the learner is able to gain the knowledge he or she needs by gaining time. To do this, of course, the national database and quality of multimedia educational materials must be at the required level. To date, many textbooks and manuals on many subjects have been created in the country and are being used effectively in the educational process. In particular, electronic manuals posted on the websites utube.uz and multimedia.uz are at the service of users who want to learn. Established in 2013, the Center for Development of Multimedia General Education Programs in the country has written, edited, processed e-learning materials and produced videos in various disciplines in accordance with state educational standards.

The problem of taking into account the psycho-physiological characteristics of the person plays a key role in the implementation of technologies for the creation of multimedia e-learning resources [6].

The main challenge in optimizing the learning process is to assess and improve a person's status in the process of acquiring new knowledge. The fourth principle that should be taken into account when creating multimedia e-learning resources is the principle of adaptation to the individual characteristics of the learner. Despite the importance of independent work in education (using multimedia e-learning resources), the main subjects of the educational process are students and teachers. One of the conditions for quality education is the student's equal participation with the teacher in educational activities.

The above-mentioned principles of creating multimedia e-learning resources allow to increase the quality and efficiency of e-learning tools.

A virtual education system is a web system created by teachers to create and manage online courses. Such e-learning systems are often referred to as "learning management systems" or "virtual learning environments". The system is an instrumental environment for creating an educational website and separate online courses, based on the theory and practice of using computer networks in education[2]. At present, the introduction of this system in all higher education institutions of the country, along with increasing the efficiency of education, also serves for independent education. Another important aspect of the use of this system in education is that most of the science hours currently taught are for independent study. At the final stage of mastering the science, it is possible to conduct a general test and assess knowledge. As a result, the system monitors the effectiveness of student knowledge in a timely manner. The student can register to use the online e-learning system or use the course as a guest.

With the help of multimedia, teachers can save time and spend time working with students or working on didactic materials. The use of multimedia in practice makes learning another language doubly effective and allows you to master the language perfectly. Studies show that learning Uzbek through multimedia saves 40% of time and allows you to memorize the acquired knowledge for a long time. At the same time, watching and listening to multimedia materials increases the ability to learn the Uzbek language, to pronounce it correctly and accurately, to develop the skills of correct writing. [10]

CONCLUSION

The use of modern information technology in education will certainly pay off. It is natural for some people to be critical of the impact of modern information technology on the minds of young people, which is explained by the fact that young people's curiosity is tied to the Internet and mobile devices. We all know that restricting mobile technology and the Internet will not solve the problem, but young people will still be criticized. Nowadays, in order to bring up a harmoniously developed generation, it is necessary to teach the culture of using information on the Internet (information immunity). The focus on these technologies is to increase the national database. The increase in the national database of e-applications and virtual education systems, especially in the education system, is an effective tool for young people to get an education.

It is known that pedagogical scientists have proved that the traditional course can be mastered by about 25% of students. Experiments show that both listening to a lecture and viewing the material on a computer screen and actively controlling its output on the screen increase the quality of mastery. The main problem is that professors are not organized to work with programmers who are well versed in multimedia capabilities. The development and dissemination of such curricula in educational institutions will help to increase the effectiveness of students' knowledge.

REFERENCES

[1]. Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021. Collection of Legislation of the Republic of Uzbekistan, 2017, No. 7.

[2]. Concept of introduction and development of information and communication technologies in the system of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, Tashkent, 2013

[3]. A.A Abdukadirov, N.H Begmatova Methodical manual on the use of multimedia technology in preschool education. - Karshi Publishing House "Nasaf", 2011

[4]. Azizkhojayeva N.N. Pedagogical technology and pedagogical skills. - T., 2003.

[5]. Golish S.V. Active teaching methods: content, selection and implementation. Express guide. - T .: Institute of Development of the Ministry of Culture and Tourism, 2001.

[6]. Maxmudova M.A., Nasirova Sh.N. In the use of electronic resources in education

capacity efficiency. Oriental art and culture ISSN 2181-063X Scientific methodical journal special issue, II / 2020, Kokand, 204-211 b.

[7]. Maxmudova M.A., Nasirova Sh.N. Innovative technologies in science teaching. Science and education, Scientific journal, ISSN 2181-0842 VOLUME 1, ISSUE 2, May 2020, p. 472-475.

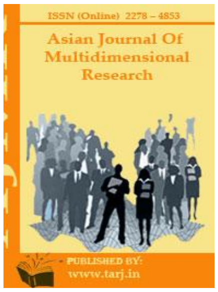
[8]. Mahmudova M. A., Nasirova Sh.N., Salomov O.A. Directions for improving innovative educational technologies. Proceedings of the First Republican Conference on “Prospects for the Development of Science and Education,” ISSN 2181-0842, April 27, 2020, pp. 387-390.

[9]. Makhmudova M. A., Nasirova Sh.N., Muhamedova M. M.Tasks for a future computer teacher in educational information. International conference on economics and social sciences ISSN: 2349-0721 ICDSIIL 10-11 May 2020 Impact Factor: SJIF - 6.549, 197-199 r.

[10]. Maxmudova M. A., Nasirova Sh.N. Multimedial electronic educational materials in education efficiency. International Scientific and Practical Conference "Traditions and Innovations in Professional Training and Teacher Activities" "Tver State University" March 26–28, 2020, 298-302 p.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00212.8

REVIEWING THE BENEFITS OF YOGA AS AN APPROACH OF INDIGENOUS PSYCHOLOGY DURING THE COVID-19 PANDEMIC

Rupashree Goswami*

*Dept. of Psychology M University,
Sambalpur, INDIA
Email id: goswamirupashree@gmail.com

ABSTRACT

Indigenous Psychology always studies people in natural surroundings. It gives importance to understand and study the behaviour according to the culture of native people. It examines the psychological phenomena in real and cultural circumstances. Indigenous psychology is very important for all cultural and racial groups. There is a close relationship between yoga and Indigenous psychology. Yoga is the most important branch of Indian psychology. Yoga is the union of physical, mental and spiritual aspects. The spread of Covid-19 focuses on building immunity. Yoga enhances the immunity power and quality of life. During the Covid-19 crisis, the people have a lot of spare time for themselves and yoga. So, they should do yoga in a regular basis to beat Covid-19. This paper will review how yoga (some important asanas and pranayams) would help to improve the body's immune system. Since no medicines and vaccines have discovered for Covid till today, the yoga can be beneficial to beat Corona Virus Disease-19.

KEYWORDS: *Indigenous Psychology, Yoga, COVID-19, Asanas, Pranayams.*

1. INTRODUCTION

Kim and Berry (1993) defined Indigenous Psychology as "the scientific study of human behavior or mind which is native, not transported from other regions, and designed for its own people." Indigenous psychology examines the knowledge, skills and beliefs people have about themselves. It studies people in natural surroundings. The assumptions and methods of Indigenous psychology correlate with psychological phenomena. Indigenous psychology classified psychological knowledge in to two types such as; systematic knowledge and applied knowledge. These classifications are placed on the implementation of psychological knowledge to defeat theprovocations which their cultures face. Those challenges are; strengthening education, employment, controlling population and religious dispute (2007). It examines the psychological phenomena in bionomical, real and cultural circumstances. Indigenous psychology is very important for all cultural, native and racialgroups. It uses many theories.According to Indigenous psychology, people understand themselves in a complex way.There is a need to interpret their realunderstanding into scientific understanding. The Indigenous psychology does a linkage of humanities (which concentrate on human experience and imagination) with social sciences (which concentrate on real analysis and verification).

Currently in all over the world, the 'Indigenous Psychology' is a psychological movement. It follows some major ideas.

- A strong response in opposition to the dominating mentality of Western psychology.
- Understanding own cultures to solve regional problems by indigenous implementation.
- There is a requirement of own culture toidentify itself in the implementations of psychology.
- It is most required to utilize indigenous ideologies and beliefs to cause the hypotheses of international discussion.
- A movement that, if nurtured, will lead to a very different psychology of tomorrow. In particular, it should recognize the authenticity of all indigenous types of knowledge and the interest of global sharing and participation.

1.1 Yoga: An Introduction

Yoga is the union of physical, mental and spiritual aspects. But it has been misunderstood in recent years. Common people believe that it is a physical exercise programme. But, yoga is really about the mind. There is a close relationship between yoga and Indigenous psychology. According to swami Vivekananda, psychology is the science of sciences without which all sciences and all other knowledge are worthless. The Indian students of psychology are ignorant of Indian psychology. The true Indian psychology is yoga psychology. The Indian students of psychology study only the western text books. Yoga is the most important branch of Indian psychology.

Modern yoga focuses on exercise, robustness, suppleness, and breathing. It helps to boost physical and psychological well-being. Ancient yoga was giving more stress on spiritual energy. Hatha Yoga is the most popular form of yoga. But really, yoga is a spiritual discipline.

According to Dr.K.K. Deepak, Yoga is a life style to which we have got from ancestors.Actually, the yoga regulates our total personality - physical, psychological andspiritual aspects. The physical aspect refers to yogic asanas, the mental aspect refers to meditation and pranayama and the spiritual aspect refers to congregation on divinity. Yoga has mainly eight steps: Yama, Niyama, dhyana, dharana, Pranayama, Pratyahara, and Samadhi. Pranayama means the control of breath. It gives strength to our lungs and other organs. It influences our cardiovascular, central nervousand respiratory system.

By practicing Yoga; we can control our breath.Patanjaliwas an Indian sage. He wrote a book "Yoga Sutra" which is based on mastering the mind, controlling emotions, and spiritual growth. The yogic tradition gave stress on expanding spiritual energy using the breathing methods and mental focus. According to Patanjali, there are mainly six branches of yoga. Those are;-

- **Hatha yoga:** This is designed to do best for the body and mind.

- **Raja yoga:** This is called as ashtangayoga. This is the way of self-discipline and trial. It involves mainly, meditation.
- **Karma yoga:** This is based on the "yoga of action". The karma without selfishness.
- **Bhakti yoga:** This is the way of devotion. It channels our emotions in a positive way.
- **Jnana yoga:** This is the path of knowledge. This is also called self-realization.
- **Tantra yoga:** This is the path of custom, formality, and standard procedures.

According to Yoga, all our energies are centered in our chakras.But when our chakras block our energies, some physical and mental imbalances are occurred. Due to these imbalances, the human beings show some symptoms like anxiety, lethargy, fear etc. Asanas and pranayams are the techniques of Hatha yoga. Hatha yoga influences our mind indirectly. The energy is freed and the imbalanced chakras are stimulated by the asanas done by people. Some important chakras are:-

- **Sahasrara:** This is the condition of ethical consciousness. It is situated at the peak of the head. It represents white colour. It refers to the inner wisdom.
- **Ajna:** This is also known as "third-eye chakra". This is also white in colour. This chakra represents crative consciousness. It is connected to the pituitary gland.
- **Vishuddha:** This chakra is also called "throat" chakra. This is also white in colour.This is the purity center and it governs our speech.
- **Anahata:** It is also known as the "heart" chakra. It denotes the light blue colour. It is located in heart. It represents the union of male and female.
- **Manipura:** It refers to yellow colour. It is also called sun centre. This chakra is related to our digestive system. It controls the functions of pancreas digestive organs.
- **Svadhishthana:This is also known as "sacral chakra".**It refers to orange colour. This is related to adrenal gland. Mainly the fear of death blocks this chakra.
- **Muladhara:** This is also known as "Root chakra" The colour of this chakra is red. This refers to our basic needs like water, food, shelter, sex etc. This is related to our unconscious mind.

2. Corona Virus Disease (COVID) Pandemic

The coronavirus disease or COVID-19 is an infectious disease. It was declared as a pandemic by "World Health Organization". It has been said that, it was originated from a seafood market of Wuhan, China in December, 2019. The WHO declared it as SARS-CoV-2 and COVID-19. The virus is now known as the severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). The symptoms of COVID-19 are same with the common cold. The people who are infected; experience fever, coughing, sneezing and shortness of breath. This can lead to failure of several organs, severe respiratory problem and even death. The elderly and people who have chronic health problems get easily COVID-19.

The COVID-19 is confirmed in 210 countries till May 03, 2020. It has infected 3,498,151 people worldwide and the total number of deaths is 244,988. Italy, U.S. and Spain are the most severely affected countries. Many countries of world are imposing lockdowns to slow the spread of covid-19. These restrictions involve closing schools, to cancel the public events and to encourage people to work from home. Now, U.S. has the highest number of COVID-19 cases and deaths than other countries. The New York has majority cases.The government of U.S. was criticized for not taking this seriously. Till today, approximately 244,988 people have died. Only in Italy, the death rate is 28,710. Many countries have imposed travel restrictions. The scientists around the world are currently working on a vaccine for COVID-19. Some basic precautionary measures like regularly washing hands, putting mask, with a bent elbow when coughing and sneezing and maintaining social distance was encouraged by WHO. This COVID-19 pandemic has also a great effect on the world economy. The main effect is on the global financial sector, sports, and tourism. The people are afraid that, the outbreak will affect them personally in financial condition.

So many attempts are done by all countries to slow the spread of covid-19 by testing and treating patients, tracing the contacts, limiting travel, to quarantine the people and call off large gatherings. COVID-19 will create disastrous social, economic and political crises in all countries which will leave deep scars. Nobody knows, when normality will return.

2.1 The Symptoms of Covid-19

It may take 14 days to notice the symptoms. The major symptoms are fever, dry cough and shortness of breath. The people suffering from COVID-19 show moderate respiratory problems and do not need special treatment. The aged people and people withcardiovascular problem, diabetes, asthma etc. become seriously ill.The virus spreads through the droplets of saliva during coughing and sneezing. The symptoms occur, two to 14 days after vulnerability. Some important symptoms are:- coughing, sneezing, fever, breathing difficulty, sore throat, loss of smell, vomiting etc.

The severity ofsymptoms can span from very light to severe. Some people show a small number of signs. But some people are asymptomatic.The aged people or who suffer from chronic disease like heart disease, asthma, diabetes, or who have poor immune systems may be at higher risk.

Causes: Infection with the new coronavirus (severe acute respiratory syndrome coronavirus 2, or SARS-CoV-2) causes coronavirus disease 2019 (COVID-19). This virus spreads easily among people. Report shows that it spreads from person to person among those in close contact (within about 6 feet, or 2 meters). The main reason of spreading the virus is respiratory droplets released by when someone is coughing, sneezing or talking. It also spreads,when a person touches a surface with that particular virusand then he touches his own mouth, nose or eyes.

Complications: Some severe medical complications may happen due to this virus and it can also cause death in some people. The aged people or people who have chronic disease are at greater risk. They may be seriously ill by COVID.Possible Complications arePneumonia, Multiple Organ failure, Respiratory failure, Cardiac arrest,Severe injury in kidney etc.

3. The Benefits of Yoga Psychology for COVID Pandemic

Being Indian, most of the people are inclined towards the traditional lifestyle and yoga. The spread of Covid-19 focuses on building immunity. Doing yoga properly boosts the immunity power. It is not matter to be a perfectionist in yoga, but it is a matter to do yoga on a regular basis. Many people expect physical benefits from yoga-like greater flexibility, balance, and strength. But only a few of them know that through practice over time, we can reap much broader benefits like positive emotional states and even deeper spiritual awareness. Yoga enhances the quality of life. During the Covid-19 crisis, the people have a lot of spare time for themselves and yoga. So, they should do yoga in a regular basis to beat Covid-19.The Department of Science and Technology of our Govt. has invited proposals to study appropriate intervention of yoga and meditation in fighting COVID-19.

Our autonomous nervous system (ANS)has two main branches. Those are; the sympathetic nervous system (SNS), responsible for battle or flight reflex, and the parasympathetic nervous system (PNS), responsible for the remainder of the reflex and digest. We can use yoga techniques that work on the vagus nerve which runs from the brain to the abdomen to stimulate the PNS to relieve anxiety and relax. Research has shown that various forms of Pranayama, or breathwork, lead to higher vagal tone, balancing the ANS. A type of meditation that is particularly useful for relaxing the nervous system is 'yoga nidra' (yogic sleep), a lying-down practice of mindfulness, in which the body is fully relaxed. Tirupati-based National Sanskrit University (earlier Rashtriya Sanskrit Vidyapeetha), has announced an online course in yoga to strengthen immunity and beat the severe acute respiratory syndrome, the illness casued by coronavirus

A leading medical school in the Washington of US has recommended yoga, meditation and controlled breathing to address anxiety issues related to the novel coronavirus. It is natural for us to feel stress because, we are dealing with a novel experience. It's important to know that we are not alone, this pandemic is affecting people all over the globe. But we need to fight this stress off, stress reduces the immune system's ability to fight off antigens, and we need our immunity to be at its best now.This is why we need to combat the stress and anxiety we feel during this lockdown period. So, we should follow these ways:

Practice Breathing Exercises

Deep breathing is one of the simplest ways to reduce stress, this is one way we can relax our mind and body instantly. According to Kristoffer Rhoads, Ph.D., a clinical neuropsychologist, "When we are stressed or anxious, our breathing becomes irregular" this is why we should pay attention to how we breathe. Deep breathing or diaphragmatic breathing enables more air to flow into our body and helps to calm our nerves, reducing stress and anxiety.

Exercise

There are so many benefits of exercise. Exercise increases our heart rate when our heart rate is up, we produce and release endorphins. At the same time exercise reduces the levels of body's stress hormones, such as adrenaline and cortisol. Regular exercise like aerobic exercises decreasesthe overall levels of tension, elevate and stabilize mood, improve sleep, and improve self-esteem.

Practice Yoga

Stress and anxiety lead to physical discomfort as too much stress cause our muscles to tense up, this is our body's natural way to guard us against pain or injury. Certain yoga postures or asanas can alleviate the physical discomfort that anxiety causes. Yoga also has breathing techniques called pranayama that also helps, and yoga is also a way to meditate, so the benefits of yoga are threefold. Some studies have even said that yoga can be as helpful as an anti-depressant drug in treating anxiety and depression.

According to HarpreetGujral, program director of Integrative Medicine at Johns Hopkins' Sibley Memorial Hospital one need not be an expert in yoga, but he feels better when he does practice regularly. According to research, a particular bedtime yoga routine can prepare our body to fall asleep and stay asleep.

3.1 Yoga for reducing stress and boosting the immune system

According to Sohan Singh, an expert in couple yoga and the founder of Sohan Yoga International, the practice of yoga is essentially helpful for maintaining the digestive and respiratory systems, which can help to improve the immunity. Here are two yoga poses to strengthen our immune system, relax our mind and body:

Dhanurasana (Bow Pose)

Dhanurasana is an excellent stress and fatigue buster besides offering numerous benefits. This yoga pose helps to improve the flow of white blood cells by putting pressure on the digestive system. This asana boosts our overall immunity and health and also tones the arm and leg muscles. It stimulates the adrenal gland and sympathetic nervous system.

Bhujangasana (Cobra Pose)

Bhujangasana is known for its ability to reduce fatigue and stress. It is also a chest opening pose that helps release white blood cells that improve the body's immune system. This powerful pose stimulates your digestive organs, which helps us to obtain more nutritional benefits from our food which will ultimately fuel your immune system. This yoga pose is believed to be useful for people with respiratory disorders such as asthma. Hence, yoga is considered as safe for most healthy people when practiced under the guidance of a certified yoga teacher.

Corona virus takes the help of animal proteins to survive. So recently, it has been reported by WHO that the non-vegetarians have more chances to suffer from Corona Virus Disease than the vegetarians. According to the WHO, it was reported that not a single vegetarian has suffered from Corona Virus Disease till today in all over the world. Now the whole world has approved the SanatanSanskruti of India. People of all the countries do namaskar rather than greeting by handshake. Since no medicines and vaccines have discovered for Covid till today, the people of all over the world are now depending on yoga and meditation. In this way, yoga can be beneficial to beat Corona Virus Disease- 19.

4. Scientific Research on benefits of Yoga

Gujraltold that more institutions have learned yoga as more than just breathing and postures. Science has proved it as helpful for a part of treatment. Gujral noted that, yoga is one of her most prescribed modes of combining treatment. She said,"Numerous studies show yoga's benefits in arthritis, osteopenia, balance issues, oncology, women's health, chronic pain and other specialties," she says. "Very promising research is happening in the U.S. and in other places." J.K. Rowling said that, "breathing exercises" helped her to beat COVID-19.Shetold that, she was "completely recovered" after suffering the symptoms of COVID. She had not tested for corona virus.But she was undergoing "all symptoms" and shared a breathing "technique" with her followers. Deep breathing is essential to beat stress and anxiety.So, deep breathing exercises are certainly beneficial. /01:12

According to Dr. Russell Buhr, a Pulmonary and Critical Care physician the deep breathing exercises are beneficial to manage the symptoms of Corona. Buhr said that he will exercise caution when forcing oneself to cough, particularly if he has coronavirus. PanagisGaliatsatos, MD, MHS, an assistant professor at Johns Hopkins School of Medicine, a pulmonary physician and media spokesperson for the American Lung Association, had similar thoughts. "The breathing exercises can help keep the lungs fully expanded as much as possible. Galiatsatos said that, the breathing exercises are transient and their effect is short-lived."

4.1 Importance of Exercise during the COVID

During this crisis, exercise is very important because it reduces the stress. It also boosts the immune system and improves sleep. So people should do regular exercise. There are some important reasons for doing regular exercise during the COVID pandemic:

- **Exercise boost the immune system:** According to research, regular moderate exercise boosts our immune system which may help to fight infections like corona virus
- **Weight gain is controlled by regular Exercise:** Our extra calories are burnt by regular exercise
- **Stress and anxiety are reduced by regular exercise:** Research reported that Exercise improves our mood and reduces stress levels. The emotional resilience is also built by regular exercise
- **Exercise improve the sleep pattern:** Research documented that qualitative sleep occurs due to regular exercise and it also helps in initiation of sleep. There is evidence that, Qualitative sleep boost our immune system.

4.2 Importance of Pranayam in the Time of COVID-19

A journalist of *Mother Jones* contacted Loren Rauch, a community ER doctor at Antelope Valley Hospital in Los Angeles to check the veracity of the claim that "the new coronavirus may not show signs of infection for many days. According to Dr.John Sharp, a psychiatrist of Harvad Medical Schoolpranayam plays very crucial role to fight against many infections. He elaborated Patanjali's Samadhi Pada, Yoga Sutra.

" प्रच्छर्दनविधारणाभ्यां वा प्राणस्य॥३४॥ (pracchardana-vidhāraṇa-ābhyāṁvāprāṇasya ॥34॥)"- *Yoga Sutra, Samadhi Pada, Sutra 1.34*

In India, the Sun's energy is said to produce and preserve the conditions necessary for life in all living beings. SK Ramachandra Rao in his book *Yoga and Tantra in India and Tibet* says:-Yoga techniques emphasise that it is not "consciousness that should be sought to be corrected but the basic vital currents that should be handled in order that the consciousness spontaneously gets expanded, relaxed and deep."India has developed a deep and profound system of breathing. Dr Rao writes: "breath alternates during the course of the day between the left nostril (connected with the *ida*, representing moon, and in effect cooling) and the right nostril (connected with *pingala*, representing sun, and in effect heating). Normally, breathe passes through the arteries 960 times an hour…During our normal respiration, inhalation is an active process, and exhalation a passive one. Thoughts arise and cease in accordance with the respiratory rate."

Further, "If breath does not alternate between the nostrils, but continues in one nostril beyond the normal period of an hour and fifty minutes, it is symptomatic of impairment of health, due to either excess of heat or of cold. If the breath moves in and out through single nostril for as long as 24 hours, the derangement of humours is serious; if the condition prevails for two or more days, the illness is grave enough."

According to Dr. K.K. Deepak (**Prof. and Head in the dept. of Physiology, AIIMS, New Delhi)**, Pranayama is a special technique to regulate breathing.Pranayam can be classified into various types depending on the frequency (rate), degree of depth used, types of openings used and accompanying physical manipulations. Breathing pattern in an altered way is very scientific.A common Pranayam is Anulom-VilomPranayam, the breathing of right nostril and left nostril. Other pranayams are also beneficial for human beings. Slow pranayams are helpful for cardiovascular problems and fast breathing are helpful for the activation of central nervous system. So yoga and meditation will improve the immunity and respiratory system. It will also help to overcome respiratory disorders and other dimensions like stress, anxiety and depression-related issues due to isolation and uncertainty during this Covid pandemic.Some important yogasanas which should be practiced during the Covidpandemic are:

Uttanapadasana: -This is very useful for the people who suffer from diabetes and nerve-related problems. It also solves acidity, constipation, and intestine related problems.

Padahastasana: - This pose involves forward bending. The spine becomes flexible due to this asana. It reduces stress, fatigue and anxiety. Due to this pose, the blood circulation in brain is improved.

Paschimottanasana: -This asana relieves stress and lifts mood. This is a type of Hatha Yoga and modern yoga.

Matsyasana: - It is known as fish pose.The metabolism is improved due to this asana. Traditionally this asana is known as 'destroyer of all diseases'. It improves digestion and reduces constipation.

5. CONCLUSION

During COVID-19 pandemic, many researchers and scientists are constantly looking for the effective medication and vaccinations. But so far there is no success. On the other hand, Yoga is an ancient Indian medication system which improves the human resistance to viruses and bacterias. Now a days many Yoga practitioner are advising Indigenous Yoga practices as an alternative medication for COVID-19. This paper discussed about different yogic process to combact COVID-19. This paper will help the readers to gain knowledge about Yoga and its benefit during COVID-19.

REFERENCES

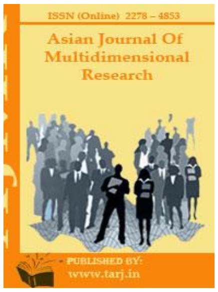
1. The New Indian Express (29 March 2020),Yoga helps beat the fear of corona virus **https://www.newindianexpress.com/magazine/2020/mar/29/yoga-helps-beat-the-fear-of-coronavirus-2121994.html**Accessed on April 04, 2020

2. The Economic Times (April 03, 020), Is lockdown making you anxious and depressed? Yoga will help calm your nerves & boost immunity" https://economictimes.indiatimes.com/magazines/panache/is-lockdown-making-you-anxious-and-depressed-yoga-will-help-calm-your-nerves-boost-immunity/articleshow/Accessed on April 07, 2020

3. No Broker (April 22, 2020), Ways to Beat Stress and Reduce Anxiety During The COVID-19 Lockdown. **https://www.nobroker.in/blog/ways-to-beat-stress-and-reduce-anxiety-during-the-covid-19-lockdown/**Accessed on April 28, 2020

4. J.K. Rowling (April 8, 2020), "Breathing exercises really help patients with COVID-19". https://www.salon.com/2020/04/08/can-breathing-exercises-really-help-patients-with-covid-19-doctors-weigh-in/. Accessed on April 28, 2020

5. Aparna Sridhar (March 14, 2020) Pranayama in The Time of CoVID-19: Harvard and Beyond **https://www.softpowermag.com/pranayama-in-the-time-of-covid-19-harvard-and-beyond/**Accessed on April 19, 2020
6. **Dr. KK Deepak** (2020). **YOGA: The Physiological Effects of Pranayama,**http://employmentnews.gov.in/newemp/MoreContentNew.aspx?n=Editorial&k=122Accessed on April 19, 2020
7. The Federal (27 March, 2020), Beat COVID quarantine with yoga, https://thefederal.com/videos/beat-covid-quarantine-with-yoga/, Accessed on April 22, 2020
8. Tech Genyz (Apr 12, 2020),Govt invites proposals to study effects of yoga, meditation in fighting COVID-19 https://www.techgenyz.com/2020/04/12/govt-invites-proposals-to-study-yoga-in-fighting-covid-19/Accessed on April 22, 2020
9. Saswati Sarkar, (September 20, 2010) India Today, Your heart beats stronger with yoga, https://www.indiatoday.in/lifestyle/health/story/your-heart-beats-stronger-with-yoga-82362-2010-09-20, Accessed on April 22, 2020



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

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00208.6

SUPPORT FOR VEHICLE MAINTENANCE

Ikromov Ikboljon Abdukhalilovich*; Meliyev Hudoyor Obloyorovich**

*Assistant,
Department of Land transport systems and their exploitation,
Fergana Polytechnic Institute, UZBEKISTAN
Email id: ikbolikromov@mail.ru

ABSTRACT

Ready to carry out the work on the repair of the best important and cheapest roads in the repair of vehicles and the maintenance of cars. This article is designed to help you learn about vehicle repair and diagnostics and to help you change your mindset.

KEYWORDS: *Car, Repair, Brief, Diagnostics, Car Maintenance.*

INTRODUCTION

Over the years, socio-economic reforms have led to drastic structural changes in car service, the economy aimed at quality and full satisfaction of students in service, as well as new requirements for car maintenance and car service.

Service is a service-oriented activity. Its special feature is that while some material resources are consumed in the service process, the service is not in the form of material, but in meeting the need through activity.

MATERIALS AND METHODS

Once a service has been implemented, it is not possible to maintain, assemble or sell it, so the task of accurately predicting the demand for the service lies in planning the amount of material, financial and labor resources required in the service delivery process.

The quality of a service is not constant because the consumer cannot evaluate its quality until the service is provided. This is only possible after the service has been performed. Therefore, information on the types and quality of service that allows the customer to have a complete picture of the service before it is served is of great importance.[9,10] The quality of service depends on the qualifications of the service provider, as the share of hand labor in the maintenance of each car is large.

Operation of vehicles is a complex that includes measures to maintain and maintain their technical condition, as well as the process of using these vehicles. Technical use requires a reasonable expenditure of resources to keep vehicles in working order. The car service is aimed at meeting the needs and requirements of consumers in the purchase or lease of vehicles, their maintenance, the creation of favorable working conditions for vehicles with the required operational characteristics. The technical service ensures the satisfaction of the requirements of vehicle owners, ensuring the order and safety of passenger and freight traffic, compliance with the standards provided for in the design and manufacture. Technical service has a special place in the structure of the use of road transport, among the production complexes. Its condition and efficient operation is an important condition for the development of quality transport services.

Vehicle maintenance service provides high quality services that meet the needs of consumers, keep cars in working order, ensure that the condition of rolling stock meets environmental and traffic safety conditions.[11,12]

City and roadside service stations, car plant's own and dealer networks, car washes, diagnostic units for state technical inspection, workshops specializing in the repair of individual car parts and units, enterprises specializing in car tuning, self-service points, motor vehicles There are car dealerships and car dealerships, motels and campsites, car rental outlets, garages and car parks, information and consulting services for the sale of vehicles, spare parts and car decorations.

This list of car service companies shows how many different types of car service services are in demand by consumers and are a source of use. In recent years, the country has been taking consistent measures in the field of services. The structure of the services market is improving due to new promising types of services - banking, finance, insurance, information and communication, etc.

Car service in Uzbekistan has a long tradition of providing quality and wide range of services. The car service network consists of a variety of car service enterprises: from car service centers to small car repair shops and small repair posts.

The main reason for the emergence of car service in the country is the growth of the population's private car fleet.

Road infrastructure and service facilities provide services in the following areas:

- Ensuring modern rest for drivers and passengers, motorists during car repairs;
- Improving the maintenance of vehicles with modern repair equipment;
- medical care and assistance to drivers in case of emergency.

In recent decades, there has been an increasing focus on gaseous fuels as a result of the rapid expansion of the vehicle fleet and the growing shortage of conventional liquid fuels. Cheap and low-toxic liquefied petroleum gas (LNG) and compressed natural gas (LNG) replace liquid hydrocarbon fuels.[3,4,5,6]

It is very important for the Republic of Uzbekistan, which is rich in natural gas, to expand the use of gaseous fuels.

CONCLUSION

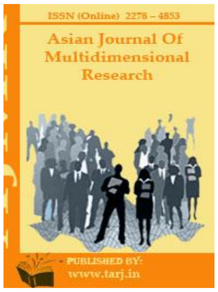
Thus, natural gas is the main and most promising type of fuel for energy consumers and primarily for transport in Uzbekistan. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 30 of February 10, 2007 [2] accepted. In order to implement the decision, urgent work is underway to develop a network of gas filling compressor stations and gas filling stations. Based on this article, we can see that the use of modern equipment and tools in the repair and maintenance of vehicles has significantly reduced the time spent on manual labor and improved the performance of the vehicles provided.

REFERENCES

1. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated September 3, 1996 No 304 "On issues of production, sale and maintenance of cars of the joint venture" UzDaewooAuto ".
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated February 10, 2007 No 30 "On measures to develop the network of auto-filling compressors and gas stations and the gradual conversion of vehicles to liquefied and compressed gas."
3. Sidiqnazarov Q.M. (2008). Technical operation of cars. under general editorship, Voris Publishing House. p. 560.
4. Kuznetsov, E. S., Voronov, V. P., & Boldin, A. P. (2001). Technical operation of cars. M.: Nauka. p. 670.
5. Ayukasova, L. K. (2003). Osnovy proektirovaniya stantsii tekhnicheskogo obsluzhivaniya legkovykh avtomobilei: Uchebnoe posobie.
6. Barovskix Yu.I. and dr. (2001). Construction, maintenance and repair of vehicles. Tashkent: Mehnat.
7. GOST, ISO. (2008). 9000-2008. Quality management system. *Basic principles and dictionary*.
8. ISO 9004: 2000 standard “Quality management system. Recommendations for quality improvement”.
9. Musadjanov M.Z., Alixodjaev A.A., Rajabov A.B. Modern car service and car service enterprise. Uchebnoe posobie. TADI –T .: 2009. p. 37.
10. Musajonov M.Z., Rajabov A.B., Rakhmonov I.B. Electronic form of the methodical instruction on laboratory work "Technological calculation and planning of gas stations". –T .: TAYI. 2009. p. 40.
11. O.Hamraqulov, Sh.Magdiyev. Technical operation of cars. Tashkent, 2005.
12. Azizov A.A, Nishonov T. M, Meliev H. O. (2020). Mechanical-mathematical model of tractor wheel propulsor interaction with bearing surface. ACADEMICIA: An International Multidisciplinary Research Journal, 10(5), 636-644.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00209.8

ANALYSIS OF DROPLETS SIZE DISTRIBUTION AND INTERFACIAL SURFACE DURING PNEUMATIC MIXING

Alimatov B*; Khursanov B**

*Doctor of Technical Sciences, Professor,
Belgorod State Technological University named after V.G.Shukhov,
Belgorod, RUSSIA
Email id: aba02101949@rambler.ru

**Senior Lecturer,
Department of Technological machines and equipment,
Ferghana Polytechnic Institute, Ferghana, UZBEKISTAN
Email id: b.xursanov@ferpi.uz

ABSTRACT

This article offers the results of experimental definition of middle cubic capacity-surface diameter of drops of granulate phase in poly-stage bubble extractor.

KEYWORDS: *Volume Fraction Of The Dispersed Phase, Continuous Phase, Dispersed Phase, Method For Determining The Diameter Of The Droplets, Size Distribution Of Droplets, Average Volume-Surface Diameter Of The Droplets.*

INTRODUCTION

Experience with the development and implementation of air-mixed liquid extractors in the industry shows that bubble extractors of mixing-settling type are the most effective for use in multi-stage countercurrent extraction conditions. [1]Especially valuable for devices of this type is the fact that the data obtained at pilot (pilot) installations and even during laboratory studies are quite reliable and can be used to transition to production conditions. [2]

MATERIALS AND METHODS

During the extraction processes in bubble extractors, one of the liquid phases is divided into drops under the influence of the energy of the inert gas used for mixing. Typically, the dispersed phase is a polydisperse system of droplets, the size distribution of which (or the size of the interfacial surface) affects, firstly, the speed of the mass exchange process through the phase interface, and secondly, the speed and completeness of phase separation in the settling part of each stage of the extractor.

The theoretical description of mass transfer processes in the polydisperse droplet system is fraught with great difficulties, therefore, in order to facilitate calculations, the pain-splint researchers replace the polydisperse system with a monodisperse one with a particle size equal to the average particle size of the polydisperse system. This allows you to use the ratios obtained for a single drop when calculating mass transfer coefficients. [3]

To calculate the mass transfer coefficients from drops to a solid medium, the rationale for the transition from a polydispersed to a monodispersed system was made by Gal-Or [4], which theoretically showed the possibility of using ratios for a single cap, if you replace the diameter of the drop with the average volume-surface diameter of the cap of the polydispersed system.

Calculation of the specific interfacial surface of phase contact can be carried out depending on: [5]

$F_{у\partial} = 6\,\varphi / d_{32}\ ;\ \varphi = V_{\partial} / (V_c + V_{\partial}),\ (1)$

where φ - volume fraction of the dispersed phase;

$V_с$и$V_д$ - continuous and dispersed phase flow rates, $м^3$ / c ;

d_{32} - the average volume-surface diameter of drops, m.

The considerable complexity of the analytical description of the mechanism of droplet crushing in liquid-liquid systems, regardless of the method of supplying external energy, forced the authors of a large number of works to use an empirical approach to solving this problem [6].

Finding the value of the average volume-surface diameter of the droplet in the conditions of pneumatic mixing and a specific production case of a double caprolactam extraction cess [7] is carried out by us on a 3-stage model of a bubbling ex-tractor. Droplet diameters are determined by the photographic method [8] at a special laboratory unit [9].

Figure 1 shows the general view of the rig researcher. The extractor model had the following geometric dimensions: the inner diameter of the glass bodies - 104 mm; diameter of mixer outer branch pipe - 50 mm; diameter of the internal nozzle of the syringe cleaner - 33 mm; section height (extraction stage) - 400 mm.

Fig. 1. General view of the experimental installation

The flow rates of liquids and inert gas varied in experiments within the following limits: - light liquid 80 - 240 l/h; heavy liquid 25 - 80 l/h; inert gas (nitrogen) 77-306 l/h.

The physical and chemical properties of the studied liquids are presented in table 1.

TABLE 1

Model Section	Continuous phase		Disperse phase			
	ρ_c	μ_c	$\rho_д$	$\mu_д$	σ	φ
	kg /m^3	$\cdot 10^3$ Pa·h	kg /m^3	$\cdot 10^3$ Pa·h	Н / м	-
1	880	0,88	1036	2,8	2,77	0,193
2	868	0,62	1028	1,4	5,6	0,138
3	859	0,53	1023	1,00	10,8	0,096

Figure 2 shows one of the obtained photographs of drops. The sizes of all the droplets from the photograph were calculated using a microscope, and a calibrated wire with a diameter of 1 mm placed in the settling zone of the extractor section was used as a scale to determine the true size of the droplets. In each experiment, depending on the dispersion, 250-600 drops were counted.

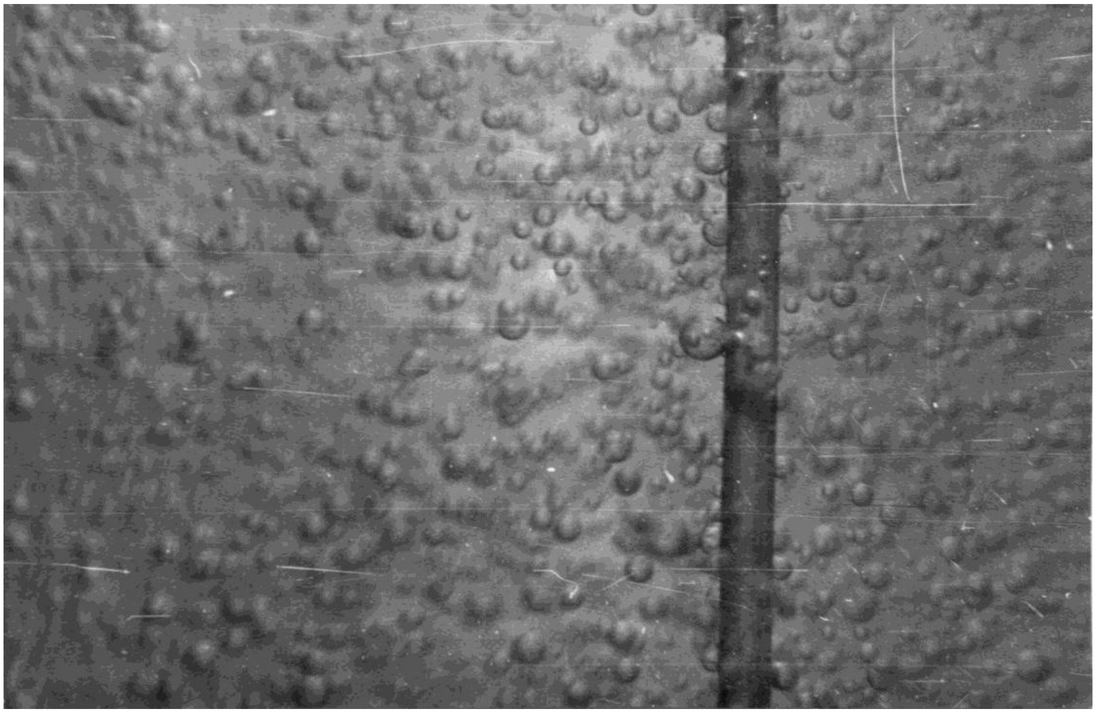


Fig. 2. To determine the size of the dispersed phase droplets

All received droplets were divided into intervals of 10 μm and the average size *di* and number of droplets in each interval were determined. The total volume of droplets in the group, the volume of droplets smaller than *di* and finally the volume fraction of droplets smaller than *di* were determined.

Fig.3 shows a graph of droplet distribution by size depending on physical and chemical properties of liquids and conditions of liquid dispersion in one of the steps of the barbotage extractor.

AJMR
ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882

On the basis of processing of experimental data by us it has been offered [9] dependence for calculation of diameter of admissible size of carried away droplets at calculation of diameter of a barbotage extractor:

$$d_5 = 4{,}96 \cdot 10^{-6} \, (\sigma^{0,35} \cdot \varphi^{0,8}) \, / \, (w_г^{0,2} \cdot t_{cp} 0{,}45 \cdot \mu_c^{1,1}), \quad (2)$$

where σ - interfacial tension, n/m; $w_г$ – specified gas velocity of the mixer, m/sec; t_{cp} – the average residence time of liquids in mixer, c; $\mu_с$ и $\mu_д$ - the viscosity of continuous and dispersed phases; $\rho_с$ и $\rho_д$ – the density of continuous and dispersed phases, kg/m^3.

Analysis of the nature of the variation of parameters (2) in relation to the relationship with the droplet crushing mechanism [5,6,8].

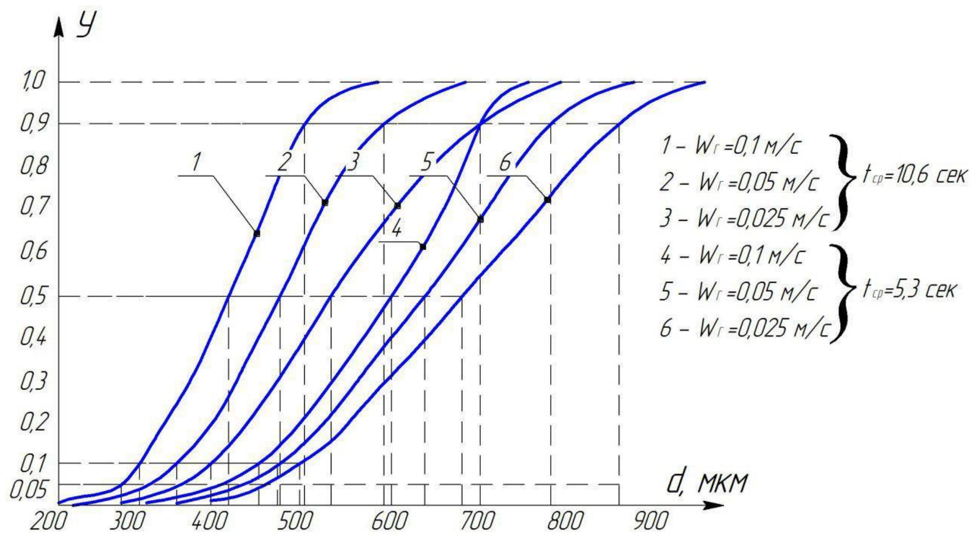


Fig. 3. The size distribution of droplets during pneumatic dispersion

The average volume-surface diameter of d_{32} drops from the logarithmic probability equation of the upper limit is determined by the ratio: [10]

$$d_{32} = d_{max} \, / \, (1 + a \cdot e^{0,25 \, \beta \cdot \beta}), \quad (3)$$

where d_{max} - maximum diameter of drops in the emulsion, м; aandβ - constant parameters of the distribution.

According to, «β»is recommended to acceptβ = 0,725, and the distribution parameter“a”определятьизравенства:[11]

$$a = (d_{max} - d_{50}) \, / \, d_{50}, \quad (4)$$

where d_{50} – the diameter of the drops corresponding to the relative volume of 50% drops.

In turn, d_{max}max can be determined from the ratio:

$$d_{max} \, / \, d_{50} = [d_{50} \, (d_{90} + d_{10}) - 2 \, d_{90} d_{10}] \, / \, (d_{50} 2 - d_{90} d_{10}), \quad (5)$$

where $d_{90}$and d_{10} - droplet diameters corresponding to drop sizes of 90 and 10 %.

For line 1(Fig.3) we have the following numerical values:

d_{90} = 490 мкм, d_{50} =400 мкм,d_{10} = 305 мкми d_5 = 278 мкм.

By substitution in dependence (5) we get:

$d_{max} / 400 = [400 (490 + 305) - 2 \cdot 490 \cdot 305] / (400400^2 - 490 \cdot 305);$

where d_{max} = 730 mkm.

The dependency distribution parameter (4) will be:

$a = (d_{max} - d_{50}) / d_{50} = (730 - 400) / 400 = 0{,}825$.

Then the average volume-surface diameter of drops d_{32}. by (3) will be:

$d_{32} = d_{max} / (1 + a\, e^{0{,}25\beta \cdot \beta}) = 730 / (1 + 2{,}73^{0{,}25 \cdot 0{,}725 \cdot 0{,}725}) = 376$ мкм .

The ratio $K = d_{32} / d_5$ will then be: K = 376 / 278 = 1,35.

Experimental data processed in the same way for the other lines in Fig.3 are summarized in table 2.

Based on the data in table 2, we can conclude that to calculate the average volume-surface diameter of d_{32} drops in a multi-stage bubbling extractor, we can use the obtained dependence for d_5 with the introduction of a constant K = 1.35 , i.e.: [9]

$d_{32} = 1{,}35 \cdot d_5 = 6{,}7 \cdot 10^{-6} \, (\sigma^{0{,}35} 0{,}35 \cdot \varphi_{0{,}8}) / (\varpi r^{0{,}2} \cdot t_{cp}^{0{,}45} \cdot \mu c^{1{,}1})$, (6)

TABLE 2

Parameters	Line number according to Fig. 3					
	1	2	3	4	5	6
d_{90} , mkm	490	585	690	710	780	870
d_{50} , mkm	400	470	530	600	640	682
d_{10} , mkm	305	350	395	438	465	490
d_{max} , mkm	730	870	980	816	975	1360
a	0,825	0,85	0,9	0,36	0,52	1,0
d_{32} , mkm	376	442	480	578	610	635
d_5 , mkm	278	310	360	420	435	470
K	1,35	1,35	1,34	1,37	1,37	1,35

Thus, on the basis of the volume distribution of droplets by size curve established experimentally, it is possible to determine with sufficient accuracy such important indicators of the liquid-liquid system as the allowable size of entrained droplets d_5, necessary for calculating the size of the settling zone of the apparatus, as well as the average volume-surface diameter of droplets d_{32}, depending on the physicochemical properties of liquids and air mixing conditions in the mixing zone of the bubbling extractor.

REFERENCES

1. Alimatov B.A., & Hursanov B.Zh. (1999). Perspektivyi promyishlennogo ispolzovaniya zhidkostnyih barbotazhnyih ekstraktorov. Mezhd. inf. byull. «Nauka i tehnika». Fergana, № 1. pp.44-46.
2. Ritchi, G. M., & Eshbruk, A. V. (1983). Ekstraktsiya. Printsipyi i primenenie v metallurgii. M. Metallurgiya, 10, 80-95.
3. Moryakov V.S. i dr. (1973). Vliyanie raspredeleniya kapel po razmeram na massoperenos v polidispersnyih sistemah. Izv. VUZov. Himiya i himicheskaya tehnologiya, t.16, pp. 1580-1583.

4. B.Gal-Or, H.E.Hoeischer.A.l. Ch. E. Journal// 1966, № 12, p. 499.
5. Sokolov, V. N., & Yablokova, M. A. (1988). Apparatura mikrobiologicheskoy promyishlennosti. Leningrad: Mashinostroenie, 278.
6. Ermakov S.B. (1986). Mnogostupenchatyiy gazliftnyiy apparat dlya otmyivki polimerov. Diss. k.t.n. L.: LTI im. Lensoveta, p-162 s.
7. Ovchinnikov, V. I., & Ruchinskii, V. P. (1977). Proizvodstvo kaprolaktama. c -264.
8. Alimatov B. (1977). Razrabotka i issledovanie ekstraktora s pnevmoperemeshivaniem dlya izvlecheniya kaprolaktama. Diss. k.t.n. L.: LTI im. Lensoveta, 145s.
9. Алиматов, Б. А. (1998). Расчет величины отстойной зоны барботажного экстрактора. Науч.-техн. журн. Ферганск. политехн. ин-та., (1), 86.
10. Алиматов, Б. А., Конев, А. А., & Файзиматов, У. Б. (2011). Затраты энергии при пневматическом и механическом перемешивании несмешивающихся жидкостей.
11. Попов, В. Ф., & Виноградова, Н. В. (1984). Прогноз распределения капель по размерам при эмульгировании жидкостей в турбулентном потоке. Химическая промышленность, (1), 53-55.
12. Ягодин, Г. А. (Ed.). (1981). Основы жидкостной экстракции. Химия. с - 400.

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

DOI: 10.5958/2278-4853.2020.00210.4

GENERAL ATLAS

Habibullaev E. D*; Khakimova K.R**

*Student of Fergana Polytechnic Institute,
UZBEKISTAN

**Research advisor,
PhD in Technical Sciences,
Head of the Department of Geodesy,
Cartography and Cadastre, Fergana polytechnic institute,
UZBEKISTAN

ABSTRACT

Today, the study of the Earth, its geographical structure and its features are of great importance. The basis of this work is the work of explaining to students the necessary information in various ways, teaching. This article explains how the General Atlas API can be useful for your education system.

KEYWORDS: *Geographical Maps, Natural Maps, Political, Socio-Economic Maps, GIS Programmes (Geographic Information Systems).*

INTRODUCTION

On August 31, 1991, at the 6th special session of the Supreme Council of the Republic of Uzbekistan, the first President of our country, Islam Karimov, proclaimed the state independence of Uzbekistan. Uzbekistan has its own parliament, flag, coat of arms, anthem and state language. The flag of our country flies in front of the headquarters of the United Nations. In the past, our country has undergone great changes. Our people united, and the foundation of our state was strengthened. Uzbekistan has reached the age of globalization. Today, Uzbekistan is carrying out important reforms in the socio-economic sphere and is taking a bold step towards development in all respects. Over time, from the political system to all sectors of the economy, spirituality has changed radically. [1, 2] Therefore, there is a growing need for national publications that provide detailed information about Uzbekistan.

In particular, the publication of the 12-volume edition of the National Encyclopedia of Uzbekistan was a big event in the cultural life of our country. In his congratulatory message to the students of the national encyclopedia, the first President of the Republic of Uzbekistan, Islam Karimov, said that the publication of the National Encyclopedia of Uzbekistan is a reflection of our achievements in independent development, another important sign of our progress as a free and independent nation. The National Atlas is an important national publication of national, geographical and geographical location, administrative-territorial division, natural conditions and natural resources, population and labour resources, economy and its leading sectors, mentality, culture and history of any country. is a fundamental, complex scientific reference work that provides a complete cartographic description of its important aspects. [4] Undoubtedly, the national atlas is a mirror of the nation, an important visual and scientific source, an invaluable treasure, and it can be placed without hesitation together with national encyclopedias. If necessary, it is formal, even normative (regulatory) in nature and is the hallmark of each individual country.

The history of national atlases has already crossed the 100-year line. According to data, the first national atlas was published in 1899 in Finland by the Finnish Geographical Society. The atlas contains a complete cartographic description of the natural conditions, population and economy of Finland. True, Finland was at that time part of the Russian Empire but had the right to autonomy. Therefore, this atlas was recognized as the first national atlas in the world of science. It was followed by a series of national atlases of Egypt, Czechoslovakia and other countries.

However, the real growth of this work dates back to the period after the Second World War. After the war, dozens of countries began to create their own national atlases. The work of the special commission on national atlases, proposed by the International Geographical Union in 1956, played an important role in this regard [5]. The commission, led by the famous cartographer K. A. Salishchev, developed a unified program and recommendations for the creation of national atlases. They rightly emphasize the desirability of unifying the content of atlases, on the one hand, and the need to provide a cartographic description taking into account the national characteristics (only specific features) of each individual country, on the other.

MATERIALS AND METHODS

The creation of national atlases is a very friendly, hardworking and responsible work, which will become the pinnacle of cartographic art, as well as a significant contribution of geographers and cartographers to the development of national culture. Currently, in a number of developed countries from a cartographic point of view (USA, Canada, Russia, SKF, Australia, Hungary, etc.) There are special institutions associated with the national atlas, which work on a regular basis. chart, table, number, text, etc.), collect, study, analyze, evaluate and store them in special places. On this basis, they create computer databases (banks) of data, regularly update individual maps and the content of the entire atlas. In fact, such institutions are state geographic information centres. [5, 12] Belarus (2002), Ukraine (2007), Russia (2007-2010), Kazakhstan (2009-2010) and Azerbaijan (2015-2017) were the first in the Commonwealth of Independent States (CIS) to create their own national atlases. Taking into account the above, the leadership of the Republic, the State Committee on Land Resources, Geodesy, Cartography and the State Cadastre of the Republic of Uzbekistan (Davergeodezkadastr) plans to prepare and publish the National Atlas of Uzbekistan. In accordance with the order of the President of the Republic of Uzbekistan SH.M.Mirziyoyev of December 23, 2017, and a special decision of the Cabinet of Ministers of March 15, 2018 "On the creation of the National Atlas of Uzbekistan," a fundamental cartographic work will be created - the National Atlas of Uzbekistan.

Taking into account the purpose of the atlas, the scale of the main maps and the configuration (form and location of territories) of the Republic of Uzbekistan, its format (format) was set at

61x42 cm. The scale of the main maps is 1:2,500,000,,1:3,500,000,,1:5,000,000. Scales 1: 7,500,000 and 1: 10,000,000 are also used to create climate maps and social infrastructure. The main maps of the atlas are drawn in a straight equilateral conical projection. Digital statistics are provided over the past five years.

When developing the special content of maps included in the Atlas, the relevant information is needed from relevant ministries and departments, State committees and institutions, network institutes and departments of the Academy of Sciences of the Republic of Uzbekistan, institutions, centres and companies, information and analytical departments of the Cabinet of Ministers, as well as from higher educational institutions. [9, 10] The design and construction of the atlas involve leading scientists of the relevant disciplines and qualified specialists of production enterprises. The main goal of the National Atlas of Uzbekistan is to show the world the unique natural, economic and spiritual potential of our country. The purpose of the atlas is to determine its basic content, structure and size.

The National Atlas of Uzbekistan is conditionally divided into two parts, prepared and published. [6, 7] In the first volume, it is planned to provide a full mapping of the unique natural conditions and natural resources of the country on the basis of a systematic approach. In the second volume, it is planned to present the population, economy, culture and millennial history of the republic through a generalized multi-purpose "source of information," which clearly reflects our achievements on the path of independent development. our national atlas can be compared to our national encyclopedia published in 2000-2006.

The National Atlas of Uzbekistan, as an integral indivisible cartographic work, is intended for wide use in public administration, in all sectors of the national and regional economy, as well as in the national security and defence service of the country, science and education, information resources and communications. Today, many new innovative ideas in the field of education, new approaches to the education system are required and used, including in the study and teaching of maps of the Republic of Uzbekistan. Summarize the geographical, natural, political, socio-economic maps of the Republic of Uzbekistan and combine them into a single program. Here is how you can create and run the program. The GIS (Geographic Information System) creates a special database for each map.

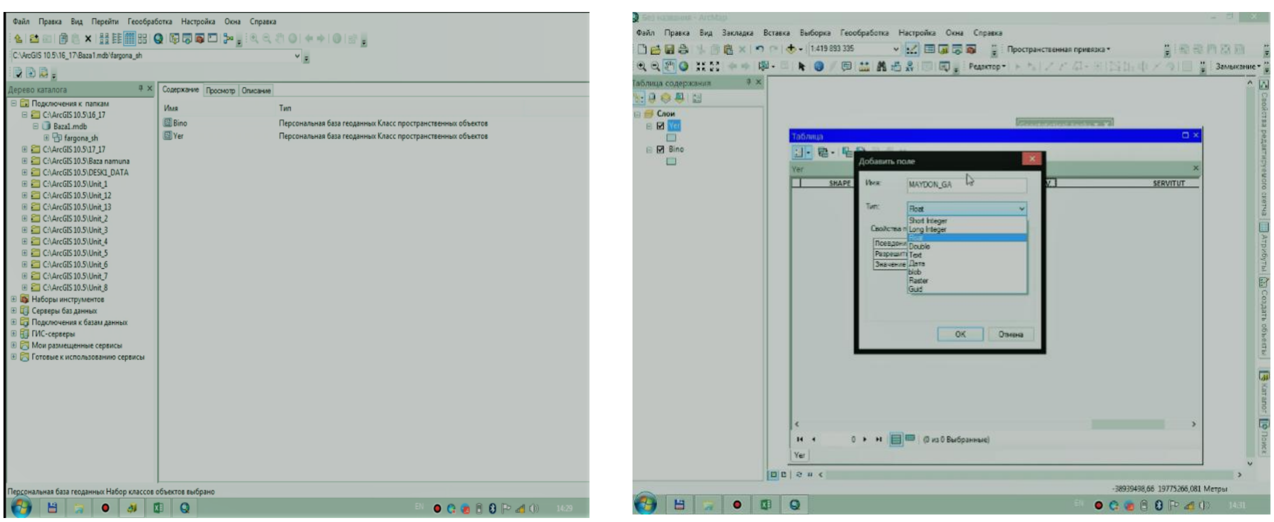
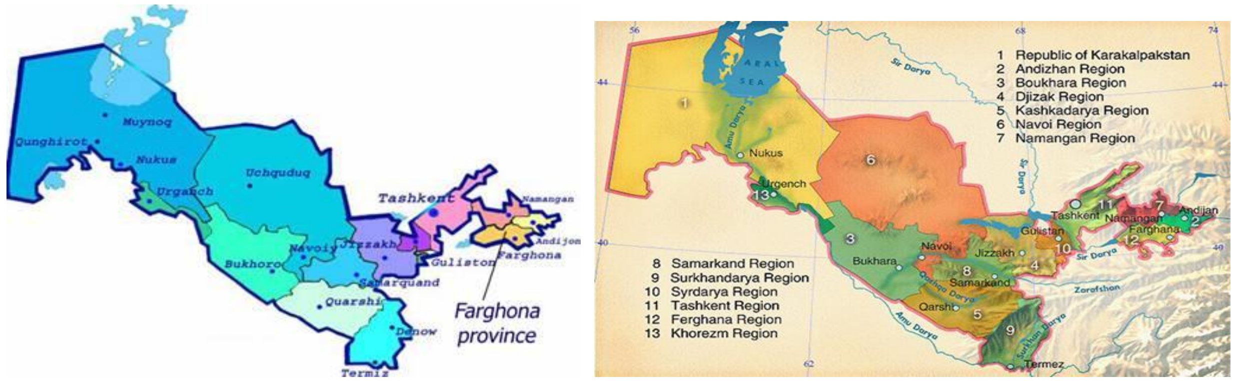


Рис. 1. GIS (Geographic Information System) programme.

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882

Each map is created with its own symbols and is digitized. Thus, we will be able to keep abreast of changes in maps and atlases. [8] The atlas contains more than 400 colour cards. The content of the main maps was supplemented by various thematic diagrams and graphs, explanatory texts, color cosmological photographs of natural and economic objects.



2 rasm. O'zbekiston xaritasi.

All layers and atlases that we need are summed up and all information about them is entered in the database created by the GIS (Geographic Information System) program in electronic form (Figure 2). The finished data is placed in the appropriate layer on each map., At the last stage, the prepared database is programmed and placed on the Internet. The user will be able to find a lot of information in the process of use and at the same time study the maps and atlases he needs.

CONCLUSION

The creation of the National Atlas of Uzbekistan is a major scientific project, therefore such an honourable and responsible task can be realized only with the support of the government. At the same time, the National Information and Mapping Center of Uzbekistan should be established at "Davergeodezkadastr", where all necessary spatial and territorial information will be collected and regularly updated.

We believe that the current level of development of the cartographic atlas in our country will ensure a successful solution to the existing problems in this area.

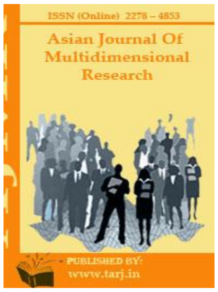
REFERENCES

1. Мирзалиев Т.М., Сафаров Э.Ю., Эгамбердиев А., Қорабоев Ж.С. Концепция национального университета. Научно-методические основы создания национального атласа Узбекистана. Материалы научнопрактической конференции. Ташкент, 2009, с.3-6.
2. Сафаров Э.Ю. Ўзбекистон Миллий атласидаги табиий шароит ва табиий ресурслар карталари тизими ҳақида. Ўзбекистон Миллий атласини яратишнинг илмий-услубий асослари, Тошкент, 2009, 33-34 бетлар.
3. Солиев А.С., Эгамбердиев А. Ўзбекистон Миллий атласи иккинчи жилди хариталарини тузишнинг асосий принциплари, манбалари, таркиби ва мазмуни. Ўзбекистон География жамияти ахбороти. 34-жилд, Тошкент, 2009 йил. 163-164 бетлар.
4. Ўзбекистон Миллий атласини яратишнинг илмий – услубий асослари.
5. Республика илмий – амалий конференцияси материаллари Тошкент, 6-7 май 2009 йил.

6. Rustamova, M. M., Oxunjonov, Z. N., & Madaminov, J. Z. (2020). Use of graphics computer software in the study of the subject "Drawing and engineering graphics". *ACADEMICIA: An International Multidisciplinary Research Journal*, *10*(5), 83-86.
7. Madaminov J. Z. (2020). Methods of developing students' design competencies in the discipline “Engineering and computer graphics”. ACADEMICIA: An International Multidisciplinary Research Journal, 10(5), 66-71.
8. Xusanboev, A. M., Umarova., & Abdullayeva, D. T. (2020). The rectification of curve flat arch. *ACADEMICIA: An International Multidisciplinary Research Journal*, *10*(5), 62-65.
9. Kholmurzaev, A. A., Isakovich Alijonov, O. I., & Madaminov, J. Z. (2020). Effective tools and solutions for teaching — “Drawing-geometry and engineering graphics”. *ACADEMICIA: An International Multidisciplinary Research Journal*, *10*(5), 58-61.
10. Xakimova, K. R., Marupov, A. A., & Mirzakarimova, G. M. (2019). Maintaining Cadastral Valuation for the Effective Use of Agricultural Lands of the Fergana Region. *ijarset. com “INTERNATIONAL JOURNAL OF ADVANCED RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY”. ORCID: 0000-0002-5120-4359*, 6-10.
11. Khakimova K.R., Ahmedov B.M. & Qosimov M. (2020). Structure and content of the Fergana valley ecological atlas. *ACADEMICIA: An International Multidisciplinary Research Journal*, *10*(5), 456-459.
12. Khakimova K. R., Holmatova D.B. & Abdusalomov A.A. (2020). Basics of atlas mapping optimization in the Ferghana region. *ACADEMICIA: An International Multidisciplinary Research Journal*, *10*(5), 613-617.
13. Abdullayev, I. N., & Marupov, A. A. *THE ANALYSIS OF LANDS IN SECURITY ZONES OF HIGH-VOLTAGE POWER LINES (POWER LINE) ON THE EXAMPLE OF THE FERGANA REGION*. 6/2/2020, p-55-58, ORCID: 0000-0002-5120-4359, https://doi. org/10.36713/epra3977.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00207.4

LAW OF INTERDISCIPLINARY RELATIONS IN THE PROCESS OF ECOLOGICAL EDUCATION

Kuldosheva Dilsuz Sunnatovna*

*Navoi Regional Center for Continuing Education and,
Retraining of Teachers (RCSC and PP),
UZBEKISTAN

ABSTRACT

The article summarizes the laws of environmental education in relation to physics, arguing that the role of physics is greater than in other sciences in the formation of students' perceptions of nature. All the physical aspects of the protection of nature and the rational use of its resources are mainly concerned with the practical application of technology and various physical laws and phenomena. It should be noted that the influence of many physical parameters on wildlife (biosphere) and the processes in it were studied only at certain small intervals. For example, the effects of noise, radioactive substances, various rays, radiation currents, electromagnetic (field) waves on a living organism, the environment, etc.

KEYWORDS: *UNESCO, Laws, Didactics, Biology, Chemistry, Nature, Physics, Atmosphere, Lithosphere, Hydrosphere, Biosphere, Ecology.*

INTRODUCTION

In the XXI century, the global community has been doing a lot of positive work to improve the ecosystem. In his speech at the 72 - session of UNESCO in September 2017, the President of the Republic of Uzbekistan Shavkat Mirziyoyev spoke about the achievements of our country in this direction, as well as about environmental problems, preparing the young generation for the future use of Mother Earth, educating them on this basis. The promising tasks of education are identified.

The formation of knowledge, skills and abilities of students in the field of environmental protection, the rational use of its resources is based on the didactic law of the interdependence of physical, chemical and biological phenomena.

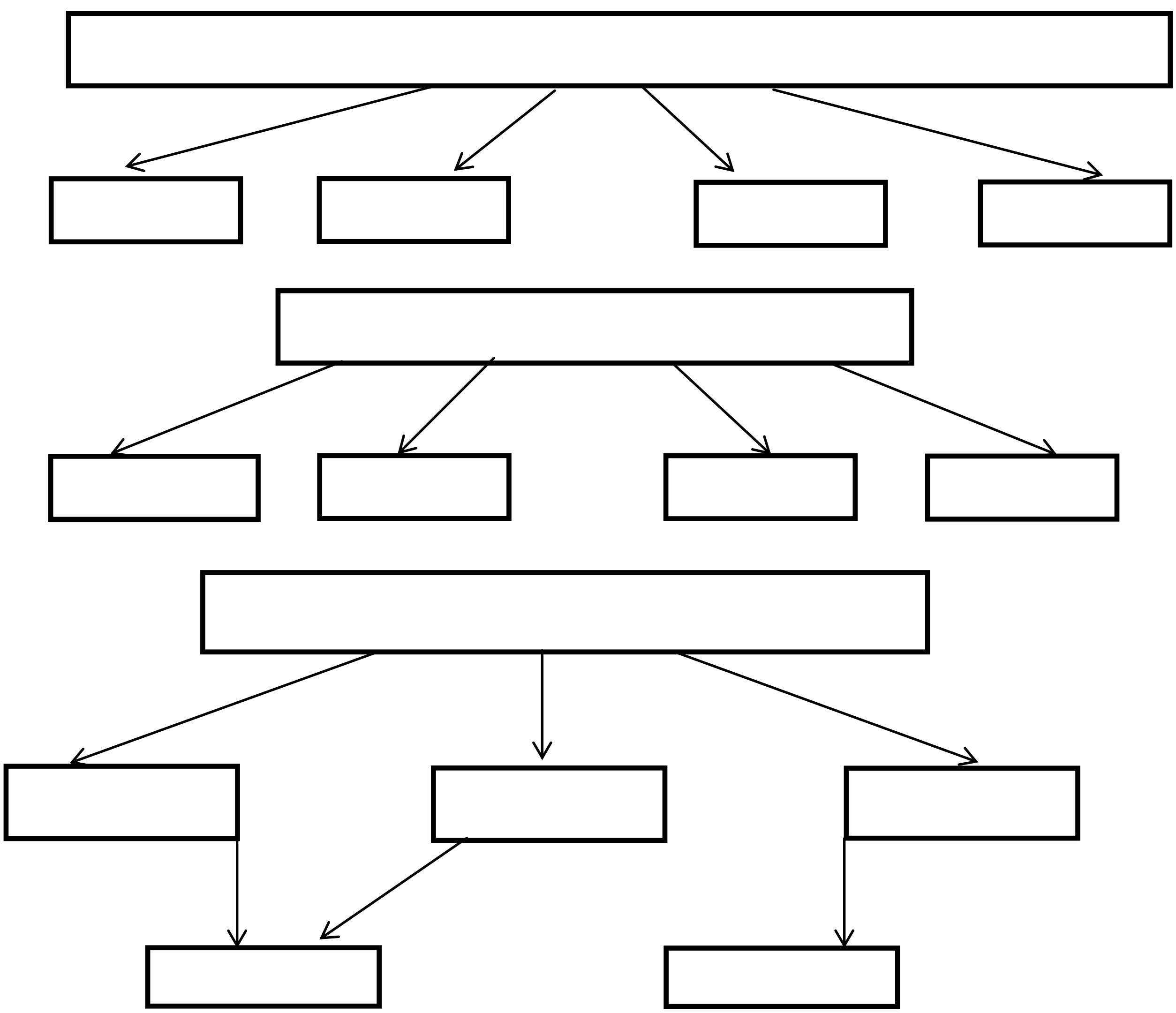
Unlike other disciplines, the role of physics in the full formation of students' perceptions of nature lies in the fact that its teaching focuses on the fact that physical quantities are important factors of nature and their unlimited potential value for normal processes in the biosphere. For example, light, temperature, humidity, pressure, noise, radiation and so on.

It should be noted that the influence of many physical parameters on wildlife (biosphere) and the processes in it were studied only at certain small intervals. For example, the effects of noise, radioactive substances, various rays, radiation currents, electromagnetic (field) waves on a living organism, the environment, etc.

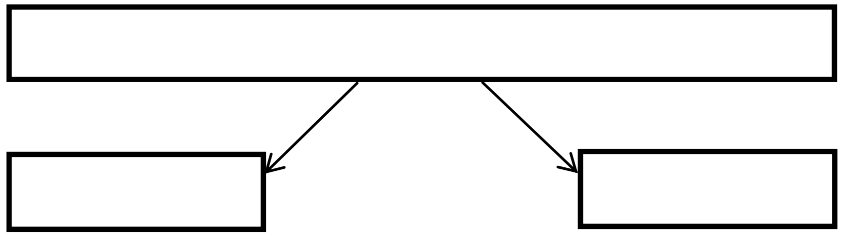
Therefore, by analyzing all the physical properties of solids, liquids, gases, and plasmas, one can explain the following physical factors of nature in the school physics course, thinking about light, cosmic radiation, and the interdisciplinary binding of their parameters to students.

In addition, students can be taught the following:

Nature and its components;



Use of inexhaustible, ecological energy sources: use of solar, wind, geothermal energy, hydraulics, photosynthesis, rising and falling energy of sea water;



This material can be used in interdisciplinary teaching of students and can be studied separately and then generalized in the teaching of each subject.

All of this is organically connected with the tasks that man has set for himself. For example, there is a need to address issues such as reducing energy consumption in the economy, such as the use of renewable energy sources (hydraulics, solar, wind, geothermal energy).

All the physical aspects of the protection of nature and the rational use of its resources are mainly concerned with the practical application of technology and various physical laws and phenomena. The introduction of environmental education in the teaching of natural sciences and the first requirement for technological processes is a condition that they do not adversely affect nature, that is, its ecological nature.

Therefore, in the process of teaching students (physics, chemistry, biology) it is advisable to acquaint them with the following, which are one of the elements of the concept of "nature conservation":

- The impact of technology on changes in the physical parameters of the biosphere, the biological consequences of changes in its chemical parameters in connection with these changes;

and technology, the biological consequences of these changes and the technical feasibility of preventing adverse effects;

- Changes in the chemical parameters of the biosphere under the influence of technology, changes in physical parameters as a result of these changes and their biological consequences;

- The direct impact of techniques and technological processes on the biological system and its biological consequences.

The following connections are considered when considering physical, technical and technological and biological methods of protecting nature from various pollutants.

- Biological consequences of environmental pollution, physical methods of protection;

- Biological consequences of physical pollution, physical, technical and technological methods of their protection;

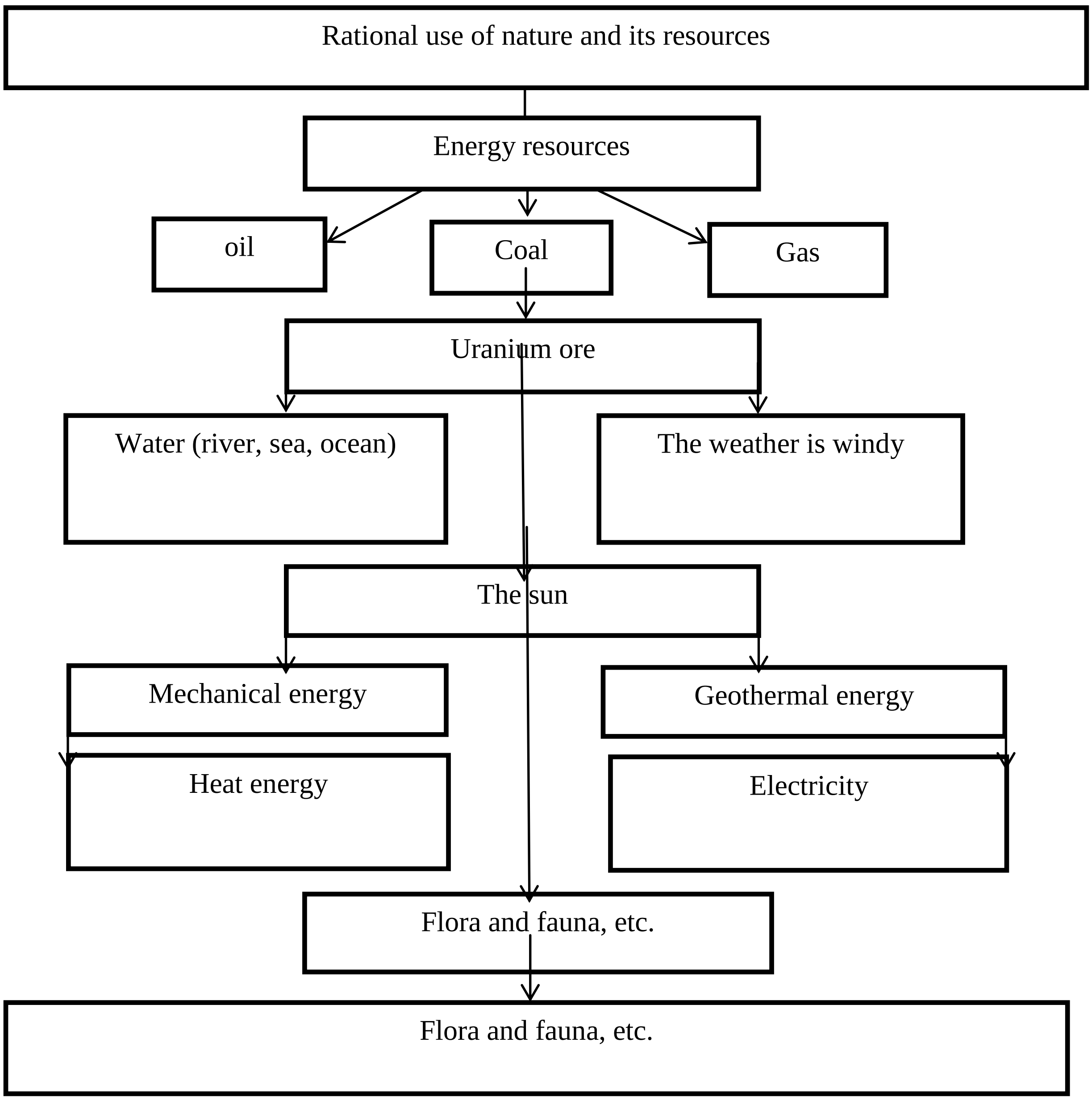
- Physical, technical and technological methods of getting rid of biological pollution.

Forms and methods of leaving nature natural for future generations. These problems can be solved only if students are provided with continuous and systematic knowledge of ecology on the basis of interdisciplinary links. To do this, environmental content and directional concepts must be organically included in the program. When students study the natural sciences, they should be aware of the following polytechnic materials that have an ecological content.

The problem of forming students' conscious attitude to nature will be solved only if a comprehensive approach to these issues is taught in all subjects. It is therefore important to inculcate these in the minds of students and to always pay attention to this issue in their work activities.

Formation of a whole system of ecological knowledge in students they need to know:

- General understanding of nature, natural environment, natural factors and the relationship between them;
- Efficient use and protection of natural resources;
- Protection of the environment (physical, chemical, biological, technical) from pollution.



REFERENCES:

1. Mirziyoev Sh.M. Speech at the 72 - session of UNESCO. September 2017.

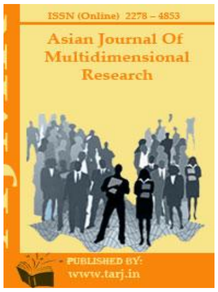
2. Choriev A.Ch., Choriev N.A. "Methodology of the history of pedagogy." Publishing house "Fan" of the Academy of Sciences of the Republic of Uzbekistan. Tashkent - 2010.

3. Choriev A.Ch., Choriev N.A. "Methodology of interdisciplinary connection of pedagogy". Publishing house "Fan" of the Academy of Sciences of the Republic of Uzbekistan. Tashkent - 2011.

4. Sultonov P. "Ecology and the basics of environmental protection."

5. Khojanazarov O.E., Yakubjonova Sh.T. "Ecology and nature protection".

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00213.X

A STUDY ON ENGAGING THE PROBLEMATIC OF GOVERNANCE AND SERVICE DELIVERY IN DEMOCRATIC NIGERIA

God'stime Osariyekemwen Igiebor*

*Lecturer,
Department of Political Science and Public Administration
University of Benin, Benin City, NIGERIA
Email id: osariyekemwen.igiebor@uniben.edu/ goddyigieb@yahoo.com

ABSTRACT

Purposeful governance is a fundamental instrument employed in the achievement of effective and efficient administration of resources and service delivery. Governance and social responsibility require that representatives elected via a legitimate and popular mandate, should give the citizenry adequate and effective representation that would guarantee decent living standard for everyone in terms of availability of basic social needs. The attainment of this objective connotes the purposefulness of governance. It is in this vein, that this research paper interrogates the issues of governance and the state of service delivery in Nigeria's socio-political and economic development milieu. The study made use of both primary and secondary data in the analysis of the phenomena under investigation. While the multi-stage sampling technique was used to select a sample of 6ooo respondents from four out of the six geo-political zones, the chi Square statistical technique and Yule's Q were employed to test and determine the validation or otherwise of the stated hypotheses. The study found out that the framework of governance in deference to public service delivery in Nigeria is substandard, lacks purposeful direction thus; efficient and sustainable service delivery has been undermined. Consequently, the institutionalization of a systematic process of good governance control is required to encourage and sustain active public participation to ensure accountability, efficiency and effectiveness in service delivery.

KEYWORDS: *Nigeria, Purposeful Governance, Service Delivery, Transparency, Accountability*

INTRODUCTION

The idea of a democratic system of governance connotes equality and rights of opportunity for everybody, recognition of accepted governance, representativeness, popular sovereignty, minority rights, consensus consultation, right to select among alternative programmes, agreement on issues of primary importance, along with basically periodic elections (Oke, 2005, 2010), it gives room for participation in the political decision making process, it refute uncertainty, autocracy and protects individual personality and values (Ake, 1991, 1996). Democratic ideals lay emphasis on open competition, popular and accountable association, transparency, freedom to organize, protest and guarantee civil rights and wellbeing. While governance involves the capacity to formulate and implement workable policies, and strongly associated with the level to which government is perceived and accepted as legitimate. It is concerned with improving communal wellbeing, receptive to the requirements of public welfare, capacity to guarantee law and order, deliver indispensable public services and able to create the right policy environment for productive activities (Cheema and Maguire, 2004; Sharma, 2007). Conventionally, government has definite primary roles which are universal and do not vary from one country to another or from one administration to another. There are, in addition, in contemporary political dispensations, certain more explicit goals and objectives which a particular political party in power may have chosen as its own focal point which it advanced in its electioneering pledges, and on the basis of which it got elected into power. Aspects of those goals, objectives and programs are usually assigned to individual government ministries and departments to accomplish. Because administrations have specified tenures, timetables are by and large set for the execution of such programs. It is the duty of an elected official, a political appointee or an office holder to make his/her self acquainted with the explicit goals and programs assigned to his/her office and to utilize modern managerial techniques to fulfill such responsibilities with a view to ensuring the discharge of effective service delivery.

In Nigeria, politics is overshadowed by non-accountability and impunity hence, those elected to political offices as well as political appointees/leaders do not consider accountability to the electorates but to themselves and their political mentors. The problem with the Nigerian political structure is the ineffective implementation of policies, neglect of campaign promises and gross abuse of political power (Anao, 1999; Osaghae, 2006). The objective of this study therefore, is to examine the concepts of governance and service delivery (facilitated by democratic doctrines) as significant features of Nigeria’s political dispensation; to assess the current condition of key services (such as health, education, water and electricity) and to what extent these services have impacted the citizenry; and to suggest appropriate policy towards the attainment of effective and sustainable public service delivery in Nigeria. However, this study is not oblivious of the fact that, other forms of government apart from democracy have from time to time produced some acceptable level of governance and delivery of public goods. This study was conducted between March, 2012 and August, 2014. The Study is divided into six sections. Following this section is the conceptual analysis. The next section deals with governance and service delivery in Nigeria, problems and realities. The next portion discussed the methodology. The following section deals with statistical analyses and implication of findings while the following section deals with conclusion and recommendations.

CONCEPTUAL ANALYSIS

This section interrogates the concepts of democracy, government, governance and good governance as it affects delivery of service. The idea of democracy offers the prospect to participate in decision making in the political process. It renounces unpredictability and dictatorship and promotes the consent of the governed protecting human personality and ideals (Ake, 1991). Democracy in whatever form is concerned with recognition of popular sovereignty, equal opportunity, majority rule, representativeness, minority rights, right to choose between alternative course of action, popular consultation, consensus on basic concerns and more fundamentally periodic elections (Ake, 2001; Oke, 2005; Majekodunmi, 2013). The notion of democracy bestows the opportunity to take part in decision making by all adult citizens (Oke, 2010). The citizenry enjoys wide spread participation in the political process. Democracy presents a genuine base for the establishment and solidification of good governance through varying institutional procedures for citizens' participation (Touraine, 1991; Held, 1993; Clapham, 1994; Ghali, 1995).

Governance is the method by which we cooperatively solve the problems and needs of society. It refers to the institutions of the state which makes decisions within specific administrative and legal frameworks and allocates public resources in an accounting manner. A governance perspective encourages partnership between the public, private and non-profit sectors to attain mutual goals (Hambleton 2004, 2008). It is vital at this junction, to distinguish between governance and government. Government essentially is a collective body of elected and appointed body authorized to make laws and arbitrate for the well being of society, while governance is conceived as the practice and arrangement by which a government administers the resources of a society to solve socio-economic and political problems in the society (Mann, 1984; Arowolo and Aluko, 2012). Thus, the institution of government exists to provide good, effective and efficient governance.

Governance may be viewed as the method of exercising effectiveness, efficiency and equity in the management of public affairs that deals with the production, distribution and utilization of public goods such as roads, safety and security, electricity, water, education, healthcare, etc, provided by the state (Cheema, 2005, UNDP, 1997, 2000). The issue of good governance has pre-occupied the attention of development agencies and international institutions, these include, the World Bank and several inter-governmental organizations. These institutions have made the issue of good governance a critical precondition in their aid and donation policies to countries with poor track records on governance. The World Bank (2000, 2004) defines good governance as the procedure or method of exercising authority in the administration of a country's economic and social resources for the purposes of development. By this definition, good governance represents the use of power by the government to promote democracy, accountability and transparency; to formulate and implement good policies; to effectively and efficiently direct the human and financial resources of a country to achieve sustainable development that would reduce poverty (Yahaya, 1999; Igho, 2006).

Daniel Kaufmann *et.al* identified six dimensions of good governance which include:

1. Voice and accountability (VA), the extent to which a country's citizens are able to participate in selecting their government, as well as freedom of expression, freedom of association, and free media.
2. Political stability and absence of violence (PV), perceptions of the likelihood that the government will be destabilized or overthrown by unconstitutional or violent means, including political violence and terrorism.

3. Government effectiveness (GE), the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies
4. Regulatory quality (RQ), the ability of the government to formulate and implement sound policies and regulations that permits and promotes private sector development.
5. Rule of law (RL), the extent to which agents have confidence in and abide by the rules of society, and in particular the quality of contract enforcement, the police, and the courts, as well as the likelihood of crime and violence.
6. Control of corruption (CC), the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as *capture* of the state by elites and private interests (Kaufmann et al, 2006: 4).

Aside the objectives of good governance, there is an intense debate as to what type of political system is well-suited for engendering good governance or put succinctly, what theoretical congruence exists, between democracy and good governance? Two key perspectives can be identified in this regard. Prominent African scholars like Goran Hyden and Richard Joseph recognize a symmetrical linkage between democracy and good governance. To Goran Hyden, good governance refers to "the conscious management of regime structures with a view to enhancing the public realm" (Hyden, 1992: 7). The major components of the governance structure include authority, accountability and reciprocity; these components reinforce the democratic values and practices interchangeably. For example, authority seeks expression in the legitimate use of power where the citizenry elect and control their leaders, while the measurement of accountability refers to the degree to which the people can hold their elected or appointed officials answerable for their actions or inactions. Reciprocity concerns the nature and quality of the social interaction among people in a political environment where individuals are free to form associations to promote and protect their interests (Hyden, 1992. Good Governance in these respects is equivalent to liberal democracy. On his part, Richard Joseph argues that accountability is the most fundamental principle of good governance, actualized through open competitive elections in a democratic society; according, "free and fair elections are the bedrock of any democratic society and the most important means of making governments accountable to the citizenry" (1990: 205). This libertarian position on the association between democracy, good governance and development was supported by Nyongo (1988), Ihonvbere (1996), Awa (1991), Fatton (1992) and Alderman (1978).

The opposing stance to the libertarian proposition is that good governance is not connected to any particular type of political system. Good governance in effect is concerned with purposeful, effective and productive governance that may be found in a democratic, dictatorial, totalitarian or socialist regime, depending on the type of structures and political leadership provided by the rulers in the management of political power and its results. In this case, the idea of good governance is understood to be holistic substantial and far-reaching (Dunn, 1986; Charlick, 1991; Chabal, 1992). While democracy is undeniably a preferred form of government which may enhance good governance mainly, with respect to the ideologies and principles it propagates and guarantees, nonetheless, it does not add up to nor is it naturally linked with good governance. The establishment of good governance in Africa according to Mafeje (1995), will be determined among other things by two factors; the degree to which decisions taken by the people would affect and aggregate the interests of the majority and the extent to which their source of revenue are assured.

The concept of service delivery conceptualized as the correlation between policy makers, service providers, and poor people could be linked to the degree of effective governance. It includes services and their supporting systems that are typically considered as a state responsibility. These include social services- primary education and basic health services; infrastructure- water and sanitation, roads and bridges; and services that promote personal security- justice and police (Levin, 2004; Lund, 2004). Carlson et al. (2005) conceptualized service delivery as the association between policy makers, service providers and the poor. In Nigeria, where poverty is prevalent and the indices of human well being such as life expectancy, food security, safety and security, rank poorly, the most critical services required include the provision of physical infrastructure (roads, potable water), empowerment and social mobility goods (education, credit or local capital, employment, access to justice), and life-enhancing and welfare goods (healthcare, social security and safety nets, human rights, policing). These public goods provide the enabling environment for optimizing human capacity and overall development (HDR, 2013). Service delivery interventions can present an access route for more far- reaching governance reforms (Ekott, 2013). Reforms that are necessary to promote longer-term social and political change have more chance of success if linked to reforms in service delivery, which have tangible results and accrue benefit to the public. It is the degree to which the political leadership promotes these ideals and sustains it that the services providd may be considered as effective.

Effective service delivery can be achieved with the participation of the end users in the decision-making, implementation, monitoring and evaluation processes. Without the active involvement of the people in these processes, satisfactory and people oriented service delivery is unlikely to be achieved. If the people are to be actually involved in service delivery, the processes must be open to scrutiny. Transparency opens the process of rule making and regulations known to everyone; accountability not only makes it possible for citizens to interrogate the process, it also assures that those responsible would respond to the contentment of distressed citizens (Cooper, 1990). The extent to which government responds to citizens' demands for particular goods and services depends on the scope of participation and the mechanisms for feedback available to government, the way they are accessed and the amount of time taken to respond. The lack of effective feedback mechanisms to monitor the implementation of policies and programs in Nigeria is a major challenge to public sector management (Hyden (2002; Zhou, 2013). Transparency and accountability involves the establishment of applicable oversight institutions and functions, that would ensure that the management of public utilities are scrutinized and that people have access to justice and can seek redress through legal processes if aggrieved (Olowu and Sako, 2002; Joseph, 1987).

GOVERNANCE AND SERVICE DELIVERY IN NIGERIA: PROBLEMS AND REALITIES

Governance involves mutual and active commitment from political actors, state agencies and groups in the making of policies, in providing public services efficiently, in providing feedback for effective reforms, and being accountable to the citizens in the running of public affairs (Laski, 1964; Awoyinfa, 2011; International IDEA, 2014). It has been asserted that policy making processes are weak in Nigeria, that because the society is not pluralistic enough therefore, checks and balances mechanism are poor managed (Ola, 1978; Ola and Tonwe, 2009). The problem with Nigeria is not just governance in a general sense, but the various aspects of governance institutions that maintain development and provide service delivery. These represent government ministries and departments that manage public resources and are often beneficiaries of technical assistance interventions by donor agencies (Brown, 2008). North (1990) avers that these institutions are the principal determinant of the long-run performance of economies. Rodrik (1999; Rodrik et al., 2004) perceives vibrant institutions as both the result and foundation of development. It has been observed that the quality of institutions and institutional mechanisms facilitates the rate of growth and development in any given country (Aron, 2000; Jutting, 2003). Therefore, the greater the capacity of a country to provide viable public institutions, the more success it would achieve in terms of sustainable growth and socio-economic development.

Another prominent factor that subsists in Nigeria is the non-existence or non-specification of government goals and programs. There could be some broad idea of government's purpose such as the commitment to enhancement of the well-being of citizens through the provision of certain basic public services or amenities. However, this omnibus declaration requires further detailed specification in terms of the specific programs to be implemented, by whom, for whose benefit and at what cost (Osaghae, 2006). Thus, in Nigeria, many states and local governments do not have spelt out goals, strategies and policies, or where available, there are no effective mechanisms relevant for prosecuting them. Consequently, there is most often no standardized procedure for measuring the effectiveness or otherwise of ministries, departments and organizations (Okpalaonwuka, 1997). Unlike well developed and established democracies, our contemporary political parties have no 'genuine manifestoes', which spell out their ideologies, policies and programs. As a result many of the candidates could not present a well planned and structured programme of action to the electorates. It is no surprise then that the electorates do not know what to expect of their government and its agencies, and that government functionaries themselves have no clear thought-out roles within the broader scope of governance. Unfortunately, this is a fundamental flaw in our system of governance and the customary norm at all levels of government (Newman, 2013).

According to Obadina (2000), The problem of effective deliverable services in Nigeria results from a crisis of governance. Good governance serves to improve the quality of life of the people. However, there is growing dysfunctional infrastructure at all levels of government in the country. This assertion is corroborated by Oyovbaire (2007) that good governance is a prerequisite for authoritative allocation of values to improve the human condition and that delivery of efficient services is essential to qualitative living for all people. The capacity of a government to provide effective and efficient services to the citizenry depicts the characteristics of good governance. Regardless of the yearly budgetary allocations for the provision of services in various sectors of society, there has been little improvement and an apparently progressive degeneration of the existing social services. Some of the challenges facing the country are poor social infrastructure and institutions; bad roads, erratic power supply, limited access to portable water, lack of basic healthcare, ineffective regulatory agencies etc. The plethora of policies put in place by the government is ineffective due to weak institutions and deteriorating infrastructure (Hoff, 2003). Generally, it is the duty and aim of Government to improve the welfare of its citizens through provision of basic services. In the Nigerian setting, services provided at the state and local government levels usually include primary, secondary and tertiary education; health, sanitation, works and transportation (building, roads and bridges, including waterways), land and natural resources; Agriculture including aquaculture and horticulture; Environment; Culture, Sports and Youth development; Industry and Commerce, etc. Nigeria's domestic policies in respect of provision of services currently tilt towards liberalism and deregulation in view of improved service delivery. Government obviously is gravitating towards a policy of leaving the mainstream economic activities- the provision of goods and services at commercial rates- to the private sector, while retaining to itself responsibility for those goods and services where the economic incentives are not adequate for the private sector to provide them at the quantity, quality and price considered acceptable to or affordable by the average Nigerian.

This apparent economic stance of government was what inspired the National Economic Empowerment and Development Strategy (NEEDS) document and its codicils: the State Economic Empowerment and Development Strategy **(**SEEDS), as well as the local government equivalent (LEEDS). The NEEDS vision is based on the Constitution; the Kuru Declaration; previous initiatives, such as Vision 2010; and the extensive consultation and participation all over Nigeria that was part of the NEEDS process. The programme's core values depicts the Vision 2010 report, which acknowledged honesty and accountability, cooperation, industry, discipline, self-confidence, and moral rectitude.These documents have the following main goals: wealth creation, employment generation, poverty reduction and value re-orientation (NEEDS Document; 2004). The Millennium Development Goals (MDGs) also feature significantly in the country's transformation and growth initiatives. MDGs were unanimously adopted by the member states of the United Nations in September 2000 as guiding principles to be adopted in the development of individual nations. As member state of the United Nations, Nigeria adopted the MDGs eight point agenda which includes: the eradication of extreme poverty and hunger, achievement of universal primary education, promoting gender equality and empowering women, reduction of child mortality, improving maternal health, combating HIV/AIDS, malaria and other pandemic diseases, environmental sustainability and the development of global partnership for development (UNDP, 2003, 2010). The emergence of SERVICOM (Service Compact Agreement with all Nigerians) introduced in 2004 by Obasanjo's regime which results from an empirical study conducted by Wendy Thomas and his group in 2004, was meant to revamp the dwindling nature of the public agencies and service delivery (Thomson, 2004). Despite great natural wealth, the achievement of these laudable goals has become a mirage, and Nigeria remains poor and socially underdevelopment. If present trend subsists, the country is unlikely to meet the Millennium Development Goals. Poverty and Inequality, Weak and Inappropriate Public Sector have been the bane of Nigeria's socio- economic progress. Rather than focusing on delivering essential public services, successive governments in Nigeria, have assumed control of major sources of national income. Consequently, corruption thrived in public service and has become entrenched in society (CBN, 2003; Abani et al, 2005; Ibrahim and Igbuzor, 2009).

SIGNIFICANCE OF THE STUDY

This study is relevant in the following ways:

1) Governance is a serious business which aims to allocate and use resources to improve the standard of living of its citizens- this is a serious challenge in Nigeria.
2) The provision of effect and efficient services is reflective of good governance mechanism and strong institutional framework- this is also problematic in Nigeria.
3) In the midst of these maladies therefore, it become necessary to conduct this research in an effeort to proffer solutions to our nagging situations.

OBJECTIVES OF THE STUDY

Therefore, this study aims to fulfil the following purpose:

1) To investigate the status of service delivery in Nigeria;
2) To make effort and unravel the causes or otherwise of poor service provision in Nigeria using key selected services; and
3) To make useful suggestions to improve the situation.

RESEARCH HYPOTHESIS

Three hypotheses were proposed and tested for this study. These were:

1. There is no relationship between good governance and focused service delivery in Nigeria;
2. There is no relationship between effective implementation of government policies and programmes and provision of adequate delivery of services in Nigeria
3. There is no relationship between adequacy and potency of existing structures of government agencies and institutions and effective, consistent and qualitative service delivery in Nigeria.

METHODOLOGY

The descriptive survey design was adopted for this study. Nigerians of voting age were randomly selected on a nationally representative sample of 6,000 respondents in four of the six geopolitical zones to provide empirical information on the impact of governance and service delivery on the citizenry in Nigeria. The North East and North West Region of the country were excluded due to the high rate of violence and insecurity and its portended risk to research/field assistant in those areas. The principal sampling unit was the electoral ward. The sample size of 6,000 respondents was drawn from the population for administration of questionnaire through the use of multi-stage sampling design which consists of eight states (8); two (2) each from the four geopolitical zones; 32 local government areas (i.e. 4 LGs each) and 64 wards (i.e. 2 Wards each); out of which 5,721 questionnaires were completed and returned (overall response rate of 95%). The Questionnaire was centred on three key service areas: health, education and electricity. It borders on availability and quality of personnel, availability and quality of services, as well as consistency of services delivered. These questions were coined to measure the effectiveness or otherwise of governance in regard to service delivery. This study was conducted between March, 2013 and February, 2015.

Primary and secondary data formed the nuclei of data collection for analysis. The primary source of data was based on the administration of questionnaire, while the secondary source included perusal of textbooks, journals, newspapers, magazines, internet amongst others. The data collected were analyzed using standardized methods. To this end, the Chi-Square (x^2) and simple percentage were used to test and analyze the questionnaire

Background characteristics of the respondents

Out of the 5,721 respondents, majority of them were males numbering up to 3,342 which represented 58.4% while 2,379 of them were females representing 41.6%. This implies that men are more likely to participate in research activities than women. Also, the age category of 40 years and above constituted the highest frequency of 3,225 representing 56.4% of the respondents while those below the 40 years category make up the frequency of 2,496 representing 43.6%. This indicates that majority of the respondents with sufficient experience are within the age bracket which enhanced their capacity to give informed opinion. Furthermore, the study revealed that 2,019 of the 5,721 respondents representing 35.3% were single while 3,702 representing 64.7% were married. This shows that majority of the respondents are people considered to be responsible and experienced, who can therefore give reliable responses useful to this study. Finally, the study reveals that 1,368 respondents representing 41.4% had primary education/less while 4,353 of the respondents representing 58.6% had secondary/tertiary education. This distribution implies that majority of the respondents are enlightened and therefore in a position to make informed decisions.

TABLE 1: RESPONSE RATE FOR THE 8 SELECTED STATES

Region	States	Response Rate	%
North Central	Nasarawa	541	9.5
	Benue	742	13.0
South East	Enugu	729	12.7
	Imo	749	13.1
South South	Rivers	809	14.1
	Delta	746	13.0
South West	Oyo	819	14.3
	Ekiti	587	10.3

Source: Field Work (2012/2014)

STATISTICAL ANALYSIS AND IMPLICATION OF FINDINGS

Frequency Distribution

TABLE 2: BEARING IN MIND THE PROVISION OF SUCH SERVICES AS HEALTH, EDUCATION AND ELECTRICITY, WOULD YOU SAY THAT THE GOVERNMENT OF NIGERIA IS DELIVERING GOOD GOVERNANCE?

Response	Frequency	Percentage
Positive	2,070	**36.2**
Negative	3,651	**63.8**
Total	**5,721**	**100.0**

Table 2 reveals that 2,070 of the respondents representing 36.2% are of the view that good governance is delivered in Nigeria while, 3,651 representing 63.8% do not share that view. This implies that majority of the respondents' share the view that Nigerians are lacking good governance in respect of service delivery.

Hypothesis 1

Null hypothesis: There is no relationship between respondents' marital status and their opinion about purposeful governance in Nigeria.

Alternative Hypothesis: There is a relationship between respondents' marital status and their opinion about purposeful governance in Nigeria.

TABLE 3: BEARING IN MIND THE PROVISION OF SUCH SERVICES AS HEALTH, EDUCATION AND ELECTRICITY, WOULD YOU SAY THAT THE GOVERNMENT OF NIGERIA IS DELIVERING GOOD GOVERNANCE?

Purposeful Governance?	Marital Status		Total
	Married	Single	
Positive	532	1,538	**2,070**
Negative	3,170	481	**3,651**
Total	**3,702**	**2,019**	**5,721**

Source: Field Work

Cal. X^2= 2161.32
Crt. X^2 = 10.83
Df = 1
α = .001
Q = -0.90

Research Results and Decisions (significance)

Using the degree of freedom 1 and the level of significance α =.001.

The calculated X^2 (2161.32) is greater than the critical X^2 (10.83). Data are statistically significant with a sample error of 1%. Therefore we reject H_0 and accept H_R.

Statistical inference

With the probability of 1% sampling error and a 99.9% confidence level, there is a relationship between respondents' marital status and their opinion about purposeful governance in Nigeria.

The Yule's Q of -0.90 implies that there is a very large negative relationship between respondents' marital status and their opinion about purposeful governance in Nigeria.

This means that majority of the respondents are of the opinion that, the provision of services in Nigeria is not satisfactory although, efforts are being made towards that direction.

Frequency Distribution

TABLE 4: ARE YOU OF THE OPINION THAT THE IMPLEMENTATION OF GOVERNMENT POLICIES AND PROGRAMMES REGARDING SERVICE DELIVERY IN NIGERIA ARE EFFECTIVE?

Response	Frequency	Percentage
Positive	1963	**34.3**
Negative	3,758	**65.7**
Total	**5,721**	**100.0**

Table 4 reveals that 1963 of the respondents representing 34.3% are of the view that government policies and programmes regarding service delivery are effectively implemented, while 3,758 representing 65.7% do not share this view. This implies that majority of the respondents' share the view that government policies and programmes in regard to service delivery are not well implemented.

Hypothesis 2:

Null hypothesis: There is no relationship between respondents' age grade and their opinion about effective implementation of government policies and programmes regarding service delivery in Nigeria.

Alternative hypothesis: There is a relationship between respondents' age grade and their opinion about effective implementation of government policies and programmes regarding service delivery in Nigeria.

TABLE 5: ARE YOU OF THE OPINION THAT THE IMPLEMENTATION OF GOVERNMENT POLICIES AND PROGRAMMES REGARDING SERVICE DELIVERY IN NIGERIA ARE NOT EFFECTIVE?

Policies and Programmes on Service Delivery not Effective	Age Grade		Total
	40 years+	Less 40 years	
Positive	2,357	1,401	**3758**
Negative	868	1,095	**1963**
Total	**3,225**	**2,496**	**5,721**

Source: Field Work

Cal. X^2= 179.47

Crt. X^2 = 10.83

Df = 1

α = .001

Q = +0.36

Research results and decisions (significance)

Using the degree of freedom 1 and the level of significance α =.001, the calculated X^2 (179.47) is greater than the critical X^2 (10.83). Data are statistically significant with a sample error of 1%. Therefore we reject H_0 and accept H_R.

Statistical inference

With the probability of 1% sampling error and a 99.9% confidence level, there is a relationship between respondents' age group and their opinion about effective implementation of government policies and programmes regarding service delivery in Nigeria.

The Yule's Q of +0.36 indicates a large positive relationship between respondents' age group and their opinion about effective implementation of government policies and programmes regarding service delivery in Nigeria.

Interpretation (result summary)

This means that majority of the respondents are of the opinion that the implementation of government policies and programmes regarding service delivery in Nigeria are not effective.

Frequency Distribution

TABLE 6: ARE THE SERVICES RENDERED BY GOVERNMENT AGENCIES AND INSTITUTIONS EFFECTIVE, CONSISTENT AND QUALITATIVE IN THE FOLLOWING AREAS?

Response	Health	Education	Electricity	Frequency	Percentage
Positive	832	692	520	2,044	**35.7**
Negative	998	1003	1676	3,677	**64.3**
Total	**1830**	**1695**	**2196**	**5,721**	**100.0**

Table 6 reveals that 2,044 of the respondents representing 35.7% are of the view that **services rendered by government agencies and institutions are effective, consistent and qualitative** while 3,677 representing 64.3% share a contrary opinion. This implies that majority of the respondents' share the view that **services rendered by government agencies and institutions are not effective, consistent and qualitative**.

Hypothesis 3:

Null hypothesis: There is no relationship between respondents' sex and their opinion about effective delivery of services in Nigeria.

Alternative hypothesis: There is a relationship between respondents' sex and their opinion about effective delivery of services in Nigeria.

TABLE 7: ARE THE SERVICES RENDERED BY GOVERNMENT AGENCIES AND INSTITUTIONS EFFECTIVE, CONSISTENT AND QUALITATIVE?

Effective, Consistent and Qualitative Services	Gender		Total
	Male	Female	
Positive	1,241	803	**2,044**
Negative	2,101	1,576	**3,677**
Total	**3,342**	**2,379**	**5,721**

Source: Field Work

Cal. X^2= 6.91
Crt. X^2 = 6.64
Df = 1
α = .01
Q = +0.07

Research results and decisions (significance)

Using the degree of freedom 1 and the level of significance α =.01, the calculated X^2 (6.91) is greater than the critical X^2 (6.64). Data are statistically significant with a sample error of 1%. Therefore we reject H_0 and accept H_R.

Statistical inference

With the probability of 1% sampling error and a 99.9% confidence level, there is a relationship between respondents' sex and their opinion about effective delivery of services in Nigeria.

The Yule's Q of +0.07 implies that there is a small positive relationship between respondents' sex and their opinion about effective delivery of services in Nigeria.

Interpretation (result summary)

This means that majority of the respondents agree that the services rendered by government agencies and institutions are not effective, consistent and qualitative. Although, the gap between effectiveness and non- effectiveness is quite moderate.

CONCLUDING COMMENTS AND RECOMMENDATIONS

This study was conducted to measure the effectiveness and progress of governance through the provision of basic services in the Nigerian socio- political environment. It was observed that a lot of people are disenchanted with the service structure and performances of various public sector saddled with such responsibilities. Actualizing effective and efficient service delivery would require strong institutions and governance control mechanism that encourages accountability and transparency and displays zero tolerance for corruption. This requires clarity of policy and a strong commitment to its implementation. Efforts to strengthen service delivery should therefore be directed at building the capacity of service delivery institutions and putting in place practicable policies and programmes. To restore confidence, government should deliver its promises on good governance which include: rule of law, free and fair elections and accessibility to deliverable services. Others include, poverty alleviation, anti corruption, power supply, security, employment generation and sustainable development. Nevertheless, there is observed from the responses that the governance of service delivery has been moderately effective though not satisfactory, resulting in positive changes in availability, accessibility, and quality. However, it is becoming obvious that the Nigerian government, considering the plethora of issues and challenges of governance, can no longer effectively manage and monitor the provision of services by its agencies and parastatals. It is high time the government determine the strategic services to provide and streamline its functions to ensure effectiveness.

In the light of the above, the following suggestions are proffered:

1.) There is need to plan and implement policies that will promote transparency and accountability, engender institutional and structural innovations, produce social and cultural re-orientation to advance human development.

2.) There should be determined commitment of the three tiers of government (federal state and local government) in the areas of fund allocation to ensure provision of social services beneficial to the people.

3.) Lack of proper coordination and genuine commitment, deficient infrastructural facilities and lack of continuity of developmental policy action and enforcement should be discouraged through proper planning and execution.

4.) Poor state of basic infrastructure and weak institutions inhibits sustainable growth and improvement in social welfare. Leadership and stronger institutions could thus, be achieved through education, promotion of popular democracy and free and fair election.

5.) The government should as a matter of priority investigates the cause(s) of failures in the execution of service delivery development policies and take pragmatic actions to tackle this serious and persistent malaise.

6.) Adequate feedback mechanism, a strong post implementation monitoring, a cultivated maintenance culture involving community participation should be developed.

7.) Governance in Nigeria requires a strong law enforcing institution that would prosecute and punish offenders to encourage moral rectitude and fight corruption.

8.) Above all, the citizens' through various civil society associations should demand for transparency and accountability in the disbursement of funds, implementation of service delivery programmes; to ensure efficiency and prevent mismanagement. Satisfactory services cannot be achieved through passivity but by placing demand, agitation and pressure on the apparatus or agency of governance.

REFERENCES

Abani, C., Igbuzor, O., and Moru, J. 2005. Attaining the Millennium Development Goals in Nigeria: Indicative Progress and a Call for Action. In Moru, J. (Ed), *Another Nigeria is Possible: Proceedings of the First Nigeria Social Forum***.** Abuja, Nigeria Social Forum.

Ake, C., 1991. For Africa, the way forward. Lagos: *The Guardian*. (Nigeria), November 13.

Ake, C., 2001. *Democracy and Development in Africa*, Ibadan: Spectrum Books Ltd.

Ake, C., 1996. *Democracy and development in Africa*. Washington, DC: The Brookings Institution.

Alderman, G., 1978. *British Elections: Myth and Reality*. London; B. T. Batsford.

Anao, A. R., 1999. *Public accountability*. Paper presented at the workshop for newly appointed *g*overnment Functionaries in Edo State, held at the Precious Palm Royal Hotel, Benin City.

Aron, J., 2000. Growth and Institutions: A Review of the Evidence. *The World Bank Research Observer*, 15(1): 99-135.

Arowolo, D. E. and Aluko, O. A. 2012. Democracy, political participation and good governance in Nigeria. *International Journal of Development and Sustainability*. 1(3):1-13.

Awa E., 1991. Democracy and Governance in Africa: A Preliminary Statement, Democracy and Governance in Africa, conclusion and papers presented at a conference of the Africa Leadership Forum (ALF), Ota, Nigeria.

Brown, R. D. 2008. Institutional development and reform in public services: Lessons from the experience of small Caribbean states. Paper Prepared for the Commonwealth Association of Public Administration and Management (CAPAM). 2008 Biennial Conference, Barbados, 19-22, October.

Carlson C., J. P. Lamalle, Fustukian, S., Katy, N., Sibbons, Mo, Sondorp E., 2005. *Improving the delivery of health and education services in difficult environments: Lessons from case studies*, DFID London: Health Systems Resource Centre

Central Bank of Nigeria 2003. An Appraisal of Federal Government NAPEP. Bullion 27, January / March.

Chabal, P. 1992. *Power in Africa: An Essay in Political Interpretation*. New York; St. Martins Press.

Charlick, R. 1991. Governance Working Paper, African Democracy Bureau and Governance Project, 1, Associates in Rural Development.

Cheema, S. G. and Maguire, L. 2004. “Democracy, Governance and Development: A Conceptual Framework”, United Nations Development Programme, New York.

Cheema, S. G. 2005. “From Public Administration to Governance: The Paradigm Shift in the Link Between Government and Citizens” Paper presented at the Sixth Global Forum on Reinventing Government, Towards Participatory and Transparent Governance, 24-27 May

Clapham, C. 1994. Democratization in Africa: Obstacles and Prospects. *Third World Quarterly*, 2(8): 15-24.

Cooper, T. L. 1990. *The Responsible Administrator: An Approach to Ethics for the Administrative Role;* California: Josey Bass Publishers.

Dunn, J. 1986. “The Politics of Representation and Good Government in Post-Colonial Africa”, in Patrick Chabal (ed) *Political Domination in Africa*. Cambridge; Cambridge University Press.

Ekott, I. 2013. Nigerian government lacks will to reform public service, Lagos: *Premium Times*, (Nigeria), January, 24.

Fatton, R. 1992. *Predatory Rule: State and Civil Society in Africa*. Boulder and London; Lynne Rienner Publishers.

Hambleton, R. 2004. *Beyond New Public Management – city leadership, democratic renewal and the politics of place*, paper to the City Futures International Conference, Chicago, Illinois, USA, 8 -10, July.

Hambleton, R. 2008. *Civic leadership for Auckland: An international perspective*, Briefing paper for the Royal Commission on Auckland Governance, www.royalcommission.govt.nz, accessed 13/10/2013.

Held, D. 1993. Democracy: From city-states to a cosmopolitan order? In D. Held (ed.) *Prospects For Democracy*, Cambridge: Cambridge Press.

Hoff, K. 2003. Paths of institutional development: A view from economic history. *World Bank Research Observer*, 18(2): 205-226.

Human Development Report. 2013. *The Rise of the south: Human progress in a diverse world*, www.undp.0rg/en/statistics/hdi/ , accessed 11/04/2013.

Hyden, G. 1992. “Governance and the Study of Politics”, in Goran Hyden and Michael Bratton, Governance and Politics in Africa. Boulder, Colorado; Lynne Rienner Publishers.

Hyden, G. 2002. Comparing governance across countries and over time: Conceptual challenges. In D. Olowu & S. Sako (eds). *Better Governance and Public Policy: Capacity Building and Democratic Renewal in Africa*, Bloomfield: Kumarian Press.

Ibrahim, J. and Igbuzor, O. 2009. Can Nigeria Meet the MDGs in 2015? Abuja, Centre for Democracy and Development.

Igho, N. O. 2006. *Governance and politics in Nigeria*, Lecture Delivered at the Staff and Graduate Seminar, Department of Political Science and Public Administration, Faculty of Social Sciences, University of Benin, Benin City, Edo State, Nigeria.

Ihonvbere, O. J. 1996. *Economic Crisis, Civil Society and Democratisation: The Case of Zambia*. Trenton New Jersey; Africa World Press.

International Institute for Democracy and Electoral Assistance, IDEA. 2014. Stromsborg http:// www.idea.int**, accessed 06/09/2014.**

Joseph, R. 1990. “Political Renewal in sub-Saharan Africa: The Challenge of the 1990s” in African Governance in the 1990s: Objectives, Resources and Constraints. Atlanta Georgia; Carter Center.

Joseph, R. A. 1987. *Democracy and prebendal politics in Nigeria: The rise and fall of the second republic*, Cambridge: Cambridge University Press.

Jutting, J. 2003. *Institutions and development: A critical review*. OECD, Development Centre Working Paper No. 210.

Kaufmann, D., Aart, K. and Masimo, M. 2006. Governance matters V: Aggregate and individual governance indicators for 1999-2005, Washington, D.C: World Bank Institute.

Laski, H. J. 1964. A Grammar of Politics, Princeton: Foulton Press.

Levin, R. 2004. 'Building service effectiveness: integrated governance and the developmental state', *Service Delivery Review*, 3(1): 28-35.

Lund, S. 2004. Public-private partnership and service delivery, *Service delivery review*, 3(1), 70-73

Mafeje, A. 1995. "Theory of Democracy and the African Discourse: Breaking Bread with my Fellow-travellers", in Eshetu Chole and Jibo Ibrahim, (eds) Democratization Processes in Africa: Problems and Prospects.. Dakar; CODESRIA.

Majekodommi, A. 2013. E-democracy as a panacea for enhanced civic participation in Nigeria. *International Journal of Advanced Research in IT and Engineering. 2(6) June* www.garph.co.uk, accessed 07/07/2014.

Mann, M. 1984. The Autonomous Power of the State: Its Origins, Mechanisms and Results. *European Journal of Sociology* 25(2): 185-213.

National Economic Empowerment and Development Strategy Document. 2004. National Planning Commission, Abuja.

Newman, T. 2013. *The end of an assignment in Nigeria.* www.saharareporters.com, accessed 14/11/2013.

North, D. C. 1990. *Institutions, institutional change and economic performance*, Cambridge: Cambridge University Press.

Nyongo, A. P. 1988. Political Instability and the Prospects of Democracy in Africa. *Africa Development*, 13(1) 71-86.

Obadina, T. 2000. Africa's Crisis of Governance‖ in *Africa Economic Analysis* Retrieved on February 12, 2013 from: www.afbis.com/analysis/crisis.htm.

Oke, L. 2005. Globalization, Democracy and Women Empowerment: Issues and Challenges in Nigeria. O. Olu-Olu (ed.), *Perspectives on Globalization and Africa Development.* Lagos: Bolabay Publications.

Oke, L. 2010. Democracy and governance in Nigeria's fourth republic, *African Research Review* 4(3): 31-40.

Okpalaonwuka, J. M. 1997. *Morality and politics in Nigeria.* Berlin: European University Studies Series.

Ola, R. F. 1978. Local Administration in Nigeria. London: Kegan Paul International.

Ola, R. F. and Tonwe, D. A. 2009. *Local Administration and Local Government in Nigeria*, Ibadan: Amfitop Books.

Olowu, D. and Sako, Soumana (eds.), 2002. *Better governance and public policy: Capacity building and democratic renewal in Africa;* Bloomfield: Kumarian Press.

Osaghae, E. E. 2006. *Strategizing the Business of governance for effective service delivery*, Workshop Paper presented at Political Leadership, Management and Skills held at Songhai Training Centre, Amukpe, sapele.

Oyovbaire, S. E. 2007. The Crisis of Governance in Nigeria‖ A Convocation Lecture delivered on the 23rd Convocation Ceremony of the Univerity of Port-Harcourt, Port-Harcourt, Nigeria on 15th March. pp. 5, 7, 21, 22

Rodrik, D. 1999. *The new global economy and developing countries: making openness work*, Overseas Development Council, London: ODC.

Rodrik, Dani, Mcmillan, Margaret and Welch K. Horn 2004. *When economic reform goes wrong: Cashew in Mozambique*. Brookings Trade Forum.

Sharma, S.D. 2007. "Democracy, Good Governance and Economic Development", *Taiwan Journal of Democracy*, 3(1): 29-62.

The World Bank, 2000. *Reforming public institutions and strengthening governance: A world bank strategy*. Washington, D.C.

Thomson W. 2004. *Delivering service in Nigeria: a roadmap*. A Report. London: Office of Public Services Reform. Retrieved on December 13, 2013 from: www.indabooks.org

Touraine, A. 1991. What does Democracy Mean Today? *International Social Science Journal* 12(8): 113-120.

United Nations Development Programme (UNDP) 2000. *Human rights and human development report*. A UNDP Report. New York.

United Nations Development Programme (UNDP) 1997. *Corruption and Governance*: A UNDP Report, New York.

United Nations Development Programme (UNDP) 1997. *Governance for sustainable human development*. A UNDP Policy Paper, New York.

United Nations Development Programme (UNDP) 2010. The Real Wealth of Nations: Pathways to Human Development. New York, United Nations Development Programme

United Nations Development Report (UNDP) 2003. Millennium Development Goals: A Compact among Nations to end Human Poverty. Oxford University Press.

World Bank, 2004. *Nigeria-State Governance Work*. Report No. AR592, http://www.worldbank.org/infoshop. accessed September 21, 2013.

Yahaya, A. D. 1999. Public service and good governance. *The Guardian* (Nigeria), Friday, June 4.

Zhou, G. 2013. Interrogating the nuts and bolts of institutional governance. *Global Business and Economics Research Journal*, 2(4): 95- 108.

APPENDIX A

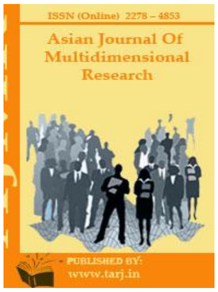
Response rate for the 8 selected states

Geo-Political Zones	**States**	**LG**	**Wards**	**Response Rate**	**%**
North Central	Nasarawa	Karu Kokona	Gurku/Kabusu Gitata Panda/Kare Agwada Bassa Ninkoro	541	9.5
	Benue	Gboko Makurdi Okpokwu	Gboko South Modern Market North Bank 1	742	13.0

		Kwande	Mbatan Ojoga Okpoga West Moon Mbayoo		
South East	Enugu	Udenu Ezeagu	Ezimo Orbai Amata Oghe ii Obinofia Awha	729	12.7
	Imo	Ahiazu Mbaise Oru West (Mgbidi)	Mpam Oru-na-lude Oparanadim Aji Ozara Ohakpu	749	13.1
South South	Rivers	Emohua Andoni	Odegu I Ibaa Obelle Unyeada i Asarama Ekede	809	14.1
	Delta	Okpe Ndokwa East	Ughoton Oviri- Okpe Mereje i Ashaka Ase Aboh/Akarrai	746	13.0
South West	Oyo	Ido Ibadan North	Batake/Idi-Iya Akinware/Akindele Ido/Onikede/Oluna Awo Ward iv, N5A Ward I\i, N2 Ward ii, N3	819	14.3
	Ekiti	Efon Ijero	Efon iii Efon viii Efon v Ijero Ward ‘C’ Ipoti/Odo/Owa Ward ‘C’ Iloro/Ijunrin Ward ‘B’	587	10.3

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00195.0

INTERACTIVE GAMES AS A WAY TO IMPROVE SPEECH SKILLS IN FOREIGN LANGUAGE LESSONS

Abbosova Zarnigor Abbosovna*

*Student,
Navai State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

This article discusses the implementation of innovative approaches to improving learning processes. There are also recommendations for the development of high educational technologies. A moderately controlled role-playing game in which participants get a General description of the plot, but the description of roles is more complex. The problem is that the features of role behavior are known only to the performer. As "an exercise in reading roles, dramatizing dialogue", a strong place in the Arsenal of methodological techniques, and similar instructions can be found in all foreign language textbooks, since the role and the inherently related actions represent the basic unit of the developed game form. A controlled role-playing game of a simpler type can be based on dialogue or text. In the first case, students are introduced to the basic dialog and work through it.

KEYWORDS: *Pedagogical Technologies, Higher Education, Innovations, Interactive Games, Improving Speech Skills.*

INTRODUCTION

The development of Dialogic skills of students in English lessons is currently an urgent problem, and role-playing can effectively influence the development of Dialogic skills, positively affects the formation of students ' cognitive interests, and contributes to the conscious development of the English language. The use of role-playing games in children's foreign language teaching methods has been going on for a long time. As "an exercise in reading roles, dramatizing dialogue", a strong place in the Arsenal of methodological techniques, and similar instructions can be found in all foreign language textbooks, since the role and the inherently related actions represent the basic unit of the developed game form.

Psychologists A. N. Leontiev and N. V. Koroleva state that role-playing games are particularly sensitive to the sphere of people's activities and the relationships between them.

This explains the secret of the popularity of role-playing games among teachers and students.

As a learning model of interpersonal group communication, a specific organizational form of verbal communication training based on the communicative principle, games easily fit into the lesson and, among other things, give students a real pleasure. Role-playing games are used to solve complex problems of learning new material, consolidate and develop creative abilities, as well as to form General educational abilities.

This allows students to understand and study the learning material from different perspectives. The social significance of the role-playing game is that in the process of solving certain tasks, not only knowledge is activated, but also collective forms of communication.

A controlled role-playing game of a simpler type can be based on dialogue or text. In the first case, students are introduced to the basic dialog and work through it. Then, together with the teacher, they discuss the content of the dialogue and the necessary vocabulary. After that, students are asked to make a communication option based on the basic one and using the support written on the blackboard. The new dialog may resemble the basic one, but you need to use a different fill-in, a different form of questions and answers.This dialog may be longer or shorter than the basic one. In addition, the teacher can give instructions as needed during the role-playing game.

The second type of controlled role-playing game is text-based. In this case, after reading the text, the teacher can ask one of the students to play the role of any character from the text, and the other students can interview him.

And student reporters can ask not only the questions that are answered in the text, but also any other interesting questions, and the student playing the role of a character can show their imagination when answering these questions. As in the first case, the teacher can give instructions and help students during the role-playing game.

The most easily controlled role-playing game to participate in, in which students receive the necessary comments. Their task is to listen carefully to each other in order to combine these comments in the context of role-based communication.

A moderately controlled role-playing game in which participants get a General description of the plot, but the description of roles is more complex. The problem is that the features of role behavior are known only to the performer. It is important for other participants to guess what line of behavior their partner is following and make the appropriate decision based on their own reaction.

This is the most difficult free role-playing game when students get the circumstances of communication, and a long game that continues for a long period and is a series of episodes from the life of the class, the activities of the enterprise or another. These games open up space for initiative and creativity.

The teacher names the subject of the role-playing game, and then asks the students to create different situations that affect different aspects of the subject. The teacher can divide the class into groups, ask each group to choose a situation and allocate time for preparation.

At the same time, if necessary, it helps students to act out, discuss what can be said about the chosen situation, or provide any other assistance.

Creative role communication requires developed social skills. Therefore, role-playing in foreign language lessons often includes elements of social training (communication exercises). There are examples of similar tasks:

* Composition (students strive to get in a row as quickly as possible in accordance with the proposed sign);

• rounds (participants of the" circle " pronounce each word so that the formed sentence sounds as smooth as if it was said by one person);

* Strip-story (each student gets a phrase and tries to quickly take a suitable place in the " story»);

* Smile (students go to each other and exchange comments with a mandatory smile);

* Carousel (students form an external and internal circle and move around the circle, exchange comments);

* Contacts (participants go to each other and start a conversation);

• Kind words (the participants tell the source of any pleasant words);

* Reflection (participants try to imagine what other students think of them);

* Listening (nodding in agreement and expressing agreement with it);

* Politeness (students make polite requests to each other);

* Concessions (participants learn to give in to each other in a dispute);

* Respect (students talk about respect for each other and support their words with examples);

* Gratitude (working in pairs, students Express their gratitude to each other for help and support);

* Rally (participants learn to address the audience);

* Conflict (students learn to respond correctly to the partner's emotional phrase).

As a model of interpersonal communication, role-playing causes the need to communicate in a foreign language. And in this position, he performs a motivational and stimulating function.

Role-playing provides a learning function, as it largely determines the choice of language tools, contributes to the development of speech skills and abilities, allow you to model the communication of students in various speech situations.

The educational function of role-playing games is that these games foster discipline, mutual assistance, activity, readiness to participate in various activities, independence, the ability to argue their point of view, take the initiative, find the best solution. in certain conditions.

Role-playing forms students ' ability to play the role of another person, to see themselves from the position of a communication partner.

It focuses students on planning their own speech behavior and the behavior of the interlocutor, develops the ability to control actions, give an objective assessment of the actions of others. Thus, the role-playing game also forms a focusing function.

So, having considered the structure of the role-playing game and the method of its implementation, we can draw the following conclusion: the role-playing game serves as an integral part of a foreign language lesson, since during the game the child freely communicates with peers and with the teacher, while the student's speech is actively formed. But for a more successful role-playing game, the teacher and children must be well thought out.

REFERENCES

1. Abanina N. V. Role-playing games at lessons in primary classes with in-depth study of English / / N. V. Abanina. Moscow: Akademy, 1997.

2. Gashkov V. P. Role-playing games and tasks in English lessons / / V. P. Gashkov // Foreign languages at school. - Moscow: 1986. - № 5.

3. Kalimulina O. V. Role-playing games in teaching Dialogic speech / / O. V. Kalimulina // Foreign languages at school. - 2003. - № 3.

4. Kolesnikova O. A. Role-playing games in teaching foreign languages / / O. A. Kolesnikova-VA // Foreign languages at school. - 1989. - № 4.

5. Perkas S. V. the Educational dialogue on the lessons of the English language / S. V. Perkes // Foreign languages at school. - 2000. - № 5.

6. Rogova G. R. Methods of teaching foreign languages in higher education / / F. M. Rabinovich T. E. Sakharova. - Moscow: Obrazovanie, 1991. - 287 p. a

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

DOI: 10.5958/2278-4853.2020.00197.4

ON THE COVERAGE OF ETHNIC PROCESSES IN THE INFORMATION SPACE

M.M.Sodirjonov*

*Researcher,
Namangan State University, UZBEKISTAN
Email id: sodirjonov@mail.ru

ABSTRACT

The article discusses the importance of modern information technologies in social life, ethnic processes in the social realities of the internet and the media, as well as ethnicity. Since mentalitet is the deepest part of Ethnos consciousness associated with stable archetypal structures, it helps to meet the biological innate needs of man, psychological stability and spiritual confidence kuchaytiradi. In the modern society where global computer networks and telecommunication technologies are introduced, information is becoming an important source and factor of socio-economic development. Similar facts confirm an optimistic assessment of the impact of computer technology on the relationship between ethnic cultures.

KEYWORDS: *Globalism, Internet, Ethnic, Mental, Ethnosocial Process, Media, Social Space, Digital Economy, Modernization.*

INTRODUCTION

In any society, information has always been a reflection of the progress of the country, it has served as a fundamental tool in the formation of people's consciousness, worldview and political level. This situation is spreading wider than ever before in the era of today's globalisation, which is changing at a particularly rapid pace. Consequently, one cannot imagine any sphere of everyday life without the media.

It is fully understood that information in developing countries is a national resource, and its storage, development and rational use are tasks of State importance. Thus, at the present stage, the development of the information sector in the society is focused and not only on telecommunications, but also on information (focused on workmanship, awareness of the audience and scientific and educational innovations, etc.). The formation of a state policy that covers the processes related to the creation, storage, operation and distribution of species, as well as the entire totality of relations.

Information has always played an important role both in the life of society and in the life of a particular person. Information - is a detailed message or information about any event and refers to the official message of the government about the transaction or agreement concluded as a result of negotiations between the states. In international law, the notification of agreements, agreements or other decisions taken as a result of diplomatic negotiations between two or more states shall be formally announced by two or more states. Information about the negotiations between the two countries is usually called joint information. According to another interpretation, the name of some periodicals (for example, the information of the Academy of Sciences of the Republic of Uzbekistan, the information of the state testing center of the Republic of Uzbekistan, etc.).[1].

Information is a set of information about the indicators, properties and states of objects and phenomena of the environment, regardless of its sources and form of presentation, reflecting the facts about the person, subject, fact, event, phenomenon and processes[2].

Taking into account the current global all-round trends, the accelerated use of ICT for Uzbekistan in all spheres of society, as well as the overall development of digital technologies, have become the driving force of innovation and rapid entry into the world economy and integration. For this purpose, measures are being implemented in the Republic at a rapid pace, but without the first scientific basis and scientific research, high efficiency can not be achieved in these processes.

In the appeal to the Senate and legislative chamber of the Oliy Majlis, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev declared 2020 the year “The year of development of science and education and the digital economy”, adding that this year the country should make a radical turn in the development of the digital economy. “It is essential and imperative that we possess digital knowledge and modern information technology to achieve progress. This gives us the opportunity to go through the shortest path of Ascension”[3].

According to the international electronic Association of the United Nations, today more than 3.5 million inhabitants of the Earth's sphere are actively using the world Internet network[4]. In the report of the Ministry for development of Information Technologies and Communications of the Republic of Uzbekistan it was reported that the number of users of the internet system in the Republic of Uzbekistan exceeds 14 million, while the number of mobile operators exceeds 22 million[5]. It should also be noted that, as in the whole world, the main beneficiaries of the Internet and social networks are primarily young people.

In the modern society where global computer networks and telecommunication technologies are introduced, information is becoming an important source and factor of socio-economic development. In our eyes, the world is turning from real event to information; unfortunately, virtual reality is recognized as one of the basic forms of existence. In this regard, the problems associated with the storage and translation of information resources, the complexity and deepening of communication networks, the consequences of the virtualization of reality, the reduction to spiritual criteria as a result of the influence of information technology remain relevant for scientific and philosophical discussions.

The “information revolution”, which took place in the second half of the twentieth century, has increased its influence on many aspects of human life, including the issues of changing the nature of ethnic processes. Information did not have national boundaries, so the global information space had to affirm the spirit of globalism in the minds of people. In Uzbekistan, where there are more than 130 nationalities with specific national languages and cultures, it has also entered with its own characteristics.

Ethnic phenomena in the new era of information technology should not be considered separately from socio-cultural, political and economic processes. People and ethnic groups participate in many information and social contacts. The role of the national Internet sector is facilitated by the formation of the traditional ethnic mentality of the population by filling gaps in the activities of ethnic media, eliminating the shortcomings in direct ethnic communication. The internet, in addition to the mass media, helps in providing information to the ethno-mentality, which is determined by the characteristics of the form of media texts that are distributed to the general public and the integrity of the information space of the country in terms of information efficiency.

A well-known economist scientist A.N.Ijaev [6] in his scientific study, he argues: “The most important functional core of ethnic selfishness is the spiritual value, which covers almost all the existential conscious sphere of ethnos and constantly requires information and communication nutrition (with the help of mass media), first of all, ethnic and cultural property is the main means of protection that guarantees the vital supply of the individual”.

Geography of internet users is not limited to one state. Citizens of one state communicate and communicate via the internet in their native languages with a citizen who is temporarily resident in another state or who has moved completely. Similar facts confirm an optimistic assessment of the impact of computer technology on the relationship between ethnic cultures.

Thanks to the internet, the technical and creative possibilities of ethnic-oriented media have expanded to promote national values, ideas and ideals in the society.

The A.V. Malakhova noted that the period of postmodernism, united by the formation of an information society, is “a period of indifference to someone's suffering, without ideals, without moral principles and norms, without future, without social progress and without social responsibility”[7]. From the given point of view, one can draw the following conclusion: by entering into virtual reality, it leads to real reality and distance between people. As a result, this process was reflected in each ethnic group and community, and the processes of socialization of people moved to the vertual space. In turn, the variety is manifested by its positive and negative qualities.

The use of the word “modern man” in our everyday life has become an object of reproach. This term is describes in his study A.Y.Xos the following: "In addition to the main advantages of the information society, it enriches the daily life of people, with new cultures, renounces the traditional style of standing, assimilates different eltist cultures and creates its own standard”.

Of course, this opinion can be further supplemented and analyzed by its negative pros. In modern Uzbek society, the majority of young people are highly valued for the use of modern information technologies and their mastering. At the same time, in the synthesis and adoption of information, one can observe the abandonment of moral and culture, the emergence of social loneliness or, on the contrary, the confluence with other ethnic groups (falling under the influence of different informal communities, religious currents, various “modern cultural” currents, etc.).

Let's not agree that the ethnic processes in the global information space contradict each other. On the one hand, contacts of passionate nationalities are direct (student exchange, tourism, labor migration, movement of migrants and refugees) and modern media (satellite, TV, internet, mobile communication, etc.) for ethnic cultures at the same time raises different problems. On the other hand, it is becoming a single area for the standardization of life and the development of technology, industry, transport, trade and communication tools.

Modernization and cultivation of life managed through the internet and the media is not only a traditional way of life, but also a change in the models of communication and behavior, family relations, ways of educating and teaching the younger generation, which leads to the degradation of many languages and ethnic mentalities.

Ethnos is a real form of man, and at the same time expresses both cultural and biological diversity; therefore it contradicts reality - it is a possible (inanimate, antitussive, postbiological, computer) form of human life in the information society.

Researchers warn against the risk that countries and peoples behind the “race”of information technology will lose their cultural and national identity. In the era of globalization and computerization, English has become the most popular language in the world, and this situation prevails over these (English)-speaking sources and American technologies in the Internet picture of the world. There is no doubt that there is an opinion of researchers that computer culture should become an integral part of modern national culture.

Ethnic phenomena in the new era of information technology should not be considered separately from socio-cultural, political and economic processes. People and ethnic groups participate in many information and social contacts. The role of the national Internet network consists in the formation of the traditional national mentality of the population by filling the gaps in the activities of ethnic media, eliminating the defects in direct ethnic relations.

In addition to the internet mass media, communication provides for the provision of communication in order to reflect ethnicity, its effectiveness is determined by the integrity of the country's information space and the content of the mass media distributed to the general public, as well as the features of its form. But, nevertheless, a large part of the population does not use the Internet in their spare time, but rather passive types of culture, for example, prefer to watch various entertainment TV shows.

There is no doubt that the main factor in the development of ethnic culture and maintaining the harmony of the nation will remain the media. They inform people of the most important events, create a platform for discussing the future of their homeland and humanity as a whole, and also help to establish good relations with other peoples.

The “explosion of the ethnic group”, unpredictable in the internet era, is traditional mentalitet allows a modern person to filter uncontrolled information flows, to choose information that is safe for self-identification according to ethnic existence. Since mentalitet is the deepest part of Ethnos consciousness associated with stable archetypal structures, it helps to meet the biological innate needs of man, psychological stability and spiritual confidence kuchaytiradi. Traditional norms and ideas aimed at ensuring that fair decisions are made by a person in ordinary situations, a socially acceptable intellectual program, which stabilizes the social value of information received by the user of the internet and the mass media by narrowing the scope of accepted and desired relations in the life situations, phenomena, human beings.

The modern theory of modernization, interpreting traditional culture as a possible obstacle to modernization, did not take into account the internal cultural connotations of the development of society. At present, the concept of delayed modernization takes into account the stability of the core of the value of ethnic cultures and recognizes the accept ability of a mixed culture model, which has traditionally been modernized for modern countries.

In place of the conclusion, it can be noted that the urgency of ethnic problems in the information society is explained by the fact that a person seeks spiritual guidance and stability in the world of infinite telecommunication simulations. Ethnic property includes protest against the fact that life becomes an electronic life from home, a living reality in which a person can be transformed into an inanimate body.

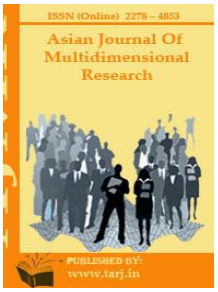
Ethnic culture continues to perform integrative, communicative, cultural, creative and educational functions. Under the influence of the information revolution, elements of traditional culture are being modernized, gradually entering the internet around the world and demonstrating the potential for significant adaptability to technological innovations.

REFERENCES:

1. Ўзбекистон Республикаси Энциклопедияси. – Тошкент: ЎзМЭ, 2000. Ж.1.
2. Ўзбекистон Республикасининг “Ахборот эркинлиги принциплари ва кафолатлари тўғрисида”ги Қонуни. 2002 йил 12 декабрь.
3. Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлисга мурожаатномаси, Халқ сўзи 2020 йил 25 январь.
4. Committed to connecting the world // http://www.itu.int/en/about/Pages/default.aspx.
5. Ўзбекистон Республикаси Ахборот технологиялари ва коммуникацияларини ривожлантириш вазирлигининг маълумоти // http://mitc.uz/uz.
6. Ижаев А.Н. Информационно-политическая и этническая идентичность в пространстве массовой коммуникации: автореф. дис. … канд. полит. наук. М., 2007 // Библиотека диссертаций dslib.net.
7. Хоц А.Ю. Информационная революция и этнические аспекты культуры современного общества: автореф. дис. … канд. филос. наук. Ставрополь, 2001.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00196.2

SPECIFIC FEATURES OF THE PEDAGOGICAL PROCESS FOCUSED ON INCREASING THE SOCIAL ACTIVITY OF YOUTH

Tojiboyeva Khilolaxon Makhmutovna*; Tuychiyeva Inoyatkhon Ibragimovna**

*Doctor of Philosophy (PhD) in Pedagogical Sciences,
Senior Research Fellow
In Uzbekistan Scientific Research Institute of Pedagogical Sciences.
UZBEKISTAN

**Doctor of Philosophy in Pedagogy (PhD),
Head of the Department of "Pedagogy" Department,
Fergana State University, UZBEKISTAN

ABSTRACT

The following article deals with the specific pedagogical and psychological features of the pedagogical process aimed at increasing the social activity of young people, in which the success of educational work with students depends on knowing and taking into account their age and psychological characteristics, negative factors affecting social activity in youth. , the imbalance between the modern requirements for the social activity of young people and their knowledge, skills and abilities, the existing competencies of social activity.

KEYWORDS: *Youth, Social Activism, Youth Policy, Educational Institutions, Adolescence, Psychological Characteristics, Pedagogical Opportunities, Initiative Support, Independent Thinking, Unorganized Youth, Social Responsibility, Worldview, Active Thinking.*

INTRODUCTION

At a time when the process of integration with the world community is underway, the level of activity of members of society is recognized as a key factor in development. This, in turn, will improve the system of increasing the social activity and motivation of young people, creating new pedagogical mechanisms for the development of independence, creative initiative and social responsibility among students, improving existing ones, consistent and effective implementation of state youth policy. mutual support, the need to protect their rights and legitimate interests.

The analysis of research on the issues of social activity of the individual in the world practice shows that in a democratic society the social activity of students does not arise spontaneously, but is formed as a result of regularly and purposefully carried out pedagogical activity. In addition, the mismatch between the modern requirements for social activity of students and their knowledge, skills and abilities, the existing competencies of social activity does not meet the needs of society.

Today, as a result of consistent reforms in our country, there is a need to expand the process of increasing the social activity of students in general secondary schools, along with the education of enterprising, courageous young people who are able to take responsibility for the country's future. The Action Strategy for the further development of the Republic of Uzbekistan identifies such areas as "physically healthy, mentally and intellectually developed, independent-minded, strong-minded, loyal to the Fatherland, deepening democratic reforms and increasing their social activity in the development of civil society" [1]. , which in turn explains the need to consider this process as a pedagogical system with a research and analytical orientation.

Giving students theoretical and practical knowledge, the formation of conscious disciplinary skills and abilities in them is relevant because it has a specific meaning for the theory and practice of pedagogy. Educational institutions have a special role in the organization of activities aimed at fostering social activism among students, that is, the qualities of social activism are nurtured in students studying in preschools, secondary schools, academic lyceums, vocational colleges and universities. "Education is a great criterion for equal opportunities," he said. It is an important factor in increasing the intelligence of society, increasing competitiveness and increasing achievements ”[2].

The concept of development of the public education system of the Republic of Uzbekistan until 2030 includes five initiatives were launched for introducing modern methods and directions of extracurricular education in educating young people and providing them with employment, forming strong motivation for learning, creating additional conditions for youth education. implementation has been identified as a priority of the education system [3].

The success of educational work with students depends on knowing and taking into account their age and psychological characteristics. This situation is a special feature of adolescence, which is considered a turning point, and it is more relevant to this period. Adolescence is called the transition period, because it is during this period that a peculiar transition period from childhood to adulthood occurs. It is associated with a serious reconstruction of mental processes, student activities. Therefore, adolescence requires drastic changes in the forms of interaction, in the organization of activities. The occasional difficulties in educating adolescents arise as a result of sometimes insufficient knowledge or denial of the laws and characteristics of the mental development of children at this age. This period is very useful for cultivating social activism. Because the process of a child becoming an adult is difficult in itself, this process is associated with a serious change in the psyche, forms of interaction with people, as well as changes in living conditions and activities.

As a result, it begins to develop traits such as opposing or rejecting the opinions of adults. This makes this period a "difficult" and "complex" period.

The difficulty in educating adolescents is that it is important to change the forms of control over their life and activities in the relationship with the adolescent. They will have to find some new ways and means of influencing them. At the same time, of course, it is advisable to have a special relationship with each student.

The forces that drive the mental development of adolescents are the emergence and elimination of the contradictions between the new needs created by their activities and the opportunities to meet those needs; these contradictions are the forms of interaction of adolescents with their old, previously formed world with their increasing physical, intellectual and moral capabilities, the old contradictions of their activities, the real demands of adolescents with society, adults and the growing demands of adolescents by the community are the contradictions between the forms. These contradictions are overcome by combining a much higher level of mental development, more complex forms of activity, and a number of new psychological qualities of the individual. As a result, the adolescent's mental development progresses to a higher level.

We overcome the difficulties of the teenager's living conditions through the education provided to him and the proper organization of his activities.

Defects in a person's biological growth, deficiencies in the sensory organs, high nervous activity that negatively affects reading, and defects in temperament negatively affect the development of social activity. Defects in a person's mental development, lack of willpower, poor mental development, lack of emotion, lack of necessary needs and interests, imbalance between the adolescent's aspirations and available opportunities.

In our opinion, the negative factors influencing the upbringing of social activity in students are: lack of moral sense; improper communication with the teacher, class team, family members; reluctance; improper distribution of free time and others create negative situations [4; 103-p.].

Also, the shortcomings of the individual in the learning process: inability to make extensive use of methods of mental activity; interruptions in the acquisition of knowledge, skills and competencies; school activities: shortcomings in teaching and errors in educational activities.

According to R.G. Safarova, deficiencies in the extracurricular environment, such as lack of pedagogical and psychological knowledge in the family, family conflicts, divorce, parental alcoholism, the influence of minors, spiritual and educational production communities and shortcomings in the community causes an increase in [5; 53-p.].

N.M. Urinova emphasizes that the social activity of young people depends on the level of participation in the process of social relations, which determines the attitude of the individual to the social being [6; 64-p.]. The social activity of the student is important in two ways: first, it creates the basis for the individual to find his place in society, and second, his knowledge, strength, ability and ability to work for the development of society. The social activities of students are formed in the educational process and are manifested as an indicator of the overall maturity of the individual.

The level of formation of social activity of students and youth is determined on the basis of the following criteria:
- Enrichment of worldview and knowledge of social relations;
- participation in the process of organizing social relations;

- have sufficient skills to master the content of education and apply it in practice;
- be able to get out of problematic situations and evaluate it;
- demonstration of personal qualities that reflect the level of social activity of students (such qualities as consciousness, ideology, perseverance, independence, initiative, humanity, diligence, speed, free thinking, creativity, sense of responsibility);
- ability to stand on a certain point of view and others.

Criteria of social activity reveal the requirements of discipline and their importance and content. One of the main conditions for effective education of social activity is adherence to discipline, which not only has a positive effect on the physiological functions of the organism, but also contributes to the formation of skills and abilities to meet the requirements of discipline.

The ethical psychological environment in the classroom is also important in increasing social activity in students. The psychological environment or microclimate of a lesson is the emotional state of the students and the teacher. It can be said that there is joy in the communication between students and the teacher during the lesson, and freshness and self-confidence and solidarity among the students. The “healthy” microclimate of the lesson is also that students do not have anxiety and fear in front of the teacher, they always feel confident and supported by the teacher and classmates. At the same time, the teacher’s demands on students are also indicative of a healthy environment. An unhealthy environment in the classroom leads to pessimistic moods, anxiety, boredom, which negatively affects the psyche of students and leads to a spontaneous violation of discipline. In a positive microclimate, students not only work effectively to master the topic in the classroom, but are also distinguished by exemplary behavior and are less tired, and their activity is higher.

School discipline includes a whole system of disciplinary rules that are mandatory for students, the rules for organizing their learning and work activities, and their implementation must be done consciously. The essence of conscious discipline of students is to obey the rules of behavior and the order established in the school. Understanding the need to obey this order forms a stable discipline in the learner and he or she becomes a socially active person.

The issue of social activism as a criterion of perfection is gradually developed in students and is manifested in his worldview, goal-orientation and will, behavioral skills and habits, initiative and independence, the formation of principles and intolerance of shortcomings in activities, relationships and communication. This quality as an element of consciousness is expressed through the experience of successes and achievements achieved by the child’s personality and is the result of individual and collective efforts. Therefore, the level of its development in children may vary due to age characteristics and the state of organization of educational work.

From an early age, elements of social activism appear in a child's collective activity. Social activism is a means of nurturing the student’s personality and primarily forms a characteristic of conscious discipline. Social activity serves to show in the student such qualities as orderliness, clarity. Social activity as a trait is a behavioral pattern that is common to man. The physiological basis of activity is a changing stereotype. However, social activism is a social quality in which moral habits and a person’s attitude to demands are reflected. At the school age, the basis of social activity is to imitate a positive example. As students grow older, their sense of social activity will depend on their willpower. From the outside, if social activity is not strengthened in the personality of the student as a result of the stagnation of the above characteristics, then it can also easily change as the situation changes.

Organized activity, that is, study, work, sports, realizes the child's ability to demonstrate social activity. At the same time it makes sure that the requirements are followed. In student activity, demand becomes an external aspect of his life and his inner need. The external means of organizing demands is the order, and it depends on certain hygienic and pedagogical bases and presupposes the exchange of the child's agenda, work and rest, other occupations. The agenda ensures the regularity and variability of the conditions around the child, which in turn serves as the basis for the upbringing of dynamic stereotypes (patterns). It is logical to monitor the implementation of the requirements for the children's community. The ability to make demands depends on the educator’s ability to quickly and accurately assess different situations and situations, analyze evidence, and apply a variety of pedagogical tools. Requirements should be made not only out loud but also with firmness and respect for the student’s personality. Let the student feel it through the tone of the teacher’s voice. If a teacher fails to meet this condition, excessive tension and persistence can lead to various conflicts, disobedience, especially in adolescence.

Fostering social activism in students is closely linked to their behavioral culture. However, the concept of moral culture is not limited to the social activism of students. It encompasses all aspects of a person’s moral manifestation. In this sense, moral culture as a specific term refers to a high degree of thoroughness and precision of all human behavior. The concept of moral culture is considered by educators as all the qualities and qualities of a person.

According to foreign scholars, through daily social experience, students learn the norms of social activity. The content of moral culture is determined by a set of norms and rules that regulate communication between people, speech and appearance (dress, posture, gestures, facial expressions, steps). It follows that moral culture is a culture of communication, speech, and appearance. In order to cultivate this culture, the teacher must be a high role model.

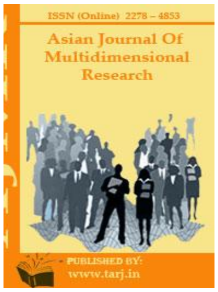
The education of social activity in children as a systematic and goal-oriented pedagogical activity is formed in the process of upbringing in his family, in the preschool institution. Social activism is related to a person’s inner culture, aesthetic requirements, and socially accepted traditions and customs. It is through the inner culture of man that his morality is determined, and on the other hand the outer side of morality affects the inner state of man, that is, it compels him to be calm, serene, constantly concentrated. Appearance rudeness, rudeness gradually forms negative qualities in a person. Therefore, it is necessary to inculcate in children from an early age knowledge about the culture of behavior and moral concepts. The child may behave rudely in many cases because the concepts of communication culture have not yet been formed and he or she does not know the rules of ethics accepted in society. In most cases, children learn to behave by imitating their parents, who respect them, by observing the behavior of adults.

A child's understanding of his or her own behavior is a prerequisite for the formation of socially useful skills and moral norms. For such behavior, it is important that the person consciously responds to society, the community, other people, and understands this in terms of what is useful and necessary for society.

Social activism is also the foundation of learning, and at the same time the result. As early as middle school, through moral consciousness, many important perspectives begin to change toward the moral side of students. Moral norms, norms of law are requirements that children encounter every day and are enforced according to their level of upbringing or reinforced in the form of habits and aspirations.

LIST OF USED LITERTURE:

1. Decree of the President of the Republic of Uzbekistan. On the Action Strategy for the further development of the Republic of Uzbekistan. / Official publication / Ministry of Justice of the Republic of Uzbekistan. - Tashkent: Adolat, 2017. - P.37.
2. Harukhiko Kuroda. Bringing up a highly educated and intellectually advanced generation is the most important condition for the sustainable development and modernization of the country: Proceedings of the International Conference. - T .: Uzbekistan, 2012. - 184 p. B.19.
3. Decree of the President of the Republic of Uzbekistan № PF-5712 of April 29, 2019 "On the Concept of Development of the Public Education System until 2030." https://lex.uz
4. Tojiboeva X.M. Pedagogical and psychological significance of the process of increasing the social activity of students // Public education. - Tashkent, 2017. - №4. - B.102-106.
5. Safarova R.G. PARAMETERS OF FORMATION OF CULTURAL WORLDVIEW IN STUDENTS // EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY / COLLECTION OF SCIENTIFIC ARTICLES. LXII INTERNATIONAL CORRESPONDENCE SCIENTIFIC AND PRACTICAL CONFERENCE (London, United Kingdom, April 7-8, 2020). P.52-53
6. Urinova N. The peculiarities of increasing students social activity in the system of education// *The Advanced Science open access journal. – UNITED STATES, 2012. - ISSUE 4. – P. 64-66.*
7. Franco, Clemente; Amutio, Alberto; Lopez-Gonzalez, Luis; и др. Effect of a Mindfulness Training Program on the Impulsivity and Aggression Levels of Adolescents with Behavioral Problems in the Classroom // FRONTIERS IN PSYCHOLOGY. – SWITZERLAND SEP 22 2016. Volume: 7. http://webofscience.com



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00202.5

ON THE HISTORIOGRAPHY OF THE TURKIC KAGANATE

Buvakov Nosirbek*

*PhD Student,
Institute of History of the Academy,
Sciences of the Republic of UZBEKISTAN

ABSTRACT

This article provides a brief historiographic analysis of the period of the Turkic Kaganate. It also reveals the relationship between the Turkic Khagans and Iranian rulers, which was reflected in the sources of that period. The author seeks to show that the period of the Turkic Kaganate played an important role in the development of the statehood of Central Asia. Attempts were made to show how important the Kaganate agreements with such major powers as Byzantium, Iran and China were important for the development of the country.

KEYWORDS: *Turkic Kaganate, Urban Planning, International Relations, China, Iran, Process Of Ethnic Rapprochement, Tegins.*

INTRODUCTION

Indeed, it would be a mistake to say that the historiography of the Turkic Khanate has been fully studied to this day. In the field of world historiography, there is little research on the Western Turkic khanate. For example, in the first chapter of his dissertation "The state system of the Western Turkic Khanate" G. Boboyorov focused on the sources and research on the Western Turkic Khanate. Through the study of this chapter, it becomes clear that the period of the Turkic Khanate and its impact on the lives of the peoples of the region still need in-depth analysis. In recent years, the defense of the dissertation by M. Khatamova [1, 2018] on the first medieval cities was one of the latest works in this area. But the fact that there are so many written sources in this direction shows the urgency of the issue. This article provides a brief analysis of the historiography of the Turkic Khanate. The article used the method of comparative historiography.

We can divide the authors who have conducted research on the problem into three parts:

The first group includes Russian scientists. We will be able to include V.V. Bartold [2, 1968], V.V. Radlov [3, 1897], P.M. Melioranskiy, A.N. Bernshtam [4, 1946], L.N. Gumilyov [5, 1967], S.A. Yasenko [6], Yu.A. Zuev [7, 2002], O.I. Smirnova [8, 1970], S.V. Kiselev [9, 1965] and many other scholars in this regard. They mainly focused on the emergence and formation of the Turkic Khanate, its state structure, population, culture and other aspects.

Among the foreign researchers on this subject are T. Osava [10, 2006], E. Chavannes [11, 1903], S. Stark [12, 2008], P.B. Golden [13, 1992], K.J. Skaff [14, 2002], A.N. Kurat [15, 1952], B. Ogel [16, 1971], E. Esin [17, 1972], F. Sumer [18, 2008] et al. In them, mainly Turkic scholars spoke about the division of the Turkic Khanate into two parts, the socio-political situation in the Western and Eastern Turkic kingdoms, military issues, their structure and others.

In the Central Asian republics, scholars such as K.M. Baypakov, V.D. Goryacheva, Sh.S. Kamoliddin, A. Xo'jaev, A.M. Otaxo'jaev, G.B. Boboyorov [19] have shown the role of the ancient Turks and the Turkic-Sughd symbiosis in the development of cities [1, 2018].

THE MAIN FINDINGS AND RESULTS

In-depth research on the history of the Western Turkic Khanate is still lacking in world historiography. Most of the research focuses on the Eastern Turkic Khanate (552–630; 682–744), which ruled in Mongolia, southern Siberia, and northern China. Only in some studies can we witness that some aspects of the history of the Western Khanate have been addressed.

The events of this period are also described in Tabari's “Tarikhar-rasulwa-l mulk”, and in Narshahi's History of Bukhara.

The term Turkic is a political term that means the unification of several tribes and peoples without having an ethnic meaning. S.P. Tolstov noted that the word "Turk" means "young unmarried warrior”. Later, the word became a common name for tribal traditions and finally politically united peoples. Below you will find information about the Turkic Khanate and Iranian relations in the sources.

According to historical sources, Tobo Khan, the brother and heir of the great Mugan Khan, died in December 581. According to the rule of the family tree, he inherited the throne (the throne passed to the oldest generation in the entire princely family), that is, his nephew Dalobyan, the son of Mugan Khan. However, the aristocracy removed Dalobyan from the throne in favor of Anyao, the son of Tajakhan, under the pretext of his mother's "low background." This, in turn, forced him to hand over the throne to his cousin, Shet, the son of Karasikhan. Dalobyan, on the other hand, inherited the northern edge of the Kogonat and received the title of Abo (the largest). At this time, in China, Commander Yang Jian Bei overthrew Zhou’s house and founded the Sui Dynasty. This led to war.

In 582, Shetu invaded China and was initially successful, but the Chinese spy Zhang-Shen Seng Dalobyan quarreled with Shetu. In Shetu's absence, he attacked Dalobyan's residence, and Dalobyan's mother was killed during the massacre. Dalobian fled to the west, all the princes sided with him, and Shetu confessed himself to be the vassal of Sui's house to escape. With Chinese help, Shetu was rescued, and the defeated Dalobyan fled to Poykend. There the hungry warriors carried out looting and destruction. In 584, the merchants and peasants of Bukhara fell in love with DiangTardushkhan, and the latter did not ask Dalobyan for help.

Shetuga's heir, his brother Chulokhou, with the help of Diang, captured Dalobyan and executed him in 587. But after the revolt was suppressed, the western and eastern khanates clashed again, and ChuloxouDyang was killed during the war against Tardush Khan.

This discrepancy is described not only in Chinese chronicles, but also in Narshahi's History of Bukhara. He was called AbruyDalobyan because he received the title of Ab-Khan. Dyangu - Kara ChurinTurgBiyagu and his son Dyang, who captured Dalobyan - Shiri-Kishvar. His third description is given in the book "History of Theophalactics in Simokatta", which contains the contents of the letter "King of the Turks" sent to the emperor Mauritius in 596.

As a result of the war, Dyangu became an ally of Iran in 589. The reasons for the war were as follows: When the Turkic cavalry spears united the Great Desert from the Yellow Sea to the Black Sea under the rule of their khagans, they captured the entire caravan route and the rich Soghd cities - the pillars of caravan trade.

At the same time, Byzantium, which had gained hegemony in the Mediterranean, received brutal blows from the Lombards in Italy and the Avars on the Danube. He had to wage a long and brutal war to defend his borders, and for that he needed money. However, in the sixth century, there was very little gold in circulation, so Byzantine emperors were forced to look for other types of values for their policies. Silk fabrics were valued more than goods in Europe, and silk became a currency that was treated on an equal footing with gold.

But the caravan route passed through Iran and the emperor and emperor were always enemies. The Persians welcomed the silk trade in general, but the income from taxes allowed them to maintain a courtyard and an army. So they gave the least silk to their enemies at the prices they set.

Iran’s interest was not an increase in turnover, but an increase in prices in order to get as much gold as possible from the hands of the enemy and reduce the Greeks ’ability to engage fighters in Europe in the war against Iran. This system also affected the interests of the Western Turkic khans, who were owned by Sogdian traders from China to Iran and their friends because they could not export and sell their goods. Their attempts to agree with the Persian king were unsuccessful. On the contrary, the detour through the dry steppes north of the Caspian Sea was difficult and unsafe. Because the thieves, who had suffered a retreat in front of the heavy cavalry of the Turks, could easily trap and steal any caravan of merchants.

In 569, the Greeks and the Western Turks were able to exchange ambassadors and determine that their interests coincided. Thus, a Turkic-Byzantine military alliance against Iran emerged. King Hormuzd ruled Iran for 578 years.

Twelve regiments of cavalry were the backbone of his strength. These were professional warriors who received payment for service from the king. Relying on them, Hormuzd tried to reduce the power and influence of the aristocracy that had always ruled, but the executions made his rule unpopular in the country. The Greeks and Turkuts then struck a decisive blow that had to end Iran and open the gate from East to West.

In the autumn of 589, the situation in Iran was very hopeless, for, as the Arab historian Tabari puts it, "the enemy surrounded Persia like a bow." Only the courage of the Persian cavalry and their commander, Bahram Chubin, took a dangerous threat to the country. Bahram personally assassinated a Turkic leader known in Persian literature as Shaba or Saveshah.

In addition, during the Turkic khanate, trade, urbanization and handicrafts were well developed in the country. In order to revitalize international trade and the domestic market, the Turkic khans also minted their own coins. The city in which the State Mint was located, and the surrounding areas, developed rapidly. The Chach oasis is one of the coinage centers of the

Turkic khagans, which is confirmed by the Turkic titles and iconographic images of the first medieval coins found in the Tashkent oasis. It is also observed that new cities were built in the places chosen by the Turkic khans, princes (tegin) and deputies (tudun, tutuk) as administrative and political centers in the oases, or small towns, which had previously been small settlements, expanded and developed.

As in other steppe empires, statehood and centralized power were key factors in the emergence and development of new cities in the Turkic Khanate. Because the Hakans established Turkic rule on the ground, supporting international trade, realizing that the unity of their empires, a stable economy, and military campaigns were linked to changes in government, trade, and the proceeds. First to conclude mutually beneficial agreements with the Persians, then with the Sogdians, to open and secure new international trade routes, to mint their own copper coins, to establish extensive diplomatic relations with major empires - all this was done in pursuit of this purposeful policy [1, 2018].

These measures, in turn, paved the way for further prosperity of the cities of the region and the emergence of new ones. The fact that power was in the hands of the Turks also led to the migration of Turkic tribes and peoples, the acquisition of new lands and the settlement of herdsmen. As a result, new settlements and cities of Turks will appear throughout the region, further thickening the existing Turkic ethnic layer in the cities.

CONCLUSION

To sum up, the work on the Turkic khanate and its history that still needs to be studied is significant. The Turks in Central Asia and their contribution to the development of the region have not been fully disclosed. Among most European and Russian scholars, the importance of Iranian-speaking peoples in the region has been artificially elevated. An in-depth study of this period may show that these views on the issue are inappropriate and that the role of not only Iranian-speaking but also Turkic-speaking peoples in the development of the region is unique.

REFERENCES

[1]. Khatamova M. (2018) Cities of the Turkic Khanate (VI - VIII centuries) .: Historical Sciences. PhD dissertation . Note. – Tashkent.

[2]. Bartold V.V. (1968) New studies on Orkhon inscriptions // Works. - T. V. – Moscow. Vostok. Literature.

[3]. Radlov V.V., Melioransky P.M. (1897) Ancient Turkic monuments in Kosho ay- Zaidam. – St. Petersburg.

[4]. Bernshtam A.N. (1946) Socio-economic system of the Orkhon-Yenisei Turks of the 7th – 8th centuries East Turkic Kaganate and Kyrgyz. – Moscow. -Leningrad: Publishing House of the Academy of Sciences of the USSR.

[5]. Gumilev L.N. (1967) Ancient Turks. - Moscow.: Nauka.

[6]. Yatsenko S.A. Ancient Turks: costume on multi-colored images // http://www.formuseum.info

[7]. ZuevYu.A. (2002) Early Turks: essays on history and ideology. - Almaty: Dyke-press,

[8]. Smirnova O.I. (1970) Essays from the history of Sogd. – Moscow: Nauka.

[9]. Kiselev S.V. (1957) The ancient cities of Mongolia // SA. - No. 2. - p. 101; Kiselev S.V. (1965) and other ancient Mongolian cities. – Moscow. - pp. 6-7.

[10]. Ôsawa T. (2006) Aspect of the Relationship Between the Ancient Turks and the Sogdians – Based on a StoneStatuewith a SogdianInscriptioninXinjiang // ĒrānundUnērān. Studies Presented to B.I. Maršak on the Occasion of His 70th Birthday. Venezia.

[11]. Chavannes E. (1903) Documents sur les Tou-Kiue (Turks) occidentaux / Orkhon Expedition Proceedings. Vol. 6. – St. Petersburg.

[12]. Stark S. (2008) On OqBodun. The Western Turk Kaghanat and the Ashina clan // ArchivumEurasiaeMediiAevi. Wiesbaden. Vol. 15.

[13]. Golden P.B. (1992) An İntroduction to the History of the Turkic Peoples. Wiesbaden.

[14]. Skaff K.J. (2002) Western Turk Rule of Turkestan's Oases in the Sixth through Eighth Centuries // TURKS. Ankara.

[15]. Kurat A.N. (1952) Gök Türk Kaganlığı // Journal of DTCF. - Ankara.

[16]. Ögel B. (1978) Development Times of Turkic Culture. Volume 1 - Istanbul, 1971; That author. Introduction to Turkic Cultural History. Volume I. Village and City Life in Turks. From Gokturks to Ottomans. – Ankara.

[17]. Esin E. (1972) Orduğ (From the Beginning to the Seljuks, the Turkic Hakan city) // Journal of History Research. Ankara University Faculty of Language, History-Geography. №VI / 10-11. **- P. 135-215**

[18]. Sümer F. Urbanism in ancient Turks. - Ankara, 1994; Özcan K. A research on the Central Asian Turkic city model (s) (from VIII. To XIII.) *Magazine // Journal of Turkic culture studies.* - 2005. - №12. pp. 1-22; Notes on Turkic Towns in Central Asia (Pre-Islamic period) // CAJ. - 2008.- №52 (2). - Pp. 186-196.

[19]. Baipakov K.M. Medieval urban culture of South Kazakhstan and Semirechye (VI - beginning of XIII centuries).- AA., 1986; Our muallif. West Turkic and Turgesh khanates: Turks and Sogdians, steppe and city. -Almaty, 2010; Goryacheva V.D. Urban culture of the Turkic Khaganates in the Tien Shan (mid-VI - beginningXIII century.). - Bishkek, 2010; Kamoliddin Sh.S. On the urban culture of the ancient Turks // MaterialsInternational Conference "Urbanization and Nomadism in Central Asia: History and Problems". -Almaty, 2004. -pp. 354-373; Our muallif. Ancient Turkic toponymy in Central Asia. –Tashkent. 2006; Ataxo'jaev A. Turkic-Sogdian relations in Central Asian civilization in the early Middle Ages. – Tashkent. 2010; Khodzhaev A. Turkic cities in Chinese sources. Book one. - T., 2016; Boboyorov G'.B. The state system of western Turkic Khakassia.: History science. ... the dock. the dis. – Tashkent. 2012. - What? 245-257.

[20]. Doniyorov, A. K., &Karimov, N. R. (2020). An Incomparable Book of a Great Scholar. *Bulletin Social-Economic and Humanitarian Research*, (6), 63-71.

[21]. Doniyorov, A. K., &Karimov, N. R. (2019). ―KITAB AL-HIKMAH‖ AND―HIKMAH‖ IN HAKIM TIRMIDHI ‗S SCIENTIFIC HERITAGE. *Central Asian Problems of Modern Science and Education*, *4*(2), 236-246.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882

Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00203.7

SOCIO-POLITICAL, CULTURAL AND SCIENTIFIC ENVIRONMENT OF THE USTURUSHANA IN X-XI CENTURIES

Muzaffar Jabborov*

*Doctoral Student,
Imam - Khatib of the Fotimai Zahro Mosque in Tashkent,
International Islamic Academy of UZBEKISTAN
Email id: mjabborov81@mail.ru

ABSTRACT

This article analyses historical and geographic locations of the ancient region of Ustrushana, its political, social and economic history and its denomination in Arabic, Persian, Chinese and Sogdian sources during the middle ages.

KEYWORDS: *Ustrushana, Mawarannahr, Central Asia, Great Silk Road, Science, Culture, Islamic Studies, Scholars, Middle Ages, Djizzak, Zamin, Bakhmal, Farsah.*

INTRODUCTION

Along with the Khorezm, Sughd, Ferghana, and Shash oasis of Maveraunnahr, the Ustrushana region was located along the Great Silk Road, linking the West and the East, which had laid a solid foundation for the development of science and culture.

Because of Ustrushana was one of the most developed places in the ancient times, we can find it in the works of such medieval geographical scholars as Ibn Hauqal (Haukal, 1939)[1], al-Istahri[2], al-Maqdisi[3], Ibn Hurdazbih[4], Ibn al-Faqih[5], at-Tabari[6] and in the historical biographical works of scholars such as as-Sam'oni[7], Yaqut al-Khamavi[8], al-Quraishi[9], Abu Hafs al-Nasafi[10]. In addition, the fact that Ustrushana was also mentioned in Chinese chronicles such as Beshi and Suishi proves that it was a prominent authority in its time[11].

Russian Orientalists V. Bartold[12], AA Gritsina[13], N. B. Nemtseva[14], Tajik orientalist N.N. Negmatov[15], S.G. Khmelnitsky[16], A. I. Bilalov[17], a contemporary researcher U.A. Alimova, L. M Sverchkov[18] and other scholars have provided some information on the history of Ustrushana, the topography of this region, and somehow the history of Ustrushana had been studied a little. However, the works of the mentioned scholars do not give information about the scholars who lived in the region.

From the Uzbek Orientalists, doctor of historical sciences Sh.C. Kamoliddinov in his research on the book “Kitab al-ansab” by Abu Sa'd al-Sam’oni, provides several information about Ustrushana and some ustrushaniy scholars came from this region[19]. Also, Ph.D., prof. A. Muminov was one of the first scholars in Uzbek Islamic studies to give information about a scholar from Ustruashana - Muhammad ibn Mahmud al-Ustrushani and his works[20].

We can see that the Ustrushana region was named differently in various sources. The name of this region can be seen in some sources as Asrushana or Ashrusana, Osrushana or Sutrushana, Surushana, Shurusana, Shurushana[21]. In Chinese chronicles such as Beshi and Suyshi, the area was known as Eastern Tsao (no water). This is due to the fact that, unlike neighboring Chach and Sughd, there were no rivers. In the Chronicles of Tanshu we also find the terms "Shuaydushana", "Suduyshana", "Sudushina", "Suydushana". The name of the country in the palace of the Emperors palace was also called Laywi (submissive with pride in Chinese language). The Chinese geographer of the eighth century, Xuan-dzan, wrote in his Yearbook that the country was also called "Sutulisen." It also reports that there was a large desert in the north-west (Mirzachul) and that the ruler of the country lived on the northern slopes of Mount Basi (Turkestan Range). In Chinese sources, Ustrushana is mentioned as an independent government in IV-V centuries. Its young, initiative ruler sent his ambassador to China in the early VIII century with ambassadors from Samarkand. The language of the people living in Ustrushana is close to that of the people living between the Syrdarya and Amudarya rivers, which speak the same language as the Sogdian language. Written sources of the Han Age said that the inhabitants from Davan (Ferghana) to Ansi (Bactria) spoke different languages and understood each other, although they spoke different dialects. Oriental scientist K.V. Trever notes that Ustrushana's territory encompasses twelve provinces, from Bactrian land to Syrdarya, one of the Sughd tribes living in south[22].

Ancient Ustrushana, in turn, has its place in history as one of the largest cultural centers in Movarounnahr. It is mentioned that Movarounnahr was famous not only for its scientific potential, but also for its material and economic development. For example, the famous geographer Abu Ishaq Ibrahim ibn Muhammad al-Istahri (died in 957) wrote in his book “Masolik al-Mamolik”: *"Movarounnahr is the richest region in the Islamic world ... Here people harvest several times a year. In the event of a drought, their harvest will last for another year or two. In Sughd, Ustrushana, Ferghana, Shash and other areas, the fruits trees bear so much fruit that even animals feed on fruit.”*

In some sources in our country and Central Asia in general, there is a tendency to link the development of culture with Islam. In fact, “for thousands of years, there has been a rich culture in the Central Asian region at the crossroads of world trade routes. It is natural that medieval culture, science, and the development of science in the Central Asian region played a key role in the formation of the Baghdad Academy.[23]”

In addition, Al-Istahri also commented the geographical features of the region as follows: *“Ustrushana is a climate name like Soghd and there was not a city of Ustrushana. Most of Ustrushana is bordered by mountains, Samarkand region to the west, Shash oasis to the north and some parts of Ferghana, to the south a small part of Kesh, to Saghanyan, Shumon, Vashgird, to the east with Ferghana. The cities and villages in Ustrushana were named as Bunjiket, Zomin, Dizak, Arsiyaniket, Kurket, Ghazak, Faghket, Sabot, Nujket, Kharkana. The distance between the cities of Ustrushana is five farsakh (one farsakh or farsang equals to 6 kilometres) from Kharakana to Dizakah, nine farsakh from Kharakana to Zomin, three farsakh from Zomin to*

Sabot, thirteen farsakh through Zomin to Kurket by the Khovas road, Nujket and Kharshana two farsakh, from the south east of Kharakana to Arsiket in the south east of Ferghana nine farsakh. Nine farsakhs from the town of Faghket (Bunjiket), on the way to Khujand, from Faghket to Ghazak two farsakh, and six farsakh from Khujand to Ghazak[24]*."* At the same time, the villages on Mount Bouttim over Zarafshan were also part of the Ustrushana region[25].

The book "Hudud ul-olam" describes the cities and villages of Ustrushana as follows: *"Navinjkas is the village of Sarushana and is the residence of the Emir of the district. It is a populous place, with a lot of fruits and rivers. Faghkas, Ghark, Sobot, Kurkas – were the towns in Sarushana area, with a large number fields and population. Butamon - an oasis in the hills, in the area of Sarushana. It consists of three parts: Inner Butamon, Central Butamon and Exterior Butamon. This is region with a lot of fields; the place of dervishes. It has many villages. People prepare wine and dig iron from the mountains. " Charkan is one of the cities of Surushana, a very beautiful place*[26]*.*

The great Mawrari historian Abu Sa'd al-Sam'ani (1113-1167) in his book "Ansab" ("Genealogy") states: *"Ustrushana is a large province in front of Samarkand and below the Sayhun River*[27]*."*

One of the medieval geographical scholars, Ibn Hauqal states: *"Ustrushana, like other provinces of Movarounnahr, was famous for its abundance of agricultural products. These products were exported outside the province, including Khujand. Some cities had very large markets. Mink and Marsman were proud of Ustrushan iron weapons, which were very popular in Khorasan and Iraq*[28]*."*

The famous bibliographer Yakut al-Hamawi (1179-1229) writes in his book "Mu'jam al-Buldon": *Ustrushana is a large region near Samarkand and in the lower part of Sayhun. There were about four hundred fortifications in Ustrushana. Ustrushana is rich in natural resources, including gold, silver, iron and other precious minerals*[29].

In the early Middle Ages, Movarounnahr was divided into more than fifteen smaller countries, and they were called under different names. For instance, in Bukhara region - Bukharhudods and Vardonhudods, in Miyankol - Dabusshakhs, in Ustrushana - Afshins, in Chach and Iloq - Buduns and Tuduns and in Sughd and Fergana kings existed at that time. They belonged to different dynasties of local Turkic tribes[30].

During the Turkic khanate in the sixth century AD, the relationship between the local population and the Turkic tribes developed. Marital relations were established. Ustrushana Afshin (leader) Hasan ibn Haydar married the daughter of the Turkish military leader. The coins of the VI-VIII centuries coined in the country tell about the first rulers of Ustrushana - Chirdmish, Satagari, Rakhang[31].

The government inherited from father to child during this time. After the Arab invasion of Ustrushana in the beginning of the VIII century, Ustrushana became a battleground between the Arab and the Tan dynasty. In 749 the Chinese marched, and in 751 Ustrushana was conquered by the Arabs. Only from the beginning of the IX century Haidar ibn Qawus began serving in the Arab Khalifa's service. In 835, Haidar ibn Kawus, commander of the last caliph of Usrushana, appointed as the commander of the Arab army. He won the Caliph's attention due to his victory over the Greeks in Asia Minor and the suppression of the Babak Revolution. According to Arab sources, 60,000 people were killed in this fighting. However, in June 841, he was sentenced to death on charges of apostasy[32].

The Afshin dynasty was abolished in 893 and Ustrushana was included to the state of Samanids. Ustrushana, as well as other Central Asian countries, has been a part of the Karakhanids, Mongols, Timurids (1370-1506), Sheybanids (1500-1604) and other countries[33].

Nowadays some books called Ustrushana as Istaravshan and it is interpreted as Uratepa town in Sughd region of Tajikistan[34]. Zakhiriddin Muhammad Babur in his book “Baburnoma” writes about Uratepa: "Fergana, Khujand and Uratepa are the territory of Usrushna and it is also named as Usrush[35]." Babur's work shows that the Ferghana, Khujand and Uratepa regions belong to the Ustrushana region. The name Uratepa appears eighteen times in “Baburnoma.” If at that time Uratepa was called as Ustrushana, Babur would also call it as Ustrushana.

Istaravshan had been called as Uratepa until 2002. A. Mukhtorov wrote in his book “Sketches of the history of Ura-Tyube possessions in the XIX century”: *“Ustrushana - one of the ancient towns of Tajikistan. Archaeological data show that the town dates back to the VI century BC. Ustrushana was a part of the historical and geographical region of Ustrushana in Central Asia in the early Middle Ages (V-IX centuries)[36].”*

However, such interpretation is inconsistent with what was said in the writings of a number of medieval geographical scholars such as Ibn Hauqal, al-Istahri, al-Maqdisi, Ibn Hurdadbih, Ibn al-Faqih, as-Samani, and Yaqut al-Hamawi. Arab geographical scholars prove the idea that Ustrushana is a climate name like Sughd and is not a city of Ustrushana. Calling Uratepa the Istaravshan is on its way. But this should not be the basis for replacing the Ustrushana region with name of the city of Istaravshan. As noted above, Ustrushana was a large province near Samarkand and below the Sayhun River.

According to written sources and archaeological researches, there were a lot of cities and villages in the Ustrushana region, and its capital, Bunjikat, was a large craft and trade center. Currently, armories, iron and copper items and tools, wooden tools, saddle and harness, and various other handicraft products and goods imported from far abroad countries were exported abroad, including the Eastern countries. It was also the residence of the governor of the province, in the capital of Ustrushana, Bunjikat, and outside the city there were palaces, gardens, vineyards and fields, surrounded by ditches. Bunjikat was located 6 farsakh from Samarkand and had a population of twenty thousand men[38].

This city was widely covered by medieval Arabic sources, indicating the importance of the city in its time[39]. The famous geographer al-Istahri (died in 957) describes in his work “Masalik al-Mamalik” as follows: *“Bunjikat is a town where the governor of the province lives, the houses are made of wood and mud. The city consists of the inner and outer city, and surrounded by walls. The inner city has two gates. A large river flows through the inner city. There is also a public mosque, markets and a mill. There are gardens, palaces and vineyards around the city's circular wall. The four gates of the outer city are named after the Zomin Gate, the Mirosmanda Gate, the Nujket Gate, and the Kahalboz Gate. In the outer city there are six streams, the head of which begins at the river less than half a farsakh from the city. In the tenth century, Bunjikat had a population of ten thousand men, both inside and outside the city, from which the river flowed. In the outer city, there is a prison[40].”*

V.V. Bartold states: *"Bunjikat is a town where the governor lives, whose houses are built of wood and mud. The city is an inner and outer city surrounded by walls. Bunjikat is probably 25 km to the south-east from Panjikent or Uratepa, may be Shahriston (town) on the hill*[41]*. "*

In conclusion, it should be noted that such interpretation is not at all compatible with the above mentioned Arabic sources. Bunjikat is located just six farsakh from Samarkand. Tajik scholars of oriental studies emphasized the fact based on V.V Bartold's opinion that Bunjikat is not Panjiket or Uratepa. The distance between Uratepa and Samarkand is more than 25 farsakh. Even if you look at the position of its four exterior gates of location, one can find that it does not fit that it is Bunjikat. The source of the six rivers in the outskirts of Bunjikat is said to be adjacent to the river, which is half a mile away from the city, and is a well-populated, prosperous with fruits, and place with rivers. All these facts show that the river Sangzor, located half a mile away, is located in Jizzakh region.

Zomin was one of the largest cities in Ustrushana, a historic city, flourished in the Middle Ages, and was one of the largest cities on the Silk Road. Therefore, there are a lot of information in Arabic historical sources about this city[42]. Zomin was also known in ancient times as Sarasanda, Susanda, Sabza. In his book "Shrines of Jizzakh Region" Aga Burgutli describes Zomin as follows: "The term Zomin is associated with the name "Zomyod" - the angel of prosperity mentioned in Avesto. The history of this city dates back to the days of our Zoroastrian ancestors, and the VII-V centuries BC[43]."

Many scholars have commented on Zomin in their works and research. The largest city in Ustrushana was Bunjiket, the second largest city was Zomin. Zomin was located on the way from Fergana to Sughd and was named after Susanda and Sabza. Its east was covered by mountains and west by deserts. The city was located on both banks of Zominsuv[44]. BC.

The third largest city in Ustrushana was Dizak[45]. It was one of the oldest cities in Central Asia. The toponomist scholars described the name Jizzakh as "Dizak" - a small fortress, 'diz' - a fortress, 'ak' – small[46]. So, Dizak means "a small fortress." Greek chroniclers mention Kiropol and Gazo separately. Although archaeologists do not clearly state the location of Gazo, historic sources say it was located between Samarkand and Tashkent. Scholars believe that Gazo is an ancient Jizzakh[47].

The city existed before the Arab invasion. During the reign of Feknan, many caravanserais and hotels were built in Dizak. There was a caravanserai of Khudysar which was one farsakh far from a city, a hotel built by Badr ibn Kushayr and many houses. Dizak was a city on the way to Shosh, between Samarkand and Zomin[48]. In Dizak there was a place called Marosimanda, which consisted of one hundred acres, and once a year a large trade fair was held there. It was surrounded by mountains. Near Marosimanda, there was a place called Mingh, where iron is still being mined[49]. In the book "Hudud ul-olam" the following description is given: "Dizak is a town with its running water. There is a place near it called Marosimanda, where it sells one day a year, and it sells goods for one hundred thousand dinars a day[50]. "

In the early Middle Ages, wool and leather products were in great demand in the world market in Jizzakh. The presence of mahallas (neighbourhoods) such as pottery, jewelry and wheelchair in the VII-IX centuries indicates the development of national crafts at that time[51].

There are many sacred sites and shrines in the Jizzakh region. As of June 10, 2008, there were 372 sites of cultural heritage, including 42 historical monuments and sacred shrines, 267 archeological sites and 63 monumental memorials. Agha Burgutli mentioned some of these pilgrimage places in his book "Shrines of Jizzakh Region". In this booklet, the author briefly describes the historical and geographical location of 30 pilgrimage places, the sheikhs, the ishans, the saints, the servers of the shrines, and the various actions and ceremonies associated with these sites[52].

There are also the following small towns and villages in Ustrushana, which have their own history. “Havas was a town in the Ustrushana, near the region of Samarkand. It was located between the Jayhun and Sayhun rivers in Movarounnahr. Havas was located on the Shash road, six farsakh up to Zomin[53].”

Shibla was one of the villages of Ustrushana. The word ‘shibla’ means “lion's female cub" – “shiblatun”. Shibla was situated in one farsakh south of Borkas and one farsakh from the north-east of Usmat. The air was clean, the soil was fertile, the water was clear, there were many springs. Grapes and apples were grown there[54].

Sobot was a famous town in the Ustrushana region of Movarounnahr. It was located 20 km farsakh from Samarkand and ten farsakh from Khujand[55].

Borkas was one of the villages of Ustrushana, later belonged to Samarkand. It is said that Borkas was situated about four farsakh from Samarkand, was on the road to Syrdarya and four farsakh to Khushufaghn by the Katwon road[56].

Sanjafin was one of the villages of Ustrushana near Samarkand[57].

Khudysar was a town on the border between Ustrushana and Samarkand. It is said that Khudysar was located two farsakh to the north of Dizak and was built by Hudysar Afshin (leader) Haidar ibn Qawus for five years in 199/815-204/820 near Marosimanda in order to protect the country from its enemies[58].

Surkhakat was one of the villages of Ustrushana. Sadrulafodil Qasim ibn Hussein al-Khavorazmi wrote in his book "Silot ar-Rayohin" that there were two villages named as Surkhat in Movarounnahr, one in Khazar district and one village of Ustrushana near Samarkand[59].

Nujonikas or Nujkat was one of Ustrushana's small towns near Samarkand[60].

Yorkas was one of the villages of Ustrushana in the north of Samarkand. Later it became a part of Samarkand. Yorkas had no water source. It has been reported that the Yorkas population used water only from springs[61].

“Burnamad is one of the villages of Ustrushana. Burnamad's meaning is derived from the word "evaporation." Burnamad is two farsakh west of Burnamad Sa'd gate and two farsakh to Burnamaz[62]."

Burnamaz was one of Ustrushana's villages near Samarkand. Burnamaz was located on the trade route from Dizak to Zomin. Burnamaz was famous for its many springs. According to the Arab geographer Ibn Hurdazbih, Burnamaz is five farsakh to Khushufaghn and four farsakh to Zomin[63].

Shovkat was one of the villages of Ustrushana and later belonged to Samarkand[64].

Qatavan was one of the villages of Ustrushana near Samarkand. To the north of Borkas lies two farsakh from Abi Ahmad rabat and five farsakh from Samarkand. It was also known as the Qatavan Fortress. In the Qatavan village there was a gate built by Ahmad az-Zahid al-Khawasi, which was located seven farsakh to Samarkand. It was a place where many Muslims were executed and a martyrs cemetery. The pilgrims went there and stayed there for two nights[65].

One of the villages of Ustrushana was Khushufagn. Abu Sa'd al-Samani states in his book “Ansob” that there were two villages in Movarounnahr named as Khushufaghn, one of Sughd's villages of Ishtihan and Kushanya, and one of the villages of Ustrushana, four farsakh north of Borkas village[66].

Kharkona was one of the villages of Ustrushana near Dizak. It was four farsakh to Dizak, two farsakh from Abu Ahmad gate, eight farsakh to Samarkand and nine farsakh to Zomin. There was Kharkan gate, known and famous at that time[67]

The above data shows that Ustrushana was particularly beautiful in nature. Among the cultural centers of the entire Muslim Orient, the ancient Ustrushana is also known as one of the largest cultural centers in Movarounnahr. Here, along with the science of literature and tasavvuf (Islamic subject), the sciences of hadith, tafsir and fiqh were also developed. This shows that the development of the world was not neglected by the development of the Ustrushana region, it was also a part of cultural development, and crafts, economic relations and trade were widely developed in Ustrushana along with the development of various sciences and cultures as in another lands.

LIST OF USED SOURCES AND LITERATURE:

1. Ibn Haukal. Liber imaginis terral. Lugduni Batavorum, 1939. p. 503-505.

2. Viae regnorum. Descriptio ditionis moslemicae auctore Abu Ishak al-Farisi al-Istakhri. Ed. M. J. de Goeje, Lugduni Batavorum, 1870 (BGA, I). p. 325-328.

3. Muhammad ibn Ahmad ibn Abi Bakr al-Maqdisi. Ahsan at-taqasim fi ma‘rifat al-aqalim. Leiden. 1909. 265, 277, 290-291, 345.

4. Abu-l-Qasim ‘Ubaydullah ibn ‘Abdullah ibn Hurdazbih. Kitab al-Masalik wa-l-mamalik. Leiden: E.J. Brill, 1967. p. 29, 38, 40, 169, 207, 243.

5. Ibn al-Fakih al-Hamadani. Compendium d’libri kitab al-buldan /ed. M. J. de Goeje. Lugduni Batavorum apud E.J. Brill , 1967. p. 322, 327, 328.

6. History of al Tabary. Selected passages / Translation from Arabic by V.I. Belyaeva. Translation supplement O.G. Bolshakova and A.B. Halidova. -T.: FAN. 1987.

7. Abu Sa’d Abdulkarim ibn Muhammad as-Sam’oniy. Al-Ansob. / under the edition of Abdulloh ibn Umar al-Borudiy. 5 volumes – Beirut: Dar al-fikr, 1998.

8. Abu Abdulloh Yakut ibn Abdulloh al-Hamaviy. *Mu’jam al-buldon* / Farid Abdulaziz al-Jundiy. 8 volumes – Beirut: Dar al-kutub al-ilmiya (the year is not shown).

9. Al-Kuraishiy Abu Muhammad Abdulkadir ibn Abilvafo Muhammad ibn Muhammad al-Misriy. Al-Javahir al-muziyya fiy tabakat al-khanafiya / under the edition of Abdulfattah Muhammad al-Halv. 5 volumes – Hijr lit tiboat van nashr vat tavzi’ val i’lon, 1993.

10. Abu Hafs ‘Umar ibn Muhammad An-Nasafiy. Al-Kand fi zikr ‘ulama’ Samarkand / under the edition of Yusuf al-Khadiy. – Tehran: Oyina-yi miros, 1999.

11. O.A.Papachristou / L.M.Swertschkow. Eisen aus Ustruschana und Tiegelstahl aus dem Fergana-Becken. Der Anschnitt (zeitschrift füк kunst und kultur im bergbau). 4/1993. 122-130-p.

12. V.V. Bartold. Turkestan in the era of the Mongol invasion // Work in 9 volumes. (in the next will be given as V.V. Bartold works). M., 1963. T.1. p. 221.

13. A.A. Gritsina. True stories of Ustrushana. Publishing house on national heritage named after A. Kadiriy. Tashkent 2000. p. 241.

14. Report on archaeological reconnaissance works in JIzzakh region. (May-June, 1974). Archieves of the Institute of Art Studies named after Khamza Khakimzada Niyaziy.

15. Negmatov N.N. Ustrushana in ancient times and early Middle Ages – Stalinabad: 1957. 7-15-p; Negmatov N.N. Historical and geographical sketch of Ustrushana from ancient times to the X century of our era. // MIA. Edition 37. M.; L., 1953.

16. Khmelnitsky S.G., Negmatov N.N. Medieval Shakhristan (City) (The material culture of Ustrushana). – Dushanbe.: Publication house AN Tadj.SSR, 1966.

17. Bilalov A.I. From the history of irrigation of Ustrushana // The material culture of Ustrushana. 4th edition, Dushanbe, 1980.

18. O.A.Papachristou, L.M.Swertschkow. Eisen aus Ustruschana und Tiegelstahl aus dem Fergana-Becken. Der Anschnitt (zeitschrift füк kunst und kultur im bergbau). 4/1993.

19. Kamaliddinov Sh.S. “Kitab al-ansab” by Abu Sa’d Abdulkarim ibn Muhammad as-Sam’ani as a sourse of history and history of culture in Central Asia. – T.: Fan, 1993.

20. Muminov A.K. “Katoib a’lom al-akhyar” by al-Kafaviy (990/1582) as a sourse of history of Islam in Movarounnahr (III/IX-VIII/XIV centuries). The dissertation for the degree of candidate of historical sciences. Leningrad (Saint Pitersburg): Institute of Oriental Studies, 1991.

21. The National Encyclopedia of Uzbekistan. The State scientific publication, 2004.

22. Sulaymanova F. East and West.

23. Al-Istakhriy. – p. 326, 341-342.

24. “Hudud ul-olam”. – p. 14-15

25. A. Markov, Inventory catalog of Muslim coins Imp. Of Hermitage, St. Pitersburg, 1896.

26. Babur, Zakhiriddin Muhammad. Baburnoma. Publisher S. Hasanov. Tashkent. “Sharq”. 2002.

27. Agha Burgutly. Shrines of Jizzakh region. “Fan” publication house. Tashkent 2008.

28. Z. Dusimov, H. Egamov. A short glossary of place names. “Ukituvchi” publication house, Tashkent 1977.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882

Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00211.6

THE ESTIMATION OF THE IMPACTS OF THE COVID-19 PANDEMIC ON THE MACROECONOMIC INDICATORS SUGGESTIONS FOR UZBEKISTAN

Akbarali Uralov*; Sultonbek Uralov**

*Department of Economics of Oil and Gas,
Branch of the Russian State University of Oil and Gas,
(National Research University) named after I.M.
Gubkin in Tashkent, UZBEKISTAN
Email id: auralov@gubkin.uz

**Bachelor of Science in Economics with Finance,
Westminster International University in Tashkent,
UZBEKISTAN
Email id: suralov@students.wiut.uz

ABSTRACT

This paper analyzes the various reports on the impacts of COVID-19 on the macroeconomic indicators and global economy. According to them, world macroeconomic patterns are subject to the pandemic effects, their different magnitudes and how long this disease may last. It also contains a complex of policy measures' suggestions for countries and, in particular, Uzbekistan in order to lessen the negative impacts of COVID-19 and stabilize their economies.
Acknowledgements: *The authors would like to thank Professor Bilol Buzurukov for very helpful assistance and comments throughout the process of writing this paper.*

KEYWORDS: *Covid-19, Economy, Impact, Policy, Macroeconomic, Measures, Suggestions, Uzbekistan*

INTRODUCTION

The ongoing debates on the COVID-19 impacts to the global economy

In recent years, the world economy has been constantly subject to the impacts of different disintegration factors such as the increase of military clashes, sanctions and trade wars, and the spread of various diseases. One of the major new challenges that the world economy face is the global spread of the COVID-19 pandemic with almost 5.8 million infections and 360 thousand deaths all over the world (WHO, 2020). Being the anti-pandemic measures, the closure of the boundaries, suspension of population mobility and decrease of both consumption and production cause a reduction of world trade and negatively affect global economic indicators. High attention is devoted to the current debates of the COVID-19 and its potential effects on global economic stability. One needs to emphasize that all scholars agree that the adverse consequences of the disease are inevitable.

As pointed out in the report by Saxo Bank (2020), three major impulses put in motion by the coronavirus pandemic will have negative effects on the world economy, which are global demand and supply shocks as well as oil war. They lead to a huge loss of capital and an increase in systematic unemployment. In addition, the authors believe that the ongoing market shocks by the coronavirus will not be temporary. The major expected fiscal measures will most probably accelerate inflationary pressures and the impact of the disease on the global GDP can be deeper and longer than forecasted since unprecedented lockdowns occur in the US and Europe and COVID-19 tends to turn seasonal. Another issue that makes great strain on the global economy is considerable uncertainty of the crisis duration. According to the basic forecasts scenario of IMF (2020a), the world economic growth is anticipated to reach -3% in 2020 and cumulative output loss can account for 9 trillion USD for 2020-21, taking into account the intended decrease of pandemic spread in the second half of the year. However, concerning more adverse alternative scenarios of development, the global output growth can demonstrate an additional -3% in 2020 if COVID-19 does not fade in the second half. Moreover, the economies that heavily depend on trade and international tourism are expected to experience the largest GDP losses among others. For instance, while the Republic of Korea, Malaysia, and Singapore's output growths are intended to fall by over 4.5%, Thailand and Cambodia are believed to deal with over a 6% decrease in GDP (World Bank, 2020). One also anticipates employment to be negatively affected and can decline by 3% below the baseline. Furthermore, the rapid spread of the disease forces the most SMEs to shut down for an uncertain time. As a result, business closures are expected to reduce the output levels by over 15 percent in advanced and emerging economies as well as by a tremendous 25% in median economies (OECD, 2020). In this regard, virus containment measures are crucial as crisis duration depends on them. So, each month of containment is predicted to contribute to a 2%-point loss in annual GDP growth. This supplements the discussions above.

Macroeconomic factors mostly influenced by the COVID-19.

Many countries take necessary quarantine measures to minimize the spread of COVID-19. This leads to a decrease in overall economic activity and dramatic structural changes in the economies.

The impacts of this pandemic on aggregate supply and demand are substantial. In particular, as people remain seated in lockdowns, they cannot participate in manufacturing operations. Although some jobs allow employees for remote engagement, work in factories and on production require the immediate presence of employees and collaboration between them. Moreover, increasing deaths from the current respiratory infection implies the reduction of the number of labor forces. All above make the economies of the world experience adverse supply shock. As mentioned earlier, considerable lockdown measures reduce the population mobility, so people prefer staying at home. Hence, there comes a rapid drop in consumption. The industries such as transport, hotels, hospitality, entertainment, and retail suffer the most. Being one of quarantine measures, global trade collapse enormously reduces the levels of exports and imports throughout the economies. Rise of uncertainty is also crucial to aggregate demand shifts. In line with theory, since nobody knows what will exactly be in the future, people tend to assume the worst and based on this to make the best decision (Sorensen and Whitta-Jacobsen, 2010). To illustrate, the recent Japanese data on consumption have been considered (Watanabe, 2020). As observed, total consumption in Japan demonstrated a 15% fall based on the credit card purchases for January-March, which thereby shifted aggregate demand. In addition, World Bank (2020) forecasts international trade expenses and real Chinese consumption by households to decline by 25% and 7.2%, respectively. Prices level is directly influenced, in turn. The COVID-19 pandemic threatens to turn into the main accelerant of goods' prices increase. Since the unit price of exports and imports rises due to the higher trade costs (border closures, additional inspections, etc.), prices of final goods inevitably climb as well. To support this, in Japan the annual expected price level increase was about 0.9% at the beginning of the year but as of March, it reached almost 1.5 percent (Watanabe, 2020). Nonetheless, it is worth mentioning that prices in energy and base metals experience a dramatic fall. It is primarily associated with the situations in China, the US, and the EU. Being the biggest consuming economies, they temporally shut down the production so the demand for energy and metals and their prices decrease. For example, the Siberian and Southern Ural companies of Russia face enormous losses. Together with that, the plans of Saudi Arabia of oil mining raise cause price collapse in stock markets raising the possibility of negative oil prices.

There is a strong association between exchange rates and trade. Due to the global trade crash, large capital outflows, especially from emerging markets, can be observed, implying exchange rate stress. US dollar is pointed out to tend to appreciate during the crises and COVID-19 time holds historical assumption true. As of now, dollar appreciates relatively the other world currencies. The countries need to tackle the issue of depreciation of their local currencies, therefore almost 80 countries have already requested IMF financial help because they record over 83 million USD outflow as of end of March (Corsetti and Marin, 2020). To demonstrate, the Russian commodity economy depends on oil prices and shows the drop of the own currency value amid the pandemic uncertainty and failed OPEC+ discussions. Ruble has ranked top second in volatility currencies against USD, depreciating by 26 percent. The other currencies that depend on Russian market shifts begin to suffer as well. The values of Uzbek sum and Kazakhstani tenge show a fall correspondingly to the changes in Russian and international markets. Given that the effects of COVID-19 disease and oil price war between Russia and Saudi Arabia are impossible to immediately eliminate for now, there will be further pressure on USD to strengthen in the short term.

Moreover, the issue of the large capital outflows involves a dramatic decline in foreign direct investment into the economies and entire global investment. China, being one of the largest investors in the developing and transition economies, has been forced to focus more on stabilization of its economy and lessening the negative impacts of COVID-19 rather than invest in the projects in other countries. To be more precise, most of the Chinese investment has been devoted to the projects within the Belt and Road Initiative during the recent decade. However, due to the coronavirus pandemic, these outflows have been diminished and, as a result, transition economies, mostly dependent on Chinese investments, are experiencing huge capital outflows and investment shortage. According to some global analyses, foreign direct investment is forecast to demonstrate a downward trend of up to -40% within 2020-21 among the largest multinational enterprises (UNCTAD, 2020). At the current point, COVID- 19 is already estimated to generate a loss of 500 billion USD in foreign investment around the world (Rodriguez Chiffelle and Vanham, 2020).

Quarantine and social-distancing practices undertaken by the countries to curb the virus spread imply the reduction of employment and test of the flexibility of labor markets. According to the forecasts by World Bank (2020), the economic costs from COVID-19 can be enormous due to the high unemployment. Particularly, employment is believed to decrease by 3% below the baseline. People with jobs are forced to remain at home and only few of them can switch to remote work. Hence, some of them get fired resulting in unemployment increase in the short term. For instance, in the US, the number of citizens applying for unemployment benefits has reached as high as 22 million just during recent days, which is unprecedented in American history (Long, 2020). Undoubtedly, global economic stability can only be predicted by devoting the most attention to the potential changes in gross output caused by the coronavirus. According to IMF (2020a), economic growths in advanced and emerging economies are expected to be as low as -6.1% and -1%, respectively, in the short term. One way or another, potential short-run GDP growth will encounter substantial shrinking. As far as medium and long terms are concerned, three potential economic growth scenarios are assumed to appear and all of them depend on the duration of virus containment. First, GDP growth can boom after a considerable drop and move along V-shape. Once the businesses reopen and start operating, the total output may take sharp recovery in the long run. Second, a more realistic scenario is that, in the medium term, people keep practicing social distance and lockdown after the gradual lifting of quarantine measures (IMF, 2020a). Tourism and hospitality sectors will still suffer, so the economic growth remains at the adverse level for a while, followed by a dramatic rise afterwards, constituting U-form. Third, GDP growth may not demonstrate any change for the unknown time after the plunge, being L-shaped. Such scenario is less likely to occur, as given the case of Wuhan city, where the virus arose and the lockdown has recently been eliminated. Thus, short- and long-term development is subject to uncertainty and one can claim with confidence that world stability will deal with one of the greatest challenges ever.

Policy suggestions in response to the COVID-19 pandemic and the preventive measures taken by countries

In order to smooth the negative influence of COVID-19, the governments should adopt some certain policies. The primary goal of the governments is to ensure welfare of the population by curbing the coronavirus spread. Increase of expenditure in health care can help to save lives. This government spending should arise regardless the availability of funds in country's budget. International financial organizations are therefore recommended to provide zero- interest loans to low-income countries since the last ones cannot afford to finance such health spending. Such practice worked in the case of the Ebola epidemics when quick and timely granting the poorest countries was crucial to elimination of virus spread. Thereby, governments should consider part of fiscal policy measures. The protection of population from the pandemic shocks should be assured. People and SMEs under quarantine should be provided with basic needs and services. Local authorities can get money allocated by the state, spend it to treat, monitor and contain the disease or redistribute it to hospitals and affected communities, which, for example, the Republic of Korea and China have accomplished. Moreover, governments ought to ensure loans' guarantees and due payments extension, and offer tax rebates to those who substantially get hurt from COVID-19 and cannot pay. To illustrate, tax extensions are imposed for financially distressed firms in China, Korea, Vietnam and Italy, meanwhile, Iranian authorities reduce tax burden for their citizens and corporations. Next, one needs to undertake the extension and speed up of payments of temporarily unemployed people and vulnerable groups, as practiced in Korea and China. To the best knowledge, the states are likely to implement optimal fiscal policy that can at times claim for budget surplus and deficit. Given that countries experience recession times and low income due to COVID-19, deficit of budget will be crucial to stabilize the economies, reduce the stimulus disparity induced by taxation and hold tax rates alleviated that shows effectiveness in countries mentioned earlier (Mankiw, 2013). However, optimal fiscal policy should be carried out with caution since it does not seem to work always effectively in emerging and developing economies (Loayza and Pennings, 2020). For instance, in emerging countries, optimal fiscal policy should concentrate on preventing procyclical reductions in public services, particularly health care throughout the slowdown. One more policy option is direct loans from central bank to businesses, as Bank of England and the Federal Reserve are beginning to allocate. The policy of direct financing, nevertheless, is under pressure within the poor institutional systems and is more effective if adopted in well-developed ones. If the policies above are not timely followed, this pandemic disaster threatens to turn into truly global financial crisis further. Since the Great Depression, recession hurts both advanced and developing states and COVID-19 is both tremendous negative supply and demand shocks which could potentially ruin global financial market. The economies with high-priority of tourism and hospitality seem most hard to recover after this crisis and partly due to great capital outflows.

Policy suggestions for Uzbekistan to mitigate the adverse effects of COVID- 19

As consistent with the forecasts of experts, Uzbekistan's stability is also influenced by the pandemic to a great extent. Quarantine measures introduced in March have crippled almost all sectors including transport, light and heavy industries, entertainment, tourism, trade, education. This will absolutely entail lowering national economic development if, however, the government does not take any attempts to mitigate the negative effects of COVID-19. In this regard, based on the international practices, one can propose some policy recommendations for Uzbek government. As stated in the Presidential Decree (2020), continue providing tests and treatments to the population and supporting the medical entities can curb the virus spread. Such practice showed its effectiveness in China, Korea and Japan (IMF, 2020b). To finance these costs and fully realize the lessening measures, the state should concern on receiving grants and free-interest loans from international organizations such as IMF, ADB and World Bank that are ready to lend. One more important issue is to help financially distressed firms and companies by means of the recently-organized anti-crisis fund. Tax burden and loans payments for them should be either relieved or postponed in order to help them escape the bankruptcy pit. It is also utmost to protect the vulnerable groups and low-income families by social benefits and ensure the employment growth after alleviation of quarantine. Germany, France, Italy, Chinese, Korea and Iran demonstrate the great success on this path. Moreover, it is recommended to revise certain groups of budget expenses that have been devoted to ambitious projects before the virus outbreak and redirect them to anti-crisis fund. Regarding price stability, the state should not allow for a sharp increase of goods and necessities' prices and high inflation amid the ongoing depreciation of national currency sum. Speculative raise in prices should be strictly prohibited and punishable by law. Furthermore, based on the Resolution № 232 of the Cabinet of Ministers (2020), it is suggested for authorities to optimize the administration and other expenses to guarantee the budget sustainability. Within the policies, the government should always think and intend a sustained operation of economic sectors, as well as develop a further business stability strategy. Given that real sectors of Uzbek economy are the main focus of government interests, it is necessary to attract foreign investments into these industries by conducting initial public offerings (IPO). As the Presidential Decree № 4124 (2020) states, one should pay high attention to reform, liberalize real sectors of the economy of Uzbekistan, modernize and increase their production capacities. Together with that, it is also recommended to improve the corporate management of the firms that operate within these industries, decrease the state role and start issuing IPOs to encourage foreign investors to finance the sectors and ensure their investments are secured. Moreover, one should emphasize the importance of a sustainable operation of banking industries. As stability of the financial system is a key factor of soon economic recovery after the pandemic, the state should concern about the measures to develop it. Based on the Presidential Decree № 5992 (2020), it is suggested to raise the efficiency of commercial banks by allowing them for an operation on competitive market conditions, reorganize the structure of state-owned commercial banks by attracting more private investments and implement the modern high standards of banking and innovative technologies in close cooperation with international financial organizations such as IMF, World Bank and ADB.

At the current stage, the policy suggestions, that seem most effective for Uzbekistan for now, are the ones discussed above. If Uzbekistan can adopt the Wuhan recovery scenario, its economic growth is forecasted to reach as high as 4.7% in 2020 and 5.8% in 2021 (ADB, 2020).

CONCLUSION

To conclude, a wide range of reported discussions on the impacts of COVID-19 on the world economy have been analyzed. Based on them and coming data, one can emphasize the pandemic effects on the main macroeconomic trends have different potential magnitudes and depend on how far the disease may go. To smooth negative influences and stabilize the economies, countries should consider a complex of policy measures and follow them. For Uzbekistan, there also developed some policy suggestions to respond to the great challenge for country’s stability.

REFERENCES

Asian Development Bank. 2020. *Uzbekistan And ADB*. [Online] Available at: <https://www.adb.org/countries/uzbekistan/main> [Accessed 18 April 2020].

Bloomberg. 2020. *Bloomberg Market Currencies*. [Online] Available at: <https://www.bloomberg.com/markets/currencies> [Accessed 20 April 2020].

Central Bank of Uzbekistan. 2020. *The Central Bank Of The Republic Of Uzbekistan*. [online] Available at: <https://cbu.uz/en/> [Accessed 20 April 2020].

Corsetti, G. and Marin, E., 2020. *COVID-19 Crisis, The Dollar, And Capital Flows | VOX, CEPR Policy Portal*. [online] Voxeu. Available at: <https://voxeu.org/article/covid-19-crisis-dollar-and-capital-flows> [Accessed 19 April 2020].

Gaspar, V. and Mauro, P., 2020. *Fiscal Policies To Protect People During The Coronavirus Outbreak*. [online] IMF Blog. Available at: <https://blogs.imf.org/2020/03/05/fiscal-policies-to-protect-people-during-the-coronavirus- outbreak/> [Accessed 18 April 2020].

a) International Monetary Fund. 2020. *The Great Lockdown: Worst Economic Downturn Since The Great Depression*. [online] Available at: <https://blogs.imf.org/2020/04/14/the-great-lockdown-worst-economic- downturn-since-the-great-depression/> [Accessed 18 April 2020].

b) International Monetary Fund. 2020. *Policy Tracker*. [online] Available at:

<https://www.imf.org/en/Topics/imf-and-covid19/Policy-Responses-to-COVID-19#F> [Accessed 19 April 2020].

Home.saxo. 2020. *Saxo Q2 Outlook: A World Out Of Balance*. [online] Available at: <https://www.home.saxo/campaigns/pr/2020-h1/saxo-q2-outlook-a-world-out-of-balance> [Accessed 18 April 2020].

Khan, H., 2020. *Global Economic Consequences Of COVID-19 | Inter Press Service*. [online] Ipsnews.net. Available at: <http://www.ipsnews.net/2020/03/global-economic-consequences-covid-19/> [Accessed 18 April 2020].

Lex.uz. 2020. *The Presidential Decree №4124*. [online] Available at: <https://lex.uz/docs/4168222> [Accessed 26 May 2020].

Lex.uz. 2020. *The Presidential Decree №4652*. [online] Available at: <https://lex.uz/ru/docs/4775233> [Accessed 18 April 2020].

Lex.uz. 2020. *The Presidential Decree №5969*. [online] Available at: <https://lex.uz/ru/docs/4770763> [Accessed 18 April 2020].

Lex.uz. 2020. *The Presidential Decree №5992*. [online] Available at: <https://lex.uz/ru/docs/4811037> [Accessed 26 May 2020].

Lex.uz. 2020. *The Resolution № 232 Of The Cabinet Of Ministers*. [online] Available at: <https://lex.uz/ru/pdfs/4789708> [Accessed 19 April 2020].

Loayza, N. and Pennings, S., 2020. Macroeconomic Policy in the Time of COVID-19: A Primer for Developing Countries. *World Bank Group: Research & Policy Briefs*, [online] (28). Available at:

<https://openknowledge.worldbank.org/bitstream/handle/10986/33540/Macroeconomic-Policy-in-the-Time-of-COVID-19-A-Primer-for-Developing-Countries.pdf?sequence=1&isAllowed=y> [Accessed 19 April 2020].

Long, H., 2020. *U.S. Now Has 22 Million Unemployed, Wiping Out A Decade Of Job Gains*. [online] The Washington Post. Available at: <https://www.washingtonpost.com/business/2020/04/16/unemployment-claims-coronavirus/> [Accessed 19 April 2020].

Mankiw, G., 2013. *MACROECONOMICS*. 8th ed. Houndmills: Palgrave Macmillan, pp.541-563.

Oreanda. 2020. *Finances. Bloomberg: Ruble Ranks Second In World Currency Volatility*. [online] Available at:

<https://www.oreanda.ru/en/finansy/bloomberg-ruble-ranks-second-in-world-currency volatility/article1308959/> [Accessed 18 April 2020].

Organisation for Economic Co-operation and Development. 2020. *Tackling The Coronavirus (COVID-19) Crisis Together: OECD Policy Contributions For Co-Ordinated Action*. [online] Available at: <https://www.oecd.org/coronavirus/en/> [Accessed 18 April 2020].

Rodriguez Chiffelle, C. and Vanham, P., 2020. *Foreign Investment Is Drying Up Thanks To COVID-19. But There May Be A Silver Lining*. [online] World Economic Forum. Available at:

<https://www.weforum.org/agenda/2020/04/foreign-investment-covid19-economy-winners/> [Accessed 21 May 2020].

Segal, S. and Gerstel, D., 2020. *The Global Economic Impacts Of COVID-19*. [online] Csis.org. Available at: <https://www.csis.org/analysis/global-economic-impacts-covid-19> [Accessed 18 April 2020].

Sorensen, P. and Jacobsen, H., 2010. *Introducing Advanced Macroeconomics*. 2nd ed. London: McGraw-Hill Higher Education.

UNCTAD. 2020. *Coronavirus Could Cut Global Investment By 40%, New Estimates Show*. [online] Available at: <https://unctad.org/en/pages/newsdetails.aspx?OriginalVersionID=2313> [Accessed 23 May 2020].

Watanabe, T., 2020. *Responses Of Consumption And Prices In Japan To The COVID-19 Crisis And The Tohoku Earthquake | VOX, CEPR Policy Portal*. [online] Voxeu. Available at: <https://voxeu.org/article/responses- consumption-and-prices-japan-covid-19-crisis-and-tohoku-earthquake> [Accessed 18 April 2020].

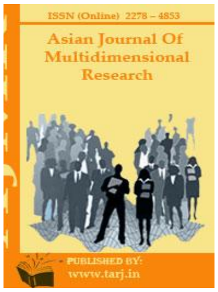
World Bank Group, 2020. The Economy in the Time of Covid-19. [online] pp.10-62. Available at:<https://openknowledge.worldbank.org/bitstream/handle/10986/33555/9781464815706.pdf?sequence=5&isAllowed =y> [Accessed 18 April 2020].

World Bank. 2020. *The Potential Impact Of COVID-19 On GDP And Trade*. [online] Available at:

<http://documents.worldbank.org/curated/en/295991586526445673/pdf/The-Potential-Impact-of-COVID-19-on- GDP-and-Trade-A-Preliminary-Assessment.pdf> [Accessed 18 April 2020]. A) World Health Organization. 2020. *Coronavirus*. [online] Available at: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019> [Accessed 26 May 2020].

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00215.3

AN ANALYSIS OF JOB SATISFACTION OF EMPLOYEES (A STUDY ON BHEL PUBLIC SECTOR OF UTTARAKHAND)

Dr. Hitesh Kumar Pant*; Mrs. Anita Tiwari; Dr. Pratibha Pant*****

*Assistant Professor,
Departmentof Management Studies,
Kumaun University Campus Bhimtal (Nainital), INDIA

**Assistant Professor,
Department of Management Studies,
Kumaun University Campus Bhimtal (Nainital), INDIA

***Assistant Professor,
Department of Management Studies,
Kumaun University Campus Bhimtal (Nainital), INDIA

ABSTRACT

The term "Job Satisfaction" was first described by Hoppock (1935) was observed that job satisfaction is the combination of Psychological and Environmental circumstances that cause a person to say "I am satisfied with my job." While there have many debates on the concept of job satisfaction, in most studies it is described as how people feel about their jobs and its different aspects. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector1997). However a more direct description is provided by Saiyadain (2007) who defines job satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. Researchers have tried to make an attempt to define the research, identification of research and study design, hypothesis, and study population, sampling distribution technique (multi stage purposive sampling) to draw required sample size, sampling unit and sampling framework with proper justification. In second stage, (actually doing) data is collected from respondents (managers, supervisors and workers) of BHEL public sector organization of Uttarakhand. Data was compiled through Excel & analyzed by statistical tools and techniques like, percentage, average job satisfaction scores of the employees and Chi-square test then proper interpretation is made with regard to the study.

KEYWORDS: *LEA- Long Employee Attitude Scale, D- Dissatisfied, DD- Highly Dissatisfied, S-Satisfied, SS- Highly Satisfied, DASS- Deviation from Average Satisfaction Score, DISS-Deviation from Ideal Satisfaction Score.*

INTRODUCTION

Job satisfaction is composed of effective, cognitive and behavioural elements[1]. These elements vary in their intensity and consistency from one individual to another. It is the favorableness or unfavourableness with which employee view their work. It results from specific attitudes of employees in their areas viz., specific job factors, and individual adjustment on the job and group relationship.

Job satisfaction may refer either to a person or a group. It results from the best fit among job requirements, wants and expectations of an employee. Job satisfaction is the result of various attitudes the person holds towards his job and towards life in general. The feeling about the job is directly affected by the job factors like salary, kind of work performed, supervision, working conditions, opportunity for advancement etc. However, the factors affecting job satisfaction are not restricted to the on-the-job environment alone. Some factors pertaining to life away from work are housing conditions, health, temperament, desires, expectations, neurotic tendencies, unconscious conflicts etc. Job satisfaction has important implications on quality of work, experience, employees' mental health and physical adjustment. Ultimately, it may have direct and indirect effect on organizational effectiveness influencing productivity, absenteeism, turnover and other aspects of employee's behaviour. An interesting approach is to find out difference between what an employee expects about a particular factor and his/ her actual experience with that factor. The differential gap identified by employee along with the importance attached to the factor by him gives a clear understanding of the extent and nature of his job satisfaction.

REVIEW OF LITERATURE

In India during the period 1920-1967, 33 percent of all studies in industrial organization psychology were on job satisfaction. For the five year period of 1963-67, 40 percent studies were on job satisfaction and attitudes were the most studied topics[4]. (In U.S.A. more than 3000 studies conducted on job satisfaction up to 1976 (Locke).

A study was conducted by Chung, W.H. and Fong, N. (1990)"General Medical Practitioners in Hong Kong". They found that though the medical practitioner's job is considered as hard work, majority of the practitioners were generally satisfied with their work.

There have been other studies on different professionals on their experiences of job satisfaction and role stress. A study was conducted by Soleiman (2007) studied organizational role stress among medical school faculty members in Iran. He found that role stress was experienced comparatively in higher degree among faculty members.

Another study was conducted by Chandraiah (2003) on the topic "The effect of occupational stress on job satisfaction among 105 managers of different age groups" and found a positive relationship between role stress and job satisfaction amongst older managers.

Once again, among the medical professionals a study was conducted by Pestonjee and Mishra (1999) examined role stress and job satisfaction among junior and senior doctors and found that job satisfaction variables correlated negatively with all the dimensions of role stress in the case of both groups. As far as teaching profession is concerned, a study was conducted by Singh (2007) studied the effects schools and found that stressed and dissatisfied teachers had less attachment with their institution and less dedication to their profession.

OBJECTIVES & RESEARCH METHODOLOGY

The main objective of the study is to examine relationships among job satisfaction and the variables such as nature of job, age, income, and education.

In order to accomplish the said objective following methodology has been adopted. As per the objective of the study the researcher has categorized two important stages of methodology. One is planning stage (How) and second is actually doing. In planning stage researcher has tried to make an attempt to define the research, identification of research and study design, hypothesis, and study population, sampling distribution technique (multi stage purposive sampling) to draw required sample size, sampling unit and sampling framework with proper justification. In second stage, (actually doing) data is collected from respondents (managers, supervisors and workers) of BHEL public sector organization of Uttarakhand. Data was compiled through Excel & analyzed by statistical tools and techniques like, percentage, average job satisfaction scores of the employees and Chi-square test then proper interpretation is made with regard to the study.

HYPOTHESIS

Keeping in the view of objective of the study following tentative propositions (null hypotheses) are being framed.

1. Ho: There is no significant relationship between job satisfaction and nature of work of the employees.

2. Ho: There is no significant relationship between job satisfaction and age of the employees.

3. Ho: There is no significant relationship between job satisfaction and income of the employee.

4. Ho: There is no significant relationship between job satisfaction and education of the employees.

Study Population

All categories of the employees (managers, supervisors &workers) of power sector are included in study population and BHEL has been taken as sample. 170 employees of BHEL are included in sample.

Sector	Name of the organization	Total Population
Power	BHEL Uttarakhand	170

To analyze and interpret the data, researcher has adopted the LEA scale given by Dr. H.C. Ganguli, This scale consists of 26 questions. These questions further categories into 9 areas. These areas are nature of work, income, security, superior/supervision, (from the perspective of organizational aspect and personal aspect) colleagues/co-workers, promotional & training opportunities, welfare activities health, canteen etc., union-management relation and company practices/policies.

Areas covered by the 26 items of the LEA are as follows:

Area covered	No. of Items
Nature of work	02

Income	05
Security	01
Superior / Supervision	
(a) Organizational Aspect	05
(b) Personal Aspect	01
Colleagues/ Co-workers	02
Promotional &Training Opportunities	03
Welfare Activities, Health, Canteen etc.	02
Union-Management Relation	01
Company practices/ Policies	04

However, author suggested that, it should be mentioned that occasionally some items may touch upon more than one area. The investigator has to judge on the basis of the respondent's reactions.

SCORING

The LEA is the scored according to Likert's principle of summated ratings. The total score of a subject is a simple addition of the score values of the response alternative checked. 25 items of the LEA have 5 response alternatives each (1, 2, 3, 4, 5) and one three alternatives (2,3,4,). Higher the score, greater the satisfaction. The subject must answer all the 25 items. No omission is allowed. If there is an omission of a particular item, that item should be given a score of 3, the middle value.

Keeping in view above distribution of area covered giving by H.C. Ganguli following 25 job related factors have been identified. These factors are:Achievement Nature of work, Interest in job, Visibleresults,Interpersonalrelationship,Salary,Jobsecurity,Responsibility,Recruitmentpolicy,Self-respect,Workenvironment,Sense of belongingness,Performance,Prestige attached to the job,Recognition,Workgroup,Opportunity for advancement,Authority and Power,Company policy and Administration,Technicalsupervision,Personal life ,Training Education,Freedom of expression,Association and Personal benefits.

The minimum and maximum score on the LEA are:

27 (25x1+2) and (25x5+4)

RELIABILITY AND VALIDITY

Reliability: Test-retest reliability of the LEA was r=0.90. Odd-even reliability after Spearman-Brown correction, was r=0.81. (As per the claim of the author).

Validity: Validity of the scale was checked through the internal consistency method, that is, item analysis which requires low correlation between items and high correlation between item score and total scale score. The item analysis was done on the basis of a correlation matrix computed from data on first 100 subjects.

Inter-group and intra-group comparison of satisfaction scores for same or different satisfaction scales cannot be done by directly using raw scores. For this purpose, standard scores rather than raw scores are needed.

Norms for five-way classification of Employee Satisfaction (LEA Scale):

Satisfaction Sub-group	Standard Score of Satisfaction
Highly Satisfied (SS)	66 and above
Satisfied (S)	51-65
Middling or Average (M)	31-50
Dissatisfaction (D)	16-30
Highly Dissatisfaction (DD)	15 and less

Keeping in view the above job satisfaction factors, researcher has made an attempt to find out average job satisfaction score for managers, supervisors and workers in selected organizations in both public and private sectors. If the score of any job satisfaction factor or factors is or are is more or equal to average job satisfaction factor those factor or factors will be considering as high job satisfaction factor. If score of any job satisfaction factor or factors is less than average job satisfaction or factors will be treating as low job satisfaction factors. This methodology will be appropriate to achieve the objective 3. To achieve objectives 1 & 2 researcher has framed 5 null hypotheses and applied the Chi-square test. The Chi-square is one of the most popular statistics because it is easy to calculate and interpret. The purpose of using this test is to determine whether the observed frequencies markedly differ from the frequencies that we would expect by chance. The observed cell frequencies are organized in rows and columns like a spreadsheet. This table of observed cell frequencies is called a contingency table, and the Chi-square test if part of a contingency table analysis. The Chi-square statistic is the sum of the contributions from each of the individual cells. Every cell in a table contributes something to the overall Chi-square statistic. If a given cell differs markedly from the expected frequency, then the contribution of that cell to the overall Chi-square is large. If a cell is close to the expected frequency for that cell, then the contribution of that cell to the overall Chi-square is low. A large Chi-square statistic indicates that somewhere in the table, the observed frequencies differ markedly from the expected frequencies. It does not tell which cell (or cells) are causing the high Chi-square… only that they are there. When a Chi-square is high, you must visually examine the table to determine which cells (s) are responsible. (http://www.statpac.com/statistics-calculator/counts.htm)

LIMITATION OF THE STUDY

1. In the process of obtaining the views relating to various statements, it is found that certain statements were not understood by respondents.

2. The data for the present study is collected from the managers, supervisors & workers only. Therefore, the study reflects the views of selected categories of organization members only.

3. The analysis on job satisfaction is carried out only on the basis of identified factors/dimensions only given by Dr. H.C. Ganguli.

ANALYSIS & DISCUSSION

TABLE 1 DISTRIBUTION OF RESPONDENTS OF BHEL AMONG DIFFERENT SATISFACTION CATEGORIES:

Category Class Interval	No. of Managers	Percentage	No. of Supervisors	Percentage	No. of Workers	Percentage
Highly Dissatisfaction (DD) 15 &less	3	5.90	3	8.30	9	10.84

Dissatisfaction (D)16-30	6	11.8	5	13.90	26	31.3
Middling (M) 31-50	---	---	3	8.30	4	4.82
Satisfied (S) 51-65	28	54.9	14	38.9	28	33.74
Highly Satisfied (SS) 66 & Above	14	27.4	11	30.6	16	19.3
Total	**51**	**100**	**36**	**100**	**83**	**100**

(Source: Primary data)

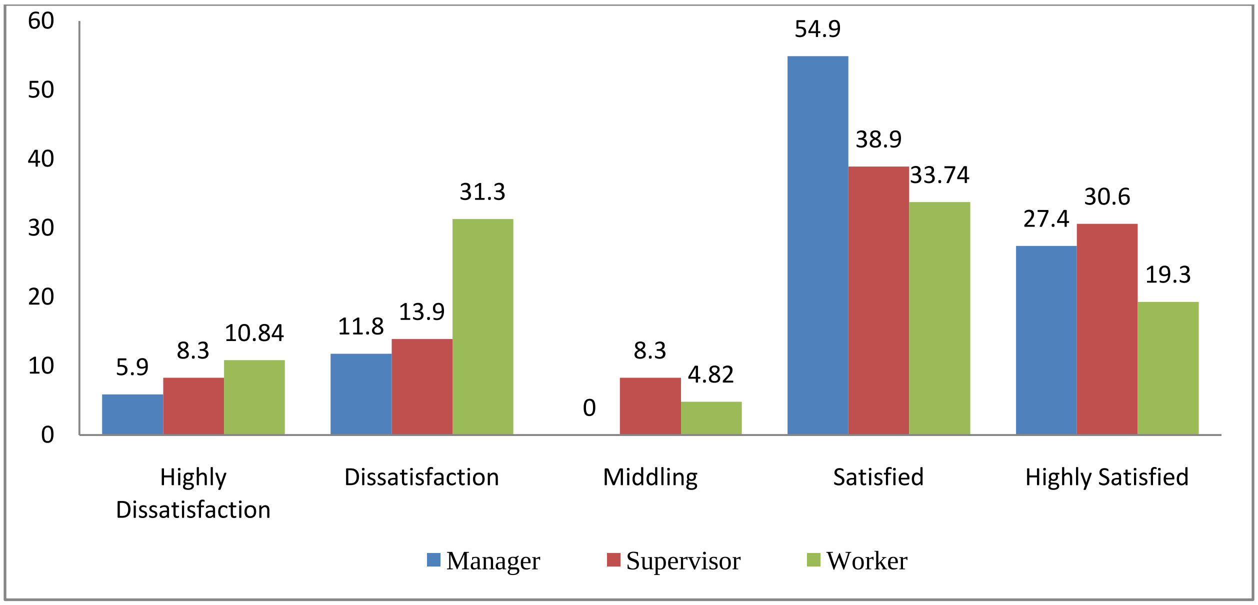


Figure 1 Distribution of Respondents of BHEL among different satisfaction categories percentage wise.

The analysis reveals that a majority of respondents in all categories of employees in BHEL Uttarakhand seem to be satisfied from their job. The percentage of satisfied manager is highest among the three categories of employees.

It can be concluded that the job satisfaction of managers is relatively higher than the job satisfaction of supervisors and workers in BHEL Uttarakhand.

Job Satisfaction Factors in BHEL Uttarakhand:

With a view to identify the high and low job satisfaction factors in BHEL Uttarakhand an analysis is made for the employees in BHEL Uttarakhand which is presented below:

Managers:

According to LEA scale given by the Dr. H.C. Ganguli which contains 26 questions.The identified 25 job factors which may have a significant impact on the job satisfaction of the employees in all categories.

In order to identify high and low job satisfaction factors, the job satisfaction scores obtained for managers of BHEL Rudrapur for each job factor is arranged in descending order.

TABLE 2 SCORE VALUES OF JOB SATISFACTION FACTORS OF MANAGERS IN BHEL:

Sl.No.	Name of the Job Factor	Standard Score
1	Achievement	214
2	Nature of work	209
3	Salary	206
4	Interest in job	202
5	Visible results	192
6	Interpersonal relationship	188
7	Job security	188
8	Responsibility	188
9	Recognition	188
10	Self-respect	182
11	Recruitment policy	178
12	Work environment	178
13	Sense of belongingness	178
14	Performance appraisal	169
15	Prestige attached to the job	166
16	Work group	152
17	Opportunity for advancement	152
18	Authority and power	150
19	Company policy and administration	123
20	Technical supervision	123
21	Personal life	123
22	Training education	123
23	Freedom of expression	115
24	Association	115
25	Personal benefit	115

(Source: Computed data)

From these job factors, the high and low job satisfaction factors are identified on the basis of the average score values. The average score value for 51 managers for 25 job factors is calculated as mentioned below:

Average score value for each job factor =1+2+3+4+5/5=3

(The values 1, 2, 3, 4 & 5 indicate the weights assigned for ratings-strongly disagree, disagree, middling, agree, & strongly agree respectively).The average score of 51 managers=51x3=153.The maximum score of the job satisfaction would be=5x51=255

On the basis of this average score, the job satisfaction has been classified into the following two categories:

Sl. No.	Category	Comment
1	High satisfaction job factors	Score values above the average (153)
2	Low satisfaction job factors	Score values below the average (153)

TABLE 3 SCORES OF HIGH SATISFACTION JOB FACTORS OF MANAGERS IN BHEL

Sl.No.	Job Factor	Average Satisfaction Score	Deviation From Average Satisfaction Score (153)	Deviation From Maximum Satisfaction Score (255)
1	Achievement	214	+61	-41
2	Nature of work	209	+56	-46
3	Salary	206	+53	-49
4	Interest in job	202	+49	-53
5	Visible Results	192	+39	-63
6	Interpersonal relationship	188	+35	-67
7	Job security	188	+35	-67
8	Responsibility	188	+35	-67
9	Recognition	188	+35	-67
10	Self-respect	182	+29	-73
11	Recruitment policy	178	+25	-77
12	Work environment	178	+25	-77
13	Sense of belongingness	178	+25	-77
14	Performance appraisal	169	+16	-86
15	Prestige attached to the job	166	+13	-86

(Computed data)

The analysis reveals that among managerial cadre of BHEL Uttarakhand, high job satisfaction resulted on account of factors like achievement, nature of work, salary, interest found on the job etc. A significant aspect to the analysis is that out of 25 identified job factors, 15 are found to generate high job satisfaction among managers, and it indicates that managers are satisfied with many job related aspects in BHEL.

For this purpose job factors with less than average score values (153) have been taken. These job factors have been arranged in ascending order in the following table

TABLE 4 SCORES OF LOW SATISFACTION JOB FACTORS OF MANAGERS IN BHEL

Sl.No.	Job Factor	Average Satisfaction Score	Deviation From Average Satisfaction Score (153)	Deviation From Maximum Satisfaction Score (255)
1	Personal benefit	115	-38	-140
2	Association	115	-38	-140
3	Freedom of expression	115	-38	-140
4	Training education	123	-30	-132
5	Personal life	123	-30	-132
6	Technical supervision	123	-30	-132
7	Company policy and	123	-30	-132

	administration			
8	Authority and power	150	-3	-105
9	Opportunity for advancement	152	-1	-103
10	Work group	152	-1	-103

(Sources: Computed data)

The analysis reveals that the managerial cadre of BHEL are highly dissatisfied with aspects like personal benefits, role of their associations and training received in the organizations. This analysis needs to supports the take care about providing reasonable personal benefits & freedom of expression. Another important aspect is about imparting required training and development programs which would promote professionalism among the managerial cadre of BHEL leading to high job satisfaction.

Supervisors: For the 36 supervisors of BHEL Udham Singh Nagar district of Uttarakhand, the average scores and the maximum satisfactions scores for selected job factors are computed as follows:

1: Average satisfaction score = average score value of each job factor x no. of supervisors =3 x36=108

2: High satisfaction score = high satisfaction score value for each job factor x no. of supervisors =5 x 36=180. On this basis, the job factors with above 108 scores (above average) are considered to be as high satisfaction factors and below 108 score (below average) are considered as low satisfaction factors.

Sl. No.	Category	Comment
1	High satisfaction job factors	Score values above the average (108)
2	Low satisfaction job factors	Score values below the average (108)

The high satisfaction job factors for supervisors of BHEL are presented below:

TABLE 5 SCORES OF HIGH SATISFACTION JOB FACTORS OF SUPERVISORS IN BHEL:

Sl.No.	Job Factor	Average Satisfaction Score	Deviation From Average Satisfaction Score (108)	Deviation From Maximum Satisfaction Score (180)
1	Responsibility	129	21	-51
2	Nature of work	126	18	-54
3	Achievement	126	18	-54
4	Interest in job	120	12	-60
5	Interpersonal relationship	119	11	-61
6	Job security	117	9	-63
7	Visible results	114	6	-66
8	Salary	113	5	-67
9	Prestige attached to job	111	3	-69
10	Work group	109	1	-71

(Sources: Computed data)

The analysis reveals that supervisors are satisfied with responsibility given to them in performing their duties. Analysis also reveals that supervisors are satisfied with the nature of work performed.

The scores obtained for the low satisfaction job factors and the deviations from maximum possible scores (180) and the average score (108) are shown in the following table.

TABLE 6 SCORES OF LOW SATISFACTION JOB FACTORS OF SUPERVISORS IN BHEL.

Sl.No	Job Factor	Average Satisfaction Score	Deviation From Average Satisfaction Score (108)	Deviation From Maximum Satisfaction Score (180)
1	Work environment	66	-42	-114
2	Self-respect	66	-42	-114
3	Recruitment policy	72	-36	-108
4	Recognition	72	-36	-108
5	Performance appraisal	78	-30	-102
6	Company policy and administration	78	-30	-102
7	Association	84	-24	-96
8	Freedom of expression	89	-19	-91
9	Training education	90	-18	-90
10	Personal life	93	-15	-87
11	Authority and power	96	-12	-84
12	Sense of belongingness	99	-9	-81
13	Opportunity for advancement	99	-9	-81
14	Personal benefits	102	-6	-78
15	Technical supervision	105	-3	-75

(Sources: Computed data)

The analysis indicates that there is high level of dissatisfaction about work environment, recruitment policy and other factors whose scores are already presented in the above table.It is therefore, necessary that management should evolve appropriate methods & strategies to rationalize recruitment policy and work evaluation system. Further, necessary action should be taken to improve psychological climate at work place.

Workers:

For the 83 workers of the BHEL, the average scores and high satisfaction scores for selected job factors are computed as follows:

Average satisfaction scores for workers =average score value of each job factor x no. of workers =3x83=249

High satisfaction score =high satisfaction score value of each job factor x no. of workers = 5 x83 =415

Sl. No.	Category	Comment
1	High satisfaction job factors	Score values above the average (249)
2	Low satisfaction job factors	Score values below the average (249)

TABLE 7 SCORES OF HIGH SATISFACTION JOB FACTORS OF WORKERS IN BHEL

Sl.No.	Job Factor	Average Satisfaction Score	Deviation From Average Satisfaction Score (249)	Deviation from Maximum Satisfaction Score (415)
1	Responsibility	286	37	-129
2	Work group	283	34	-132
3	Technical supervision	279	30	-136
4	Interest in job	272	23	-143
5	Job security	266	17	-149
6	Visible results	259	10	-156
7	Recruitment policy	257	8	-158
8	Achievement	252	3	-163
9	Salary	249	0	-166
10	Personal benefits	249	0	-166

(Sources: Computed data)

weightage to job factors ‘responsibility’, ‘workgroup’ and technical supervision.

Scores of Low Satisfaction Job Factors of Workers in BHEL.The scores obtained for the low satisfaction job factors and the deviations from maximum possible scores (415) and the average score (249) are shown in the table.

TABLE 8 SCORES OF LOW SATISFACTION JOB FACTORS OF WORKERS IN BHEL

S.No.	**Job Factor**	**Average Satisfaction Score**	**Deviation From Average Satisfaction Score (249)**	**Deviation From Maximum Satisfaction Score (415)**
1	Work environment	213	-36	-202
2	Personal life	182	-67	-233
3	Sense of belongingness	176	-73	-239
4	Performance appraisal	176	-73	-239
5	Recognition	176	-73	-239
6	Nature of work	169	-80	-246
7	Prestige attached to job	169	-80	-246
8	Opportunity for advancement	169	-80	-246
9	Freedom of expression	162	-87	-253
10	Company policy and	159	-90	-256

	administration			
11	Associations	155	-94	-260
12	Self –respect	148	-101	-267
13	Interpersonal relationship	148	-101	-267
14	Authority and power	141	-108	-274
15	Training and education	141	-108	-274

(Sources: Computed data)

The analysis shows that the management of BHEL has to focus its attention on first four highly dissatisfied job factors in order to create more satisfaction among the workers in BHEL.

To know about the satisfaction level of the employees in all categories of BHEL Uttarakhand researcher has made contact with 51 managers, 36 supervisors &83 workers. The result is:

TABLE 9 LEVEL OF JOB SATISFACTION AND NATURE OF WORK IN ALL CATEGORIES OF THE EMPLOYEES IN BHEL

Category	No. of Managers/ Percentage	No. of Supervisors /Percentage	No. of Workers\ Percentage	Total
Satisfied	42 (82.35%)	25(69.44%)	44(53%)	111(66.3%)
Dissatisfied	09 (17.65%)	11(30.56%)	39(47%)	59(33.7%)
Total	51	36	83	170

1 (Sources: Computed data)

Figure 2 Distribution of respondents in BHEL –Nature of work wise in percentage)

The table reveals that the percentage of managers in satisfied category is 82.35% as against the percentage of satisfied supervisors of 69.4% and as against of workers is 53%. Now let us find out if there is any relationship between job satisfaction and nature of job.

To prove this statistically, Chi-square test has been applied with the following hypothesis:“There is no relationship between the job satisfaction and nature of job”

The results are shown as under:

Degree of freedom=(r-1) (c-1

(2-1) (3-1) = 2

Observed value of Chi-square =12.349

Expected value at 1 % level =9.210

Expected value at 5 %level =5.991

Since, the observed value is more than expected value at 1% level and 5 % level. The above hypothesis should be rejected. Therefore, it can be concluded that job satisfaction varies according to nature of work in all categories of the employees in BHEL Uttarakhand.

In order to find out the relationship between job satisfaction and age in the BHEL (public sector) of Uttarakhand, the distribution of satisfied and dissatisfied respondents in all categories of employees is presented below:

TABLE 10 LEVEL OF JOB SATISFACTION AND AGE IN BHEL OF ALL CATEGORIES OF THE EMPLOYEES

Category	20-30	30-40	40 & Above	Total
Satisfied	45 (67.16%)	37 (66.07%)	29 (61. 70%)	111
Dissatisfied	22 (32.84%)	19 (33.93%)	18 (38.3%)	59
Total	67	56	47	170

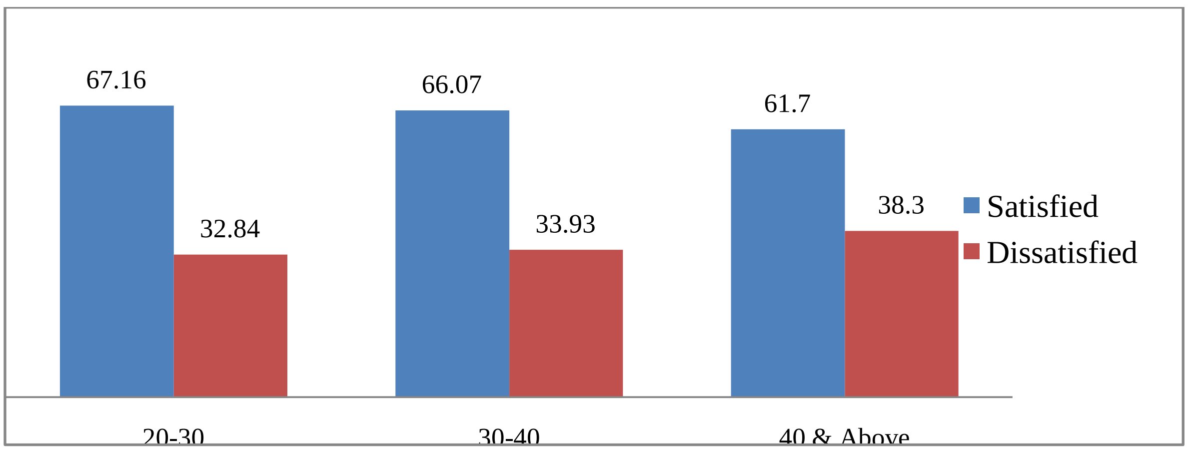


Figure 3 Distribution of respondents - Age wise.

The table reveals that percentage of satisfied employees in all the categories is high (67.16 %) in the age group of 20-30 is followed by the age group 30-40 (66.07%) and 40 & above (61.70%) respectively. However, the percentages of dissatisfaction of employees in all the categories fall in the category of 40 & above.

”To probe this statistically Chi-square test has been adopted with the following hypothesis:

“There is no significant difference in satisfaction / dissatisfaction derived by the employees in different age groups

The results are shown as under:

Degree of freedom =(r-1) (c-1) = (2-1) (3-1) = 2

Observed value of Chi-square =0.3863

\Expected value of Chi-square at 1% level=9.210

Expected value of Chi-square at 5 % level= 5.991

Since the observed value is less than expected value at 1% level & 5 % level. The framed hypothesis should be accepted. Therefore, it can be concluded that there is no significant difference between the job satisfaction and age of the employees.

In order to find out the relationship between job satisfaction and income of the employees in all categories of BHEL Uttarakhand. The distribution of satisfied and dissatisfied respondents in all categories of employees is presented below

TABLE 11 LEVEL OF JOB SATISFACTION AND INCOME OF THE EMPLOYEES IN ALL THE CATEGORIES OF BHEL

Category	**5000-15000**	**15000-25000**	**25000 & above**	**Total**
Satisfied	57 (58.76%)	21 (56.76%)	22 (61.11%)	100
Dissatisfied	40 (41.24%)	16 (43.24%)	14 (38.9%)	70
Total	97	37	36	170

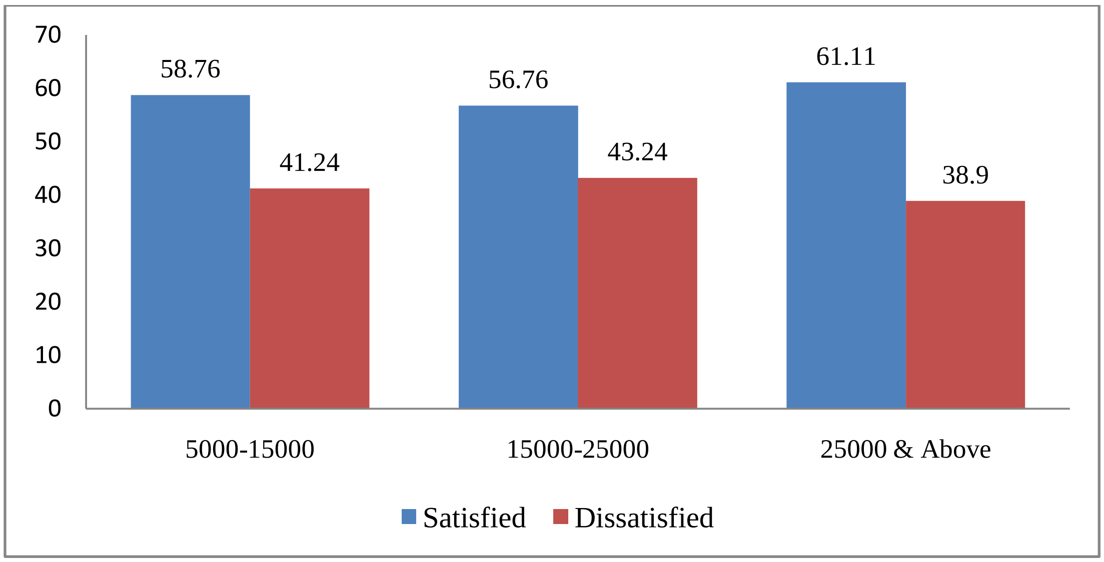


Figure 4 Distribution of respondents – Income wise

The table reveals that the percentage of satisfied employees in all categories is very high (61.11%) in the income group of 25,000 &above and dissatisfaction towards income is very high in income group of 15,000-25,000.

To probe this further statistically this Chi-square test has been adopted with the hypothesis that "There is no significant difference between the nature of work of the employees in all categories and their income".

The results are shown as under:

Degree of freedom (r-1) (c-1) = (3-1) (2-1) = 2

Observed value of Chi-square =0.112016

Expected value of Chi-square at 1% level =9.210

Expected value of Chi-square at 5% level =5.991

Since the observed value is very small than the expected value at 1% level and 5% level. The above hypothesis should be accepted.

Therefore, it can be concluded that there is no there is no significant impact of income and job satisfaction of the employees in all categories of BHEL Uttarakhand.

In order to find out the relationship between job satisfaction and education of the employees in BHEL (public sector) of Uttarakhand, the distribution of satisfied and dissatisfied respondents in all categories of employees is presented below:

TABLE 13 LEVEL OF JOB SATISFACTION AND EDUCATION OF THE EMPLOYEES IN BHEL

Category	Up to Secondary	Senior Secondary	Graduation & above	Total
Satisfied	32 (64%)	17 (51.5%)	62 (71.3%)	111
Dissatisfied	18 (36%)	16 (48.5%)	25 (28.7%)	59
Total	50	33	87	170

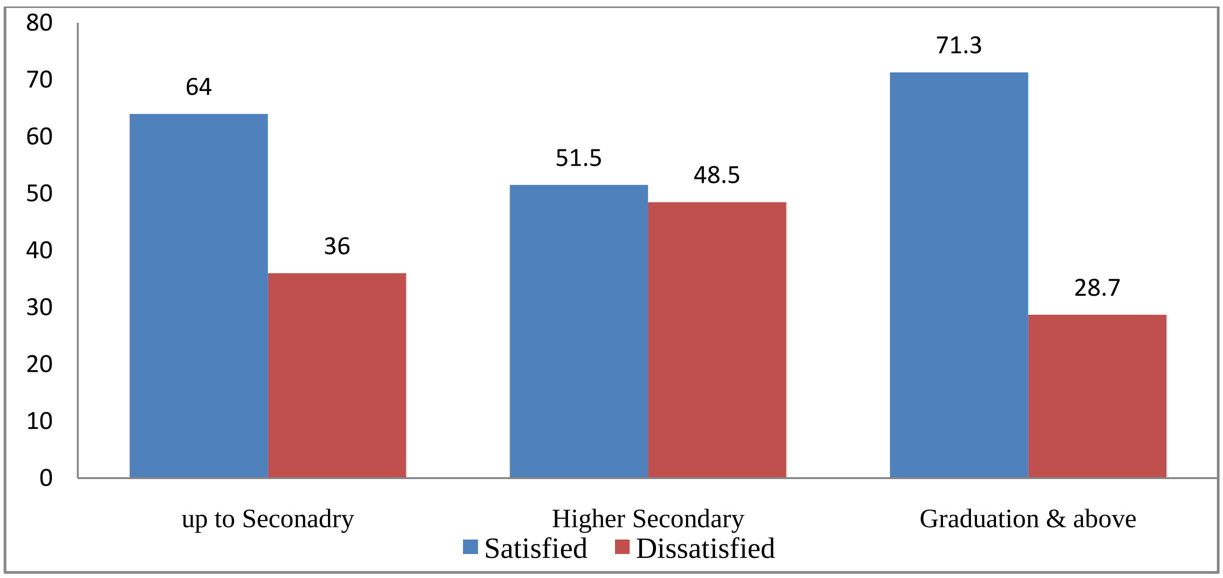


Figure 6 Distribution of respondents Education wise.

During the survey the researcher found that employees working in BHEL were literate irrespective of their nature of job. The above table reveals that majority of the respondents have job satisfaction with regard to their education.

The table reveals that 71.3% of the employees who are either graduate or above graduate have more job satisfaction and it is followed by the percentage of the employees who have the qualification of up-to secondary and 51.5% employees are satisfied who have completed their education up-to higher secondary. One important point should be noted here that 48.5% of the employees are showing their dissatisfaction who have the qualification of up-to senior secondary.

To probe this further statistically this Chi-square test has been adopted with the hypothesis that "There is no"There is no significant difference between the job satisfaction of the employees in all categories and their education".

The results are shown as under:

Degree of freedom (r-1) (c-1) = (2-1) (3-1) = 2

Observed value of Chi-square =7.98 significant difference between the job satisfaction of the employees in all categories and their education".

The results are shown as under

Expected value of Chi-square at 1% level =9.210

Expected value of Chi-square at 5% level =5.991

Since the observed value is small than the expected value at 1% level but it is more than at and 5% level. The above hypothesis should be accepted at 1% level of significance. However, it should be rejected at 5 % level of significance.

Therefore, it can be concluded that there is significant impact of education on the satisfaction of the employees in all categories of BHEL Uttarakhand at 5% level of significance.

FINDINGS & SUGGESTIONS

Below are the findings of the study.

(i) It is found that 54.9% of managers are satisfied and 27.4% are highly satisfied. Altogether 82.3% managers are either satisfied or highly satisfied. Only 17.7% managers are found to be either dissatisfied or highly dissatisfied. No manager was found to be in middling category.

(ii) Altogether 69.5% supervisors are either satisfied or highly satisfied. Only 22.2% supervisors are found to be either dissatisfied or highly dissatisfied. 8.30% supervisors are found to be in the middling category.

(iii) With regard to the satisfaction level of workers 38.56% workers are found to be either satisfied or dissatisfied whereas 42.14% workers are found to be either dissatisfied or highly dissatisfied. Remaining 4.82% workers are neither satisfied nor dissatisfied.

By making comparison between the level of job satisfaction among managers, supervisors and the workers in public sector of BHEL reveals that in the categories of managers and supervisors majority of respondents possess job satisfaction whereas in the category of workers majority of respondents possess dissatisfaction with regard to their

(iv) job. But relatively high percentages of managers have job satisfaction as compared to supervisors.

(v) The analysis regarding identification of high job factors among managers of BHEL revealed that there are 15 job factors contributing to high satisfaction out of 25 selected job factors. Among these 15 job factors, achievement, nature of work, salary, interest in job, visible results, interpersonal relationship, job security, responsibility, recognition, self-respect, recruitment policy, work environment, sense of belongingness, performance appraisal and prestige attached to the job. However, achievement, nature of work, interest in job and interpersonal relationship has been identified as first four job factors leading to high job satisfaction.

(vi) With regard to the analysis of low satisfaction job factors among the managers of BHEL, it is found that 10 job factors out of 25 are identified as low satisfaction job factors. These 10 factors are as personal benefit, association, freedom of expression, training education, personal life, technical supervision, company policy and administration, authority and power, opportunity for advancement and work group. Personal benefit, association, freedom of expression, training and education are found to be first four job factors contributing to low job satisfaction.

(vii) The analysis made to identify high job satisfaction job factors of supervisors in BHEL revealed that there are 10 job satisfaction job factors contributing to high satisfaction of supervisors. They are respectively as responsibility, nature of work, achievement, interest in job, interpersonal relationship, job security, visible results, and salary, prestige attached to job and work group. However, responsibility, nature of work, achievement and interest in job are identified as top four job factors contributing to high satisfaction.

(viii) The analysis regarding the identification of low job satisfaction factors revealed that there are as many as 15 job factors contributing to low job satisfaction among supervisors of BHEL. These are respectively as work environment, self-respect, recruitment policy, recognition, performance appraisal, company policy and administration, association, freedom of expression, training and education, personal life, authority and power, sense of belongingness, opportunity for advancement, personal benefits and technical supervision. Among these 15 factors, work environment, self-respect, recruitment policy and recognition are identified as the first four low job satisfaction job factors.

(ix) The analysis with regard to high job satisfaction factors among the workers of the BHEL revealed that there are 10 job factors contributing to high satisfaction, out of 25 selected job factors. They are respectively as responsibility, work group, technical supervision, and interest in job, job security, visible results, recruitment policy, achievement, salary and personal benefits. Among these 10 job factors responsibility, work group, technical supervision, and interest in job have been identified as first four job factors leading to high job satisfaction.

(x) Regarding the analysis of low job satisfaction factors among the workers of BHEL, it is found that 15 job factors out of 25 are identified as low satisfaction job factors. These are respectively as work environment, personal life, sense of belongingness, performance appraisal, recognition, nature of work, prestige attached to the job, opportunity for advancement, freedom of expression, company policy and administration, associations, self-respect, interpersonal relationship, authority and power, training and education. Among these 15 job factors training & education, authority& power, interpersonal relationship and self-respect have been identified as first four job factors contributing to low job satisfaction.

(xi) The chi-square test has been applied to test the relationship between the level of job satisfaction and nature of work among all categories of the employees in BHEL Uttarakhand. In BHEL it is found that there is a relationship between job satisfaction and nature of work performed by all categories of the employees. It means there are differences in the perception of managers, supervisors and workers about their job satisfaction.

(xii) The chi-square test has been applied to test the relationship between the age of the employees and level of job satisfaction. In BHEL, it is found that there is no significant difference in the satisfaction or dissatisfaction derived by the managers, supervisors and workers of different age groups.

(xiii) The chi-square test also has been applied to test the relationship between the income of the employees and the level of the satisfaction. In BHEL, it is found that there is no significant difference in the satisfaction or dissatisfaction derived by managers, supervisors and workers of different income groups.

(xiv) The chi-square test has also been applied to test the relationship between the experience of the employees and level of job satisfaction. In BHEL, it is found that there is no significant difference in the satisfaction or dissatisfaction derived by managers, supervisors and workers of different experience groups.

(xv) The chi-square test has also been used to test the relationship between the education of the employees and the level of the job satisfaction. In BHEL, it is found that there is no significant difference in the satisfaction or dissatisfaction derived by managers, supervisors and workers of different education groups.

REFERENCES:

Herzberg, F. &Mausner, B.&Syndermann (1959), "The Motivation to Work", New York, Wiley.

Maslow,A.H.(1965)EupsychianManagement.Homewood,IL:Irwin.[2]Maslow Abraham (1970),"Motivation and Personality". Harper and Row p. 91-92.

Hoppock,R.(1935). JobSatisfaction.NewYork:HarperandRow.

Spector, P.E (1997), Job Satisfaction: Application, Assessment, Causes, and Consequences, London, Sage.

Ganguli. H.C.(1996) industrial worker: Psychological studies Siddhartha Publication New Delhi.

Locke, E.A (1969) "What is Job Satisfaction? Organizational Behaviour and Human Performance" Journal of Applied Psychology 4, 309-336.

Friedlander, F and Margulies, N. (1999)."Multiple Impacts of Organizational Climate and Industrial Value System upon Job Satisfaction".Personal Psychology. 22, 171-183.

Friedlander, F. & Greenberg (1971) "Underlying sources of Job satisfaction", 47(4), 1963.

Chung, W.H. & Fong, N (1990), " Job Stress and Occupational Stress among General Practitioners in Hong Kong", Hong Kong Practitioner 12 (2): 667-72.

Pestonjee, D.M & Mishra, P.K (1999), "Role Stress and Job Satisfaction amongst Doctors", Journal of Health Management, 1(1): 117-131.

Singh, P (2007), Effect of Stress on Job Satisfaction and Work-Values among Teachers, Allahabad, Adhyayan Publishers & Distributors.

Chaplain, R.P (2001), "Stress and Job Satisfaction among Primary Head Teachers: A question of Balance"? Educational Management Administration and Leadership, 29 (2): 197-215.

Singh, Shailendra (1988). Organizational Stress and Executive Behaviour. New Delhi: Shri Ram Centre for IR & HR.

Teas, R.K. (1981), "A Test of a Model of Department Store Salespeople's Job Satisfaction", Journal of Retailing, 57(1): 3-25.

Lucas , G.H. (1985), " The Relationships between Job Attitudes, PersonalCharacteristics, and Job Outcomes: a study of Retail Store Managers", Journal of Retailing, 61(1): 35-62.

Heckman, J.R. & Oldham, G.R (1974)."Motivation through the design of work: Test of a Theory", (Technical Report No.6), Connecticut Yale University.

Sinha, D. & Nair, R.P. (1965). "A study of job satisfaction in factory workers", Indian Journal of social Work, Vol.26, pp.1-8.

Lahiri, D.M. &Srivastava, S. (1967) "Determinants of satisfaction in middle management personnel", Journal of Applied Psychology, Vol.51, pp.309-336.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882

Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00204.9

IDEOLOGICAL INTERPRETATION OF SEASONAL AND CEREMONIAL SONGS IN "DĪWĀNLUGHĀT AL-TURK" - "COMPENDIUM OF THE LANGUAGES OF THE TURKS"

Sattorova Zilola Ismoilovna*

*Researcher,
Tashkent State University of Oriental Studies,
Tashkent, UZBEKISTAN
Email id: Zilola2022@list.ru

ABSTRACT

In this article, Mahmud Kashgari's"DīwānLughāt al-Turk" discusses the seasonal and ceremonial songs. Mahmud Kashgari is one of the greatest scholar of the 11th century. His work "DīwānLughāt al-Turk""Compendium of the languages of the Turks"is one of the rare sources of world Turkology. It can be called a linguistic-literary encyclopedia of Turkic studies. At the same time, the book provides valuable information about the folklore, history, mythology and geography of the Turkic peoples of that time.

KEYWORDS: *"DīwānLughāt al-Turk", Alp Er Tonga, Kipchak, Oguz, Yamak, Bashkir, Songs.*

INTRODUCTION

There is almost no information about the life and work of the author. It is known from the work that his father was Mahmud and his father's name was Hussein. It turns out that his ancestors were from the town of Barsagan near Issyk-Kul. The family moved to Kashgar (this city is popularly known as Kashgar, Kashgar) and Mahmud was born there. That is why he calls himself Mahmud Kashgari. He received his first education in Kashgar. Then he studied in Bukhara and Samarkand madrassas. He studied in Baghdad [1]. He has been interested in linguistics since his youth. He closely studies the traditions of the Turkic peoples spread over the vast region. As a result of his long, continuous travels and hard work, the work "DīwānLughāt al-Turk"was published.The book was written in a short time in Baghdad. It began in 1072 and ended in 1074. It was written in Arabic according to the tradition of the time. "DīwānLughāt al-Turk"is, first of all, a dictionary book. The author studies the language of the Turkic tribes from China to Rome and collects the words they use in their daily lives and aims to translate and interpret them into Arabic. When Kashgari interprets a word, he also cites its variant in other Turkic tribes, using, in today's parlance, the comparative method.The book is also of great importance in terms of studying the history of the Turkic peoples. It contains the names of the following Turkic tribes: bajanak (they live near the Roman border), Kipchak, Oguz, Yamak, Bashkir, Basmil, Kai, Yaboqu, Tatar, Kyrgyz, Chigil, Tuxsi, Yagmo, Ig rock, jam, jamul, uyghur, tangut, and tabghas living side by side with China [2].They are then given a color map showing their location. The author imagines the earth as round and places the Turkic tribes accordingly.Defines peripheral boundaries, according to him, these tribes spread from Rome to Mochin (China) and lived in latitudes of 5,000 farsakhs in length and 3,000 farsakhs (one farsakh-6-8 km).Some of the tribes mentioned above are now becoming an independent nation and retaining their name. Many of them took part in the formation of other Turkic nations and became part of them.The 20 tribes listed in the book are just the names of the main Turkic peoples. Each of them, in turn, is divided into smaller pieces.For example, the author mentions the division of the Oghuz-Turkmen into 22 parts and gives the name of each. The work can provide valuable information not only in terms of linguistics, ethnography, but also in terms of a number of disciplines, such as history, geography, folklore and literature, and even medicine.For example, when Kashgari interprets the word buquq, he gives a definition of it as a disease, defines the scope of its distribution, describes its pathology, focuses on its transmission to the offspring, and so on.There is a lot of information about history and geography. For example, when it comes to cities, rivers, the author tries to think broadly and comprehensively about their location, history, surroundings.In particular, the following information is given about the river Etil (Volga): “Ethyl is the name of a river flowing in the Kipchak lands”. It flows into the Bulgarian Sea; a tributary is in the Russian land [3].

It is said in this passage:

Etilsuvioqaturur,

Qoyatubiqaqaturur,

Baliqtelimbaqaturur,

Ko'lungtaqikusharur.

(Etilsuvioqayotir,

Qoyatubinqoqayotir,

Sonsizbaliqboqayotir,

Ko'lhapriqibtoshmoqda) [4].

THE MAIN FINDINGS AND RESULTS

The author also dwells on the literary genre in the play.For example, thinking about “song”, he interprets it as “poem”.Appreciates the place of literary creation in spiritual life. In the Introduction, the book proudly states that it is adorned with “literary passages called wise sayings, sajs, proverbs, rajaz, and prose.”In fact, in it, Kashgari cites hundreds of “literary passages” in order to substantiate his views. This gives the work a special charm. A significant part of these literary passages are poems. The poet says, “That's how it came in the poem,” and goes on to give an example. Many of these poems are taken from folklore [5]. The book contains several poetic passages about Alp Er Tonga.“Alp” means man. Experts consider Alp Er Tong to be a historical figure.He was the commander of the army of the Sakas, who ruled in the VII-VI centuries BC. This poem is a marciafor his death. Marcia is a type of poem written in honor of someone’s death.It usually reflects the person's dignity, place, merits, and the pain of loss. Here we see the same situation. The death of Alp Er Tonga is an unbearable loss. The whole spirit of the poem is focused on the expression of this thought.The expression is based on the comparison of the great man and the lower world [5]. Words are painful, thoughts are painful, emotions are on the rise:

Alp ErTo'ngao'ldimu?!

Egsizajunqoldimu?!

O'zleko'jinoldimu?!

Emdiyurakyirtilur.

(Is the strong Er Tong dead ?! Is there a bad world left ?! Is it time ?! Now their hearts are torn.)

Ulshiberanbo'rlayu,

Yirtibyaqoo'rlayu,

Siqribuniyo'rlayu,

Siqtabko'zio'rtulur.

(They tore their collars and cried, They crushed and destroyed them, They closed their eyes with tears.)

Ko'nglimichino'rtadi,

Etmishbashig' qartadi,

Kechmishuzugirtadi,

Tun-kun kechibirtilur.

(My heart is broken, The wound is healed, Look at the past days, The night is passing away.) [6]

The important thing is; in these verses a person's feelings are wrapped in a beautiful artistic garment and conveyed in a way that affects the hearer as well. The poetic passages in "DīwānLughāt al-Turk" are a mirror of the life of the ancestors, the hot and cold days they experienced, the joys and sorrows.They are full of vivid and complex emotions, from the scenes of war life to the reception of guests, from romantic and intimate experiences to the perception of the world. There is a man, there is a desire. Man always lives with a worldly dream. But the ruler of life on horseback does not catch them all. Harmony is born at the same point. It is often expressed through sadness [7]:

Tun-kun turibyig'layu,

Yoshimmeningsovrulur.

(I cry day and night, My tears are scattered everywhere.) The work "DīwānLughāt al-Turk" is a proof that the Turkic language rose to a high world position in the X-XI centuries.It is known that the performance of people specially prepared for the performance of epics, fairy tales, legends, myths, legends and other genres of folk art requires special time and space.In contrast to the major artistic genres in this category, proverbs, metal, spells, prayers, winged words, logical and illogical expressions, weeping, mourning, applause, cursing affect the human psyche. Folklore, such as swearing, riddles, and figurative expressions, can be performed by anyone, that is, they are intended for mass performance [8].For example, a curse is a piece of folklore performed as an expression of the narrator's bad intentions towards the person being cursed when there is a need to harm someone [15].This genre is close to the genres of swearing and applause in terms of expressing the characteristics and desires of the narrator. According to the famous linguist Mahmud Kashgari, the curses created in the dialect of the Turkic tribes of the XI century are given in the form of "curse". *"Tengriqarg`g`inailinma"* – "Do not be cursed by God"3 used in compounds such as. Linguist S. Mutallibov, who translated "DīwānLughāt al-Turk" into Uzbek, "cursed" the meaning of words such as "deprivation and expulsion in any relationship; beating, endangering, harming and hating someone irish Calling evil, cursing, the main purpose of which is to curse someone or to swear that he will disappear ".There are several other seasons and ceremonial songs in the play [9].

Here are some examples:

Bulnarmeniulasko`z,

Qaramengizqiziljuz.

Andin tamartugaltuz,

Bulnapjanaulqachar.

Meaning: She captivates me with its cute black spots on my drunken eyes (darling) bright face. She captivates me as if sweetness is falling from her (beautiful) cheeks, and then she runs away from me [10].

Endikkishititilsun,

El toruyetilsun,

Toqlibo`rijetilsun,

Qazg`uyemasavilsun.

Meaning: Let us open our sorrows with our swords, so that the fools may set out, the country may be healed, the wolves with the lambs (safely) may walk together, and the sorrows may disappear from us [11].

Turlugchechakyarildi,

Barchinyazimkerildi,

Uchmaqyeriko`ruldi,

Tumlug` yanakelgusuz.

Meaning, it describes Spring: all kinds of flowers have opened, as if (many patterns) silk carpets were written.Heaven was seen. The cold was so hot that it never returned.

Yigitlarigishlatu,

Yag`achyamishirg`tu,

Qulankeyikavlatu,

Bazramqilibavnalim.

Meaning: Describes entertainment and says:Let's use the guys to dry the fruit of the tree, hunt various wild animals (rabbits) and others, and spread the holiday for a few days.

Jarattijashiljash,

Savurdio`rungqash,

Tizildiqaraqush,

Tun, kunuzayurkanur.

Describes the sky, God created the sky blue with turquoise. Decorate with stars.As you can see from the ring, the stone used for the eyebrow white ring - the criterion star (Turkish black bird) was formed in it. Night and day overlap [12].

Igladimeningazaq,

Ko`rmazibo`g`rituzaq,

Ikladimandinuzaq,

Emlagilemdituzaq.

Not seeing the hidden trap, my leg was hanging, I was in pain for a long time, my dear, now treat me yourself.

Qizil, sariqarqashib,

Jerkin, yashilyuzkashib,

Bir-birkero` yo`rkashib,

Yalinguqanitanglashur.

The red and yellow flowers are leaning against each other, and the green basil is intertwined.Anyone who sees them will be amazed.

Yalvinaningko`zi,

Yelkinaningo`zi,

Yo`lunayinyuzi

Yardimeningyurak.

Praising her lover, he writes: her eyes are a magician who hunts a person (heart).She is a stranger, her face is full moon. With her look she shot me and broke my heart.

Yay ko`rkingainanma,

Suvlaruzatayanma.

Esizligiganunma,

Tildanchiqarezguso`z.

Do not believe in the fear of spring, its colorful flowers, its beauty, do not expect good from it.Do not rely on water, because he who relies on the sweetness of the blessings of the world, the beauty of spring, is like one who relies on water.Do not go to evil, good words will always come out of your mouth that people will be grateful to you. When a bright star is born [13],

Uznukelipbaqarman,

Satula-yusayraship

Tatlig` ununqushutar.

At the end of the bright star, I wake up, look at the trees, and listen to the happy songs of the birds.

Biligniurdadim

Bo`guniuzurdum

O`zumniazirdim

Yalg`ilatimyazlinur.

I wanted to know. I sought knowledgeable sages. I separated myself from people. For this, my white-collar horse is removed.

Ko`ngulkimningbo`lsaqaliyo`qchig`ay

Qilsakuchunbo`lmasanitoqbaj.

It is impossible to make a hungry, poor person rich by force.

Bulmishnengigseversan,

Aqrunangarsevingil.

Barmishnengigsaqinma,

Azraqangaro`kungil.

If you love what you have, love it less, because it can get out of you. Don't worry about what you missed, feel a little sorry for him. Because grief does not return to you.

Kelsaqaliqatig`liqertarteyuseringul,

O`zlakichinbilipturanchaangartirangil.

When you are worried and in pain, be patient so that it passes. Know the affairs of the world. Do not afflict yourself with any calamity.

Eshitibota-onangni

So`zlariniqadrla,

Molumulkingko`paysa

Mag`rurlahibquturma.

Maqollaridannamunalar:

"Tulkio`zinigaursa, ujuzbo`lar" ("When a fox screams at its nest, it becomes scab"). According to Mahmoud Kashgari, "this proverb is addressed to those who denigrate their people, their tribe and their country."

"Erik erniyag`lig` bashiqanlig`" ("the laborer's lips are oily, the lazy man's head is bloody"). This proverb encourages people to be lazy and work hard.

"if he does not give you water, you give him milk". It is used to mean do good even when it hurts you.

"O`kuzazaqibo`lg`incha, buzag`Ibashibo`lsayik". ("It is better to have a calf's head than a bull's leg"). It is used in the sense that independence is better than submission.

"Tavg`chxanningto`rqusitelim, tenglamazibbichmas" ("There is a lot of silk fabric of Karakhitaikhogan, but it is not cut without measuring"). This proverb is said to encourage thoughtfulness in the beginning and to prevent waste.

"Uma kelsa, qulkelar" ("Blessings come when a guest comes"). "If a guest comes to you, blessings and happiness will come with him, they welcome the guest well, they do not get bored".

"Qizkishisaviyo`rig`libo`lmas". ("A greedy person does not gain prestige"). This proverb is used to encourage people to make a good name and be generous.*"Erdambashitil"* ("The beginning of etiquette is language").

"*Tilintugmishintishinyazmas"* ("What is born with the tongue cannot be removed with teeth ")

CONCLUSION

In short, Mahmud Kashgari's contribution to the study, collection and transmission of pre-Islamic and early Islamic Turkic cultural monuments is immense. His vast knowledge of history, ethnography, history and geography, his encyclopedic potential in the field of language and literature, and his ability to research were still astonishing today. The vivid information contained in his book is described in as much detail as possible, as the VIII-XI centuries were a rich source of both Turkic literary language and literature, as well as oral folklore and various dialects [14].

"DīwānLughāt al-Turk"can be called an encyclopedia about the life of the Turkic peoples living in the Central Asian region at that time.Fitrat, S. Mutallibov, I. V. Stebleva, V. V. Reshetov, G ', who conducted research on this work. Scholars such as Abdurahmanov and A. Rustamov claim that Mahmud Kashgari was a highly educated scholar of his time who made a great contribution to the study of ancient Turkic languages. "DīwānLughāt al-Turk"is published in 3 volumes in Uzbek language. The modern world scientific community recognizes the great 11th-century scholar Mahmoud Kashgari as the founder of comparative linguistics.

REFERENCES

1. Akmalkhanov, Akmalkhan. (2019). «Abu YakubSakkokiy's views about verb words». The Light of Islam: Vol. 2019: Iss. 3, Article 14. Retrieved from https://uzjournals.edu.uz/iiau/vol2019/iss3/14

2. 2. Alimuhamedov, R. (2017). KosimcanSodikov. Mahmud Kashgari: "DīwānLughāt al-Turk"[Turkish Words Devani], GafurGulam No-midaği Publishing House, Tashkent, 2017, p. 488, ISBN: 978-9943-03-972-8. Journal of Old Turkic Studies, 2 (1), 125-129. Retrieved from https://dergipark.org.tr/tr/download/article-file/415566

3. Al-Kashgari, Mahmud. (1333, J.I). Book Divan dictionary at-turk. Volume I.

4. Al-Kashgari, Mahmud. (1333, J.II). Book Divan dictionary at-turk. Volume II.

5. Al-Kashgari, Mahmud. (2018). "DīwānLughāt al-Turk"(Code of Turkic words). (Translation from Arabic by A.Rustamova. Edited by S.Khasanova, Sh.Khasanovoy, S.Rustamiy, M.Rustamova and others.) Volume 1. Tashkent: Classic word.

6. Bobir. (1971). Mukhtasar (Prepared by S. Hasanov. Tashkent.

7. Dadaboyev H. (2017). Language features of"DīwānLughāt al-Turk". Tashkent:

8. “DīwānLughāt al-Turk”directory. (1972). Turkish language institution publications. Ankara:

9. Islomov, Z. (2019) «The role of the International Islamic Academy of Uzbekistan in the development of islamic studies», The Light of Islam: Vol. 2019: Iss. 1. Retrieved from https://uzjournals.edu.uz/iiau/vol2019/ iss1/1

10. Koshgari, Mahmud. (1990). “DīwānLughāt al-Turk” Facsimile / facsimile. Culture ministry. Ankara:

11. Koshgari, Mahmud. (2017). “DīwānLughāt al-Turk”[Turkish words dictionary]. (Prepared by: K. Sodikov). Tashkent:

12. Kashgari, Mahmud (2016). Turkish Dictionary (“DīwānLughāt al-Turk”). (Prepared by: A. Rustamov, H. Boltaboev). Tashkent: A classic word.

13. Mutallibov, S.M. (1960) Mahmoud Kashgari. Turkish Words Office. (Translator and publisher Mutallibov SM). T.I. Tashkent.

14. http://www.turkishstudies.net/files/turkishstudies/485561154_24RustamiySalimakhon-tde-503-522.pdf

15. Rustamiy, S. (2018). Typological peculiarties of science of balaghah, rhetoric and stylistics. The Light of Islam, 2018(1), 16. Retrieved from https://uzjournals. edu.uz/iiau/vol2018/iss1/16/

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882

Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00205.0

EXPRESSION OF SEMIOPRAGMATIC CONTENT

Yuldasheva Zarnigor Hasanboy qizi*; Qurbonova Mohidil Ulug'bek qizi; Kushakova Shahzodakhon Dilshod qizi****

*Master,
Ferghana State University, Ferghana,
UZBEKISTAN
Email id: z.ubaydullayeva@mail.ru

**Student,
Ferghana State University,
Ferghana, UZBEKISTAN

ABSTRACT

In the process of its development, the science of semiotics is divided into three – syntax, semantics and pragmatics and pragmatics becomes the most important object of research. Also the conveying information through his speech, the speaker expresses his attitude towards the listener, his emotionality. This article describes the acquisition of new content in the process of speech communication, the expression of pragmatic content.

KEYWORDS: *Semiotics, Semiology, Sign, Linguistic Sign, Syntax, Semantics, Pragmatics, Pragmatic Content, Interpretant, Representative, Object Reflected In The Sign.*

INTRODUCTION

In ancient Greece, the Epicureans and Stoics focused on the study of the associative relations between events given by direct observation, and essences that could be felt with the help of the senses. In the process, as a result of their commonality, the theory of signs appeared, and this theory gained distribution under the name of semiotics. The epistemological functions of the sign were considered in antiquity by Plato, Aristotle, in the XVII-XVIII centuries J. Locke, G.V. Leibniz. Until the end of the 19th century, the theory of symbols was the focus of attention only of philosophers of the same period in the works of V. Humboldt, Schleicher, Steinthal, L. Breal, A. Meye, F. Fortunatov, I. A. Baudouin de Courtenay, N. Krushevsky as a character with a character. With the success of structuralism since the 1950s and the development of the science of semiotics, linguistics has become a "central science in the system of human knowledge" as a result of the study of linguistic problems in the semiotic aspect.[1] Different definitions cover different aspects of a character. The most perfect description of the symbol is given by Yu.S.

Maslov. Yu.S. Maslov covers all aspects of character in his description. “A sign is a tangible thing, a means of informing the perceiver about himself and something other than this sign.” [2] This indicates that language units are symbols.

The Swiss linguist F. de Saussure and the American logician C. S. Pierce for the first time reveal the basic principles and characteristics of the science of signs. F. de Saussure calls language “a system of signs expressing concepts” and calls the science of signs “Semiology”. C.S. Pearce calls this science “semiotics,” a name that is widely used as a science that studies signs. The ideas of F. de Saussure and C. S. Pierce were further developed by the American philosopher C. W. Morris. In society, the characters are different and have a certain function. Among such characters, informative characters play an important role, as they serve to receive and transmit information. The most important informative symbols are morphemes, words, phrases, sentences and texts that make up the language. The linguistic sign is the main concept in semiotics. Thanks to these signs, we receive certain information and pass it on to others. That is why they are a means of communication. In addition to transmitting certain information to the addressee through the sign, the addressee also seeks to have a certain emotional and expressive effect on it. We can say that in most cases the modal attitude of the speaker is also expressed in the content of the sign. Such an attitude expressed in a symbol is called a pragmatic attitude. The field of study of pragmatic relations is pragmatics. Pragmatics (Greek pragma) means “done, done work”, as well as “action”, “activity”.[3, 4] Pragmatics is an integral part of semiotics, studying the relationship of the sign to the user's language.

One of the important functions of language in society is the role of a means of communication. Pragmatic knowledge, in turn, is the result of experience gained in the course of human activity; in the process of exchanging information, this knowledge is realized linguistically and, thus, is stored in the mind. But during each individual speech communication, a linguistic character can express new content...

METHODS AND RESULTS

In particular, we compare the following passage from the story of Said Ahmad “Karakoz Majnun” and the passage from the story of Gafur Gulam “Noise boy”.

Hearing this, the old woman did not hack and did not enter. A boy is sitting in front of the women next door. The old woman, who did not say a word to anyone, broke her horn (erraim) and sat at home, not stepping on the threshold. (S. Ahmad "Black Peas")

Thanks to this money, Rahmat Haji is so proud of (erraim)me. (G. Gulam "Noise boy")

If we look at the semantic nature of the word ***errayim***, which is given for comparison, the dictionary of the Uzbek language explains it as follows: “***A person who does not know how to make a living, or exaggerates the property and wealth of others; Violent; Wallamat***.” [5] The word ***"Erraim"*** more fully expressed its symbols in the second passage than in the first. It is the use of this linguistic symbol that forms the socio-pragmatic concept, conceived by the creator as a means of revealing the social status of the Hajj pilgrim, and, in turn, embodies the character of the protagonist in the mind of the reader. In the above passage from the story “Karakoz Majnun”, the word “Erraim” does not mean “an old man who does not know how to earn a living, or who exaggerates the property and wealth of others.”

In the next passage from the “Noise boy” story, pragmatic content is expressed through allegorical connections. *"Father Polathodzhi was a fortress merchant, and for five or six years,* *when he traded in Kashgar and Irbit, he was" stuck in his mother's womb for six months, "and his father was born three months later the next year."* The phrase "***six months stuck***" in the passage was given by the writer in satirical form and serves to reveal the pragmatic goal of the creator.

Note the following excerpt from the same work:

- *"Our dear brother, Oman!" I said. "It is not good for us to deceive each other like that." Let's throw the cake, they said, "The tip doesn't fit." If you have a job, let's do it with advice. I also ate a feast today and became a very ugly throat. Honestly, I would rather be a Mirza to my master.*

A. Nurmanov in his work "Features of the Language Sign" reflects on five aspects of the language sign - syntactic, semantic, sigmatic, pragmatic, harmonious relations. We will try to analyze the above passage in the same direction. In this passage, we can learn the communicative intentions of the protagonist from two sarcastic words - "***banquet", "mirzalik***". The syntactic aspect of a linguistic sign determines its ability to enter into a syntagmatic connection with other signs. The word "feast" in the sentence proposed to us is connected with the word "is". This is his syntagmatic attitude. The fact that the word "banquet" is associated with the words "hospitality", "hospitality", "banquet" based on synonymous relationships forms the paradigmatic relationship of the linguistic sign. However, there is also a strong connection between the expressive side and the semantic side of the word reception. This relation represents what the sign represents, or as generalized images in the mind of a thing and events are called, signs and features, actions and situations in the being. The semantic side of this language sign is that the word "banquet" means "ceremonial hospitality." Linguistic symbols are considered a means of communication because they are used by a person to transfer certain information to others. In addition to transmitting certain information through conversational characters, he also loads the character with emotionally expressive paint. The fact that the word "banquet" is given with sarcasm, i.e., with an inclination, reveals his pragmatic attitude. That is, a banquet is not used in the sense of hospitality in this proposal, but rather is used in a figurative sense to indicate that he did not even try salt during the day.

G.G. Pocheptsov noted that "pragmatic features arise and exist as a product of many, many applications." [6] Consequently, linguistic units can become the object of pragmatic analysis only when they are activated in a specific communication situation. The linguistic symbol used in the satirical story of Said Ahmad "Leopard" - the word "**dog**" - can express pragmatic content only in the context of the speech, and if we delete it from speech, it will be understood not in a pragmatic sense, but a denotative sense.

- *"How is our dog?"* The new director said.
- *"I know this dog,"* Tillaev said, and in the distance, he looked at Kurbanboy, who spat on the new director's leather jacket, and entered the house.

"Four-legged mammal intended for a home guard, hunting, and the like," is a word for a dog, meaning "dog". How do they say our dog in the language of the new director in the play? This is just the meaning of the word. But this linguistic sign in a figurative sense means "***a person who defends his interests and oppresses others; Malay(servant)***" also means. The same meaning is reflected in Tillaev's sayings "*I know this dog" and "the look of the new director on Kurbanboy* *who spits with his fur coat".* In this sentence, the linguistic sign of the dog served as a means to create a pragmatic attitude.

S. Safarov wrote that the starting point (period) of the development of the language system begins with pragmatics. Indeed, language serves primarily personal desire, the benefit of the speaker. It is important to study the language aspects associated with the creator of speech. The pragmatic structure, which in the initial case has a simple structure, can change and become more complex due to the breadth of social experience.[7] The change and complexity of communication situations lead to a constant expansion of the semantic shell of pragmatics. Hence we can say that the linguistic analysis of any text should begin, first of all, with pragmatics.

C. Pearce noted that the factor of the subject of communicative activity should be taken into account in the framework of the theory of signs. He noted that the relational area of a sign consists of three directions - a sign (representative), a means of interpreting the sign (translator) and the object reflected in the sign. We will try to determine the scope of the character's relationship from the following example:

– *My son, let it be between us, is God beating you up again and tasting this "black" worm? He said.*

– *"What is black?"*

– *There is a "blackberry" that we eat, that's what I say*.

("Noise Boy", p. 128)

So, we are given the linguistic signs **"black**", "**blacky**" as an object of pragmatic analysis. These characters, that is, representatives, are a means of the material appearance, if they have a material appearance, then they have a certain meaning in the mind. If the meaning of this sign in the mind is interpretive, then now we determine the means by which this representative is in the consciousness of perception, giving his description.[8] This sign in the listener's mind is "darker than all available colours; pot, charcoal, "the same instrument is interpreted. Now we must determine the third direction, which represents the area of the character's relationship. How do these representations given to us correspond to the interpreter in the mind of the perceiver, or to what extent do these signs affect the object? Did the speaker speak this colour under these words? The speaker's goal is not the colour of "charcoal", but the object reflected in these signs is "a strong intoxicating medicine obtained from the juice of a poppy head; plates, opium. Therefore, the same object is implied in the representative. From this, we can conclude that any representative, that is, only when the character is involved in speech activity, can make him the object of pragmatic analysis.

It is easy to understand the social pragmatic content from the following passage from the story of A. Kakhhor "A woman who did not eat raisins":

- *"Do not say!" Who let you talk! I saw with your own eyes that you took a handful of raisins from the son of the Master of Mawlon!...*

Everyone laughed. Someone from the roof shouted:

- ***"Yes, this man's wife didn't eat raisins***!"

In the phrase “***do not eat raisins***”, the author refers to this event with a sarcastic and social image, that is, events that occur under the cover of women.

- *Someone asked the Russian poet Alexander Blok: “You have written less recently. Russia is worried. Is anything stopping you from working? The poet replied: "Yes, Leo Tolstoy is bothering me."*

Semiotics divides the language into syntax, semantics, and pragmatics. We will try to analyze the word “obstruction” in the passage in these three aspects. Based on the principle of the sequence of language characters, the word “interruption” consists of a sequence of characters x-a-l-a-q-i-t. This linguistic sign, in turn, is syntactically associated with the word of Leo Tolstoy. Semantically, it means "obstruct action."[9] In this passage, the word "obstruction" appears figuratively and serves as a means of creating pragmatic content, rather than "obstructing action."

CONCLUSION

Today, almost all linguists agree that language is a system of signs. Actual problems of semiotics are in the focus of attention of linguists. Syntax, semantics and pragmatics, which are components of semiotics, are studied in an interconnected manner. While in earlier studies pragmatics was less studied than syntax and semantics, today pragmatics is becoming an important subject of study. Indeed, the speaker seeks to express his personal desires, his attitude to the listener through his speech. For pragmatists, it is pragmatic to investigate how and with the help of which language features this goal is achieved.

REFERENCES

1. Zvegincev, V. A. (1968). Teoreticheskaja i prikladnaja lingvistika. Prosveshhenie.

2. Maslov, Ju. S. (1967). Kakie jazykovye edinicy celesoobrazno schitat' znakami. Jazyk i myshlenie. M, 285.

3. Mahmudov N. (1990). Current issues of Uzbek language syntax. Uzbek language and literature. №2. - B.25.

4. Hakimov M. (2013). Fundamentals of Uzbek pragmalinguistics. - Tashkent., p.56.

5. The Annotated Dictionary of the Uzbek Language, Volume 5. - Tashkent., 2006. 51 pages.

6. Почепцов, Г. Г. (1985). О месте прагматического элемента в лингвистическом описании. *Прагматические и семантические аспекты синтаксиса. Сб. научн. трудов.–Калинин: Калининск. гос. ун-т*, 12-18.

7. Khakimov M. Fundamentals of Uzbek pragmalinguistics. - Tashkent., 2013.

8. SH. Safarov. (2008). Pragmalinguistics. *Tashkent: Uzbekistan national encyclopedia*, 286.

9. Nurmonov A. Linguistic theory of signs. - Tashkent., 2008.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882

Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

DOI: 10.5958/2278-4853.2020.00206.2

NEW DIRECTIONS OF LINGUISTICS THEORY OF SPEECH ACTS

Yuldasheva Zarnigor Hasanboy qizi*; Qurbonova Mohidil Ulug'bek qizi**

*Master's Degree,
Linguistics: Master of Uzbek language,
Fergana State University, UZBEKISTAN
Email id: z.ubaydullayeva@mail.ru

**Student of the Fergana state University,
UZBEKISTAN

ABSTRACT

This article is devoted to the study of various emerging fields in linguistics. The period of development of cognitive linguistics and pragmalinguistics is discussed in more detail. The main object of study of pragmalinguistics is the analysis of the theory of speech acts and its sections. General information about the period of study of speech acts, the stage of development.

KEYWORDS: *Pragmalinguistics, Cognitive Linguistics, The Theory Of Speech Acts, Locution, Illusion, Perlocution.*

INTRODUCTION

The emergence and development of new scientific paradigms in linguistics are based on a variety of views in this area. Related spheres that have just entered the stage of formation are subject to mutual rules, but also differ from each other. At the same time, linguistics, if interpreted from the science of language, is called linguistics as an independent science that studies human language. He studies the phenomena of human language and speech. Language serves as the most important means of communication between people, in this respect, it is characterized by the performance of communicative-interference, aesthetic, cumulative and other functions in the process of verbal communication.[1] The appearance of the language, its transformation into a certain integral language system and the formation of certain structural units took place based on the study, analysis and generalization of the human language. Of course, this process in linguistics was based on the results of a scientific epistemological study of the language being studied on a systematic and structural basis. The fact that the human language, which is still being studied, consists of a phonetic-phonological, lexical and grammatical structure, and that such features of the language serve as a theoretical Saturday for other studies in this area, serves to improve science.

MATERIALS AND METHODS

The development of the linguistic system for the study of human language is partially determined by the study of internal and external signs. The question of the structural units of the linguistic system and the syntagmatic, paradigmatic and hierarchical relations between them was recognized by linguists as purely linguistic phenomena. The units of this language system and their functional properties form the basis of science.[2] The signs of the foundations of science are reflected in the process of functional speech communication of the language, the specific tasks of each element are specified, the connection, relevance, concreteness, accuracy are visible with all their qualities. Language revives in the process of verbal communication. The resurrection of the language occurs through the interaction of participants in communication. This process, in turn, is inextricably linked with the emergence of elements of the language system in the expression of information, its perception and perception in thinking. In particular, works created by artists and writers are reborn in the process of reading. The movements, gestures, facial expressions, intonations and tones of the forms of expression that occur through the speech of the main characters begin to appear in the reader's imagination with a figurative perception of reality. All this is described by the forms and means of linguistic expression and is perceived by the interlocutor. This process of communication, typical of the language system, is considered as the main means of communication with the functions of mutual thinking and information expression. The science of language, which studies human language, explores not only purely linguistic meanings but also subtle forms of information, such as playful and attractive, sincere and cheerful, pleasant and cold, warm and rude, intense and elegant. It seems that such functional and methodological features of units of the language system do not fit into any of the language meanings and forms. demonstrates that there is a need to investigate complaints. Scientific research in the field of descriptive (traditional), system-structural, and comparative-typological linguistics worked on internal and basic language issues.[4] Phonetics-phonology has long been dominated by the tendency to seek answers to questions about what the lexical system of a language is and its semantic-stylistic structure, what are the morphological-syntactic rules in linguistics with the analysis of natural languages. The need to study the structure of expression and meaning through human thinking grew day by day, the attractiveness of language lies in the fact that it is a variety of possibilities of expression, functional and methodological aspects of the semantic structure of communication, transparent and empirical. manifestations are specific aspects of the language. The universality and complexity of the language system can be explained by a large number of directions and the fact that the objects of this area are not limited. At the same time, the transition of thinking from an explicit form to a structured form of thinking shows the need to distinguish between logical and psychological categories. Here it is necessary to consider a language system based on logic, psychological concepts are formed based on individual intellectual abilities. Events that occur in the human mind are an important and fundamental moment that determines his activity.[5] Mind activity should be seen as a source of perception. At the stage before the presentation, the content structure is ready. In human thinking, the sum of ideas about the world, things and events begins to appear in verbal forms. Such verbal and non-verbal forms of expression are filled with semantic structures of thinking based on the intellectual abilities of a person. The human mind performs a dual function, on the one hand, it perceives the world. On the other hand, the conscious perception of being and the synthesis of the information received, the synthesis or generalization are inextricably linked with the breadth or narrowness of human pronunciation. The generalization of information in thinking occurs under the influence of vital knowledge and skills. The breadth of knowledge and understanding leads to the accuracy of the expression of existing ideas. At the same time, the semantic structures of the forms of expression also reflect aspects of the personality, such as personality and psyche. The human imagination reflects the semantic side of language. All human activity is regulated by his language. It is based on the rules of logic and reasoning and governs the language process that makes up the system. The essence of the language system is reflected in the harmony of language and thinking. Semantic structures based on logic and appearing in different forms of expression manifest themselves in different syntactic patterns. The denotative reality, expressed in syntactic structure, occurs with two semantic structures. One is open, and the other is hidden content structures. The hidden semantic unity of language is called an internal, explicit information structure. According to Safarov, the internal structure is a conceptual process. The concept of unit arising in the process of being-object, perception of events and their conscious assimilation, is, of course, a unit that is one of the paradigms of semantic structure. However, for a concept to have a semantic status, it must gradually move from a thinking system to a language system. A concept is, in fact, a set of ideas about objects formed on the basis of the logical connection of concepts in consciousness. The linguistic expression of an image based on a logical sequence allows the concept to be among the basic units in the structure of meaning. According to S. Safarov [6], only linguistic clothing allows us to accept the concept as an element of the language system. Therefore, the paradigm of the language system requires strict adherence to the principles of generality and specificity, based on the designation, the sequence corresponding to the designation in terms of meaning, concept and concept. While the concept is included in the paradigmatic range of linguistic concepts with a linguistic form, the lexical-semantic features of linguistic units include the lexical, grammatical and semantic aspects. The lexical units that coordinate the linguistic units require relationships in the linguistic system and structure [6]. Representation of an object, object, event in a language occurs through human thinking, and the relation of nominative units to the object and concept and how they are expressed in the language is implied. In the semantic structure of nominative units, the relation of a word to an existing subject is the meaning of the word. And the etymology of its original form is recognized as semantic. The fact that the etymological meaning in linguistic units is based on scientific sources and facts allows us to understand the changes in its semantic structure. This helps to determine the initial state of the etymological process in which the language unit occurs. It should be noted that in the process of the pronunciation of linguistic units, the relationship between the object and the event reveals its meaning. Imagination in human thinking leads to the pronunciation of a word, the image of an object, the connection of an event with a word and the appearance of meaning in perception. Therefore, the denotative reality is called linguistic units, and the properties of an object, thing, and event come to life in the imagination.[10] Their general and specific features are differentiated, which leads to a semantic structure in linguistic units. Therefore, the scientific literature emphasizes that the process of forming meaning in linguistic units consists of a trinity of words, objects and concepts. The pronunciation of words in a language helps a person to perceive the image of an object in his mind. In the pronunciation, a connection is established between the word and the object, and the meaning is formed. A visual image of an object appears in a person’s memory. The meaning of the word is the result of imagination in memory. The logical structure in memory is the basis for the formation of a semantic structure. The meaning of the word refers to and reports on things, events, objects, etc. D., Which are connected with the human imagination and are close to it. This has recently been mentioned in terms such as a thematic group or semantic field. Speech acts are phenomena that affect the semantic structure of speech, text and speech. Speech acts are used to communicate and express the purpose of the speaker. A speech act arises for the speaker, changes its pronunciation as a contextual event, and for drawing also becomes a specific meaning based on the formation of speech acts and the communicative goal of the speaker. For example, if you let me go home, I will strike not one, but several knives. This means asking for permission to go to the Dodho House. This means asking for permission to divorce her husband and completely leave the house. Thus, in this context, the act of authorization is expressed in the sense of returning home.

CONCLUSION

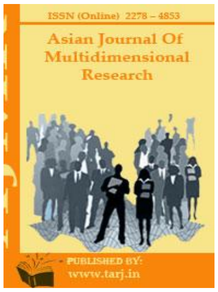
Apparently, in a pragmatic context, the essence of a speech act is measured by an implicit structure. The intention is a locative, illocutionary, and perlocutionary expression of speech based on the goal and desire of the speaker. For the interrogative form of the sentence, interaction is an interrogative act, for the verbal form, communication is an act, and for the imperative form, the intensity is imperative. The grammatical, semantic structure of a sentence is not important for a speech act. Speech acts are contextual meanings that are adapted to the situation when there is a desire to express an idea. The author of a speech, proceeding from his communicative purpose, makes a speech in such a way that in the process of speech status speech acts manifest themselves in any form of expression. As noted above, speech acts are formed as a result of the difficult use of language participants, speech situations, contextual situations in all languages, verbal and non-verbal means, etc. “Speech acts consist of a generalization of linguistic and non-linguistic features” . [6, 9] Speech acts consist of three parts, which make up the locative, illocutionary and perlocutionary structures.

REFERENCES

1. Searle, J. R. (1965). What is a speech act. *Perspectives in the philosophy of language: a concise anthology*, *2000*, 253-268.
2. Paducheva, E. V. (1985). Vyskazyvanie i ego sootnesennost’s deistvitel’nost’iu [Utterance and its Correlation with Reality]. *M.: Nauka*, *271*.
3. New in foreign linguistics. Vol. 17: Theory of speech acts. - M., 1986.
4. Arutyunova, N. D. (1990). Speech act. Linguistic encyclopedic dictionary. Ch. Ed. VN Yartseva. Moscow: Sov. encyclopedia, 412-413.
5. Vinokur T. GRAM. Talking and listening. Variant of speech behavior. - M., 1993
6. SH. Safarov. (2008). Pragmalinguistics. *Tashkent: Uzbekistan national encyclopedia*, 286.
7. Shomaksudov A., Rasulov I., Gungurov R., Rustamov. HOUR. Uzbek style. -T .: Teacher, 1983.
8. Serl Dj.R. Indirect speech acts In the book: New in foreign linguistics. Vsh 17. M.: Progress, 1986.
9. Safarov SH. Cognitive linguistics, - Jizzakh: Sangzor, 2006.-91 p.
10. Arutyunova N.D. Type of language values. Otsenka.Sobggie. Fact.-M.: Science, 1988.-341 p

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00216.5

TOPIC OF RESEARCH PAPER: TEACHING TECHNIQUES AND REFORMS IN HIGHER EDUCATION FOR ALL

Poonam*

*Asst.prof,
Commerce in K.M.R.D.Jain College for women,
Malerkotla, INDIA
Email.id: sourabh96.sp@gmail.com

ABSTRACT

The number of institutions and enrollment in higher education continue their rapid growth, but the quality of this education remains uncertain. A small number of state-subsidized institutions attract a thin top layer of talent from each year's cohort. High selectivity of admission to these elite institutions provides a screen valued by potential employers. Domestic and foreign demand for the services of these few thousand students has created an inflated reputation of the overall quality of India's higher education. The number of such graduates remains small relative to the population and the demands of India's economy for educated manpower. Reliable estimates of value-added by higher education, beyond the screening value of admission to elite institutions, are needed to assess colleges and universities, and to guide educational policy. Graduate education— the seed farm of higher education and scholarship—continues in an alarming state of disarray with respect to both quality and quantity. Pressed by budgetary constraints, the government appears to have decided on profit -oriented privatization of higher education as the solution. Political and business classes, with significant overlap between the two, see higher education as a source of lucrative private returns on investment. There is little theoretical or empirical evidence that supports the prospects of success of a for-profit model in building quality higher education. Some recent proposals hold promise of radical reform and renovation, including regulatory restructuring. It remains unclear whether the government has the wisdom, determination, financing, and power to push reforms past the resistance from entrenched faculty and from the political and business classes.

KEYWORDS: *India, Economic Growth, Higher Education, University, Reforms, Innovation, Doctoral Programs, Financing, Regulation, Teacher Scarcity, Investment*

INTRODUCTION

Our university system is, in many parts, in a state of disrepair.... In almost half India exhibits a great deal of confidence in its technological capabilities and higher education. While the self-confidence of a society is key to building a better future, misplaced confidence often leads to ruin. It is important to distinguish among various levels of knowledge. For example, owning, driving, repairing, making, designing a car, and inventing a new mode of transportation, require successively higher orders of knowledge. A layman may ignore these distinctions, whereas the education system and the policy makers cannot. Use of the same aircraft by Air India and Delta Airlines, or the same computers and operating systems for their work by the employees of Infosys and Microsoft does not make the knowledge base of the Indian workforce comparable to that found in the developed, or many of the developing, countries. Beyond the shared operating or "driving" level of knowledge, their differences become painfully obvious. India has not yet designed and manufactured a commercially successful car or locomotive, much less an airliner, computer, or operating system, or introduced a new medical treatment. One has to look long and hard for Indian inventions.[2] The number of higher education institutions and enrollment continue to grow faster than the population. In 2010, India had 201 universities, 130 deemed universities and 16,885 colleges where 9.954 million students are taught by 457 thousand The web site of the Department of Higher Education in the Ministry of Human Resource Development in the Government of India proclaims: "India has one of the largest higher education system in the world."

While the level and growth of these numbers are impressive, the quality of this education remains uncertain. Measures of quality are difficult to come by. India is supposed to do well in technical education and Since education helps develop the minds of the young, the key input to quality education is the availability of high quality intellects to teach—instruct, expose, explore, innovate, inspire—the students. To achieve this end, colleges must attract thoughtful, creative, and fearless minds from each year's cohort to careers in education. With an abundance of talent in teaching and scholarship, a culture of innovation may be built that will serve as a basis for a vibrant economy, society, and polity. Innovation and creativity have served as the engin I varieties of wheat and rice (developed elsewhere) launched the green revolution in the 1960s; the willingness to learn and adapt computer technologies, also developed elsewhere, has energized India's service sector. e of economic growth and vitality throughout world history. In India, the willingness to experiment with, and adapt, new varieties of wheat and rice (developed elsewhere) launched the green revolution in the 1960s; the willingness to learn and adapt computer technologies, also developed elsewhere, has energized India's service sector. India, the willingness to experiment with, and adapt, new varieties of wheat and rice (developed elsewhere) launched the green revolution in the 1960s; the willingness to learn and adapt computer technologies, also developed elsewhere, has energized India's service sector. e of economic growth and vitality throughout world history. In India, the willingness to experiment with, and adapt, new varieties of wheat and rice (developed elsewhere) launched the green revolution in the 1960s; the willingness to learn and adapt computer technologies, also developed and Since education helps develop the minds of the young, the key input to quality education is the availability of high quality intellects to teach—instruct, expose, explore, innovate, inspire—the students. To achieve this end, colleges must attract thoughtful, creative, and fearless minds from each year's cohort to careers in education. With an abundance of talent in teaching and scholarship, a culture of innovation may be built that will serve as a basis for a vibrant economy, society, and polity. Innovation and creativity have served as the engine of economic growth and vitality throughout world history. In India, the willingness to experiment with, and adapt, new varieties of wheat and rice (developed elsewhere) launched the green revolution in the 1960s; the willingness to learn and adapt computer technologies, also developed elsewhere, has energized India's service sector.

Like most other countries, India imports much of its technology. Global competition will not allow this strategy to be sustained for long. Many countries around the world are preparing their educational systems, grooming a large number of their talented young with high quality education, and promoting research to attract the "brain" industries. Research is original work—discoveries, inventions, writing or design that is new and better than anything done before. The "brain" industries may move to these countries if they do not find labor of sufficient quality and in sufficient quantity to fill their needs. Unless India tackles the problem of attracting enough talent into higher education careers, the same global competition that has served the Indian economy so well could prove to be its undoing.

Challenges of Higher Education

- **Attracting More Talent to Teaching and Scholarship**

That Indian academia is not attractive to talented youth is apparent in many ways. During visits to Indian campuses, when one requests student audiences to raise their elsewhere, has energized India hands if they plan to pursue a career of teaching and scholarship, barely a hand or two goes up in auditoriums filled with a few hundred undergraduate and graduate students. The occasional lonely raised hand attracts curious and surprised looks, and derisive giggles fill the room. The raised hand drops back to the lap, as the pity and ridicule of friends and colleagues sink in, making clear the oppressive social contempt of an academic career path.

Inquiries from vice-chancellors, directors, deans, and department heads reveal the persistent difficulty of filling academic positions with individuals who have the promises. of being inspiring teachers and innovative scholars. There are plenty of applications, but few are drawn from the top half of their undergraduate class. More often, academic jobs are the last resort for those who find no other options.

Although data on the quality of talent entering the teaching profession are hard to come by, there is plenty of anecdotal evidence. A conversation with a student on a visit to a well-known national university revealed that the compensation expected by members of his master's class was less than the average compensation of his erstwhile classmates who took a job after receiving their bachelor's degree. Only those who wish to teach, he sheepishly explained, enroll in the master's program. Apparently, the better students get picked for other jobs first.

2.2 Separation and Fragmentation of Education and Research

Indian universities and research organizations have been highly resistant to change and innovation, partially because the system is organized as independent bunkers, each guarded against encroachment by the civil and academic bureaucracies residing therein. Two major dimensions of this isolation—instruction and research—and its devastating consequences a important questions of defense. It would be interesting to watch what value it provides the taxpayers for the paychecks of it employees.

2.3 Inadequate financing

Statistics from UNESCO and University Grants Commission show that India's public expenditure on all levels of education, both as a percentage of government spending (12.73% in 2005-2006) as well as a percentage of gross domestic product (3.46% in 2005-2006), is not out-of-line with the expenditures in other developed countries. For example, in 2005, the comparable percentages were, for the U.S. were 13.7 and 5.3. For Japan, the figures were 9.2% and 3.5%. A large chunk of India's budget that might have gone to universities is already assigned to low-productivity government laboratories run, not by criteria of science and innovation, but by rules of civil service. What is left for education is directed to the existing government-run or government-aided colleges, universities, and special purpose institutes designated for specific disciplines. Given the heavy demands of economic development on India's budget, it is unlikely that these percentages can be raised significantly in the near future. How, then, can the expansion of higher education in India be funded?

India has concluded the financing for expanding enrollments and improving the quality of higher education will come from students and their families in the form of tuition and other fees. While government-aided colleges, built and managed by charitable societies, have a long and distinguished history in Indian higher education, the government cannot afford to support virtually with massive subsidies.[15] Consequently, a large number of colleges and deemed universities have been opened in the recent decade to be run either as not-for-profit or as commercial operations by investors seeking a decent financial rate of return on their investments. This "solution" to the problem of financing higher education has several problems.

2.4 Investor-run colleges and universities

Investor financing of higher education relieves the exchequer of budgetary pressure. However, it also raises new challenges of its own. Investor-financed colleges are feasible, at most, for vocational education, or low-quality professional education that borders on the vocational. Thousands of colleges of engineering, computer applications, and business management have sprouted all over India, promising their students good jobs in exchange for cash. Many of these "colleges" are little more than shops that granting degrees in computer science without computers and in mechanical engineering without machine. Beyond business management, medicine, and engineering, higher education includes studies in the humanities, arts, social and natural sciences, as well as many other disciplines. Vast numbers of students must study in these fields, and there is little chance that fees collected from students of mathematics and botany, for example, can ever suffice to pay the cost of their instruction, much less the cost of innovation and scholarship in any of these fields. Even government-run or -aided colleges offer little curricular or scholarly innovation and writing beyond textbooks. In investor-run schools, the lack of financial returns on such activities renders them even more scarce. To the extent higher education is expected to prepare the young for informed and enlightened citizenship in a free society, achievement of such a goal through a system dominated by investor-run commercial schools, if successful, would be unique. Even the enthusiastic advocates of investor-run higher education—that is, education without the benefit of a large, ongoing infusion of philanthropic funding—have yet to make that case, or illustrate its feasibility through successful examples. (See further discussion in the section on financi

- **Attitude of the Business Community**

The Indian business community appears to believe that entrepreneurial investors can do well for themselves financially, while doing good for society, by opening and operating for-profit colleges of higher education:

Administrative Perspective and Wasteful Expenditures

- **Physical versus Human Resources**

Indian planning and governance is dominated by the concept of physical resources—property and goods—as the wealth of society. Human resources—the creative ability of people to think and do—is given less weight. Plans for the expansion of higher education through new colleges, institutes, and universities are specified in terms of acres of land, square meters of buildings, employment generated, number of degree programs, and the number of students to be admitted and granted degrees.[19] The critical feature of education—the talent necessary to think, innovate, inspire, and teach—is more difficult to judge, is not emphasized, and remains in short supply.

India has raised its educational expenditures faster than other developing countries, so that such spending, as a percentage of annual GDP, is now at a level comparable to the average percentage achieved elsewhere in the world. Nonetheless, India has achieved slower growth in enrollments (UNESCO 2005, Figure 2.2, p. 58), and lags behind all regions of the world in teachers per capita and per student (see Table 2). Agencies that control various parts of India's higher education system pay scant attention to the quality of intellectual and human resources for education. Instead, the focus remains on tangible resources—especially inputs—which can be measured. For example, it is the function of the Pharmacy Council of India to "prescribe:

- The nature and period of study of practical training to be undertaken before admission to an examination;
- the equipment and facilities to be provided for students undergoing approved courses of study;
- the subject of examination and the standards therein to be attained; and
- any other conditions of admission to examinations."

Apparently, a prescription regarding the quality and quantity of human resources needed for pharmacy education is not important enough to be included in this short list of the Council's functions.

- **Every Ministry is in Education**

The Ministry of Health and Family Welfare controls this Pharmacy Council of India. The other fifteen councils also fall under the jurisdiction of various ministries of the Government of India. Each ministry guards its control of the branch of professional education assigned to it, making it all but impossible to reform the system comprehensively. The recommendations of the 2009 Yash Pal Committee Report for such reform face collective opposition from more than a dozen ministries protecting their respective prerogatives. Reforms are unlikely to succeed without political initiative and support from the highest levels of government.

3.2 Centers of Excellence

The Government of India plans to create a score or so centers of excellence to lead the way to the rejuvenation of higher education, and to serve as a model for other institutions. What is needed to create excellence in these institutions? How will their operating and performance norms percolate through the rest of the system?

3.2.1 Knowledge as Commodity or Process

In the context of creating centers of excellence in higher education, knowledge is often conceptualized as a commodity to be produced, transferred, shared, and sold. This perspective shortchanges understanding, discovery, and innovation as creative processes in society. The university is a part of this larger social process and needs active support from government and society to thrive and create. Since the creation of the Knowledge Commission of India, patents and designs which are so important in engineering and medicine have received much attention. This emphasis, however, should not replace the role of the university in a mode of human thinking that continually reconceptualizes our world through the arts, humanities, and sciences. Aryabhatta changed our geocentric world to a heliocentric one in the fifth century, just as the Internet has redefined library, meeting, and mail in the twentieth. The world determines how we think; and our thinking shapes the world around us. Knowledge cannot be produced, imported, stored, distributed, or consumed like rice except in the “fields and bags” of the engaged human mind. The university is that special receptacle that contains and sustains the fragile ecosystem of knowledge. It requires decades of tender loving care to come into being, but is easy to destroy.

3.2.2 Education or Screening

Reforms continue to emphasize the quality of education provided by the Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs), etc., although many of the accomplishments of their graduates may arise from the selectivity that occurs when only a few thousand seats in such institutions are available for a cohort of some 22 million students, annually. Only a small fraction of the graduates of these institutions have produced outstanding scholarly achievements, unless they have gone on.

4.2 LIST OF REFERENCES

Anonymous. “PhD Survey: Student’s Perspective on Doing a PhD in India. http://www.cse.iitd.ernet.in/~jalote/misc/phd_surveyIITK-D-B.pdf accessed on July 18, 2010.

Apoorvanand. 2009. “The Future of Ideas,” The Indian Express, September 1. Agarwal, Pawan. 2006. Higher Education in India: The Need for a Change, Indian

Council for Research on International Economic Relations, (www.icrier.org/publication/working_papers_180.html).

Altbach, Philip G. “The Asian Higher Education Century,” International Higher Education No. 59 (Spring), pp.3-5.

Anand, Geeta. 2010. “Green Revolution in India Wilts as Subsidies Backfire,” The Wall Street Journal (February 22),

(http://online.wsj.com/article/SB10001424052748703615904575052921612723844.html, accessed May 28, 2010).

BBC. 2010. “India Unveils Prototype for $35 Touch-Screen Computer,” July 23 (http://www.bbc.co.uk/news/world-south-asia-10740817).

Butler, Declan. 2010. “Strong Medicine for French Research,” Nature 466, 20.

Dhar, Arti. 2010. “Final Decision on NCHER Rests with Center, Says Kapil Sibal,” The Hindu (May 30).

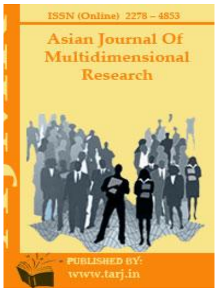
Economist Debates. 2008. The Cost of Higher Education (http://www.economist.com/debate/days/view/239 accessed on June 30, 2010).

Frontline. 2010. “Pursuit of Excellence,” 27:15 (July 17-30),

http://www.frontlineonnet.com/stories/20100730271511100.

AJMR

ISSN: 2278-4853 Vol 9, Issue 6, June, 2020 Impact Factor: SJIF 2020 = 6.882



Published by: TRANS Asian Research Journals

AJMR:

Asian Journal of Multidimensional Research

(A Double Blind Refereed & Reviewed International Journal)

TRANS Asian Research Journals

DOI: 10.5958/2278-4853.2020.00340.7

EMPLOYEES' VALUE CONGRUENCE AND CREATIVITY: ROLE OF PAY SATISFACTION

Ganesh Bhattarai*; Dr. Dhruba Raj Pokharel**

*Principal,
Faculty of Management, Tribhuvan University,
Nepal Commerce Campus,
Kathmandu, NEPAL
Email id: ganesh@ncc.edu.np

**Faculty of Management, Tribhuvan University,
Nepal Commerce Campus,
Kathmandu, NEPAL
Email id: dhruba@ncc.edu.np

ABSTRACT

This study was carried out to measure the direct and interactive impact of employees' value congruence and pay satisfaction on their creativity. Positivist research philosophy and deductive reasoning approach were adopted. Perceptual cross-sectional data were gathered from the employees working in Nepalese non-profit-making non-government-organization. Total 426 respondents were considered as sample of the study. Ordinary least square method was adopted to analyze the data. Both descriptive and inferential statistics were used. Inferential statistical analysis revealed that (a) employee's and organization's value congruence positively impacted on their creativity, (b) employees' pay satisfaction positively impacted on their creativity, and (c) employees' pay satisfaction moderated the relationship between value congruence and creativity. Moreover, regarding the moderating role of pay satisfaction, it was measured that employees perceiving high pay satisfaction were more creative due to their value congruence than their co-workers who perceived less pay satisfaction. Numbers of practical implication, theoretical implication as well as direction for further study were discussed.

KEYWORDS: *Value congruence, employees' creativity, satisfaction with payment, person-organization fit.*

INTRODUCTION

Out of the various sources of production of goods and series, human resources are crucial as it is also responsible for mobilizing other resources like capital, materials, information, etc. The hasty changing environment and people's expectations insist on the new creation. Hence, for successful businesses, employees' innovation has become critical (Amabile, 1996). The employees' creativity refers to "the extent to which employees generate novel and useful ideas regarding procedures and processes at work" (Shalley et al., 2004, p. 934). In this case, innovation refers to developing innovative and valuable concepts for goods, facilities, work processes, and procedures (Amabile et al. 1996). Creativity is a vital consideration for strategic advantage in any organization; moreover, there are few research on creativity in the social field. According to a growing body of evidence, employee productivity contributes significantly to organizational growth, efficiency, and sustainability (Oldham, 2002). Any organization, including non-profits and non-government organizations, must consider how employees' imagination can be produced because it is novel and valuable ideas about goods or services.

Rapid changing environments imposed for creative ideas also offer more excellent employment options. In the loose labor market, employees choose a workplace where they perceive high compatibility with the organization (i.e., compatibility of organizational vale and employees' value). Non-profit-making, non-government organizations are unique due to their social nature and objectives. Hence, value congruence is essential for employees in this sector to do better for the organization (e.g., offering creative ideas). Besides the compatibility of the employees' value with the organization's value, other factors are equally responsible for the employees' creativity. One of such factors is compensation. If the organization's compensation is not satisfactory, value congruence alone cannot contribute as it is human nature that money and facilities are needed for everyone. As social exchange theory describes, employees except compensation from the organization for their contribution. Moreover, if they offer novel and valuable ideas, it is natural that they expect more payment. As a result, they will do more creative work. Therefore, value congruence and pay satisfaction might have a crucial joint effect for employees' creativity. But, no studies were carried out that measure the joint effect of employees' value congruence and pay satisfaction on their creativity.

To address this issue, in the context of Nepalese non-government and non-profit-making organization, this study proposed a model that measures the direct and interactive effect of employees' value congruence and pay satisfaction on their creativity. Therefore, this study measured the impact of employees' congruence and pay satisfaction on their creativity. It also measured the role of pay satisfaction in the relationship between value congruence and creativity.

Literature Review and Hypothesis Development

Value Congruence

Person–organizational congruence expectations and person–job congruence perceptions have been differentiated in previous congruence studies. Person–organization–culture congruence perceptions have primarily referred to judgments of congruence between an employee's skills and the demands of a job, while person–job–congruence perceptions have referred principally to judgments of congruence between an employee's skills and the needs of a job (Kristof-Brown, 2000). This two-factor conceptualization of fit perceptions is helpful from an operational standpoint since it emphasizes that good workers would fit both the work and the company as a whole (Bowen et al., 1991; Kristof-Brown, 2000). With the plurality of experiments utilizing this method, values congruence is generally recognized as the primary operationalization for person-organization-congruence and accounts for the most variation in outcome variables (Hoffman & Woehr, 2006). Employment candidates choose organizations based on their potential fit for positions and organizations (Judge & Cable, 1997), recruiters make recruiting choices based on how well candidates match their expectations (Kristof-Brown, 2000), and employees' congruence perceptions affect their turnover decisions (Cable & Judge, 1996). Other forms of supplementary congruence have been found to have worse associations with job attitudes and habits than values congruence (Kristof- Brown & Jansen, 2007). Furthermore, because of the lack of consistent congruence parameters, meta-analytic analyses have had to divide congruence into two types: principles congruence and others congruence (Hoffman & Woehr, 2006). This study has focused only on value congruence as per the study's objectives.

Creativity

In this scenario, innovation relates to developing innovative and beneficial concepts for goods, programs, job methods, and procedures (Amabile et al. 1996). The creation of concepts, results, goods, or solutions that are deemed to be (a) original and novel, as well as (b) suitable and potentially useful for the circumstance, is described as imagination (Zhou & Shalley, 2003). Individual innovation and how others affect individuals' artistic output at work are the subject of this essay. When we think about human creativity, we always picture a single genius working alone in an office or laboratory for long hours to come up with a brilliant concept. However, in today's organizations, new thoughts are more frequently the product of collective contact and power than of isolated moments of thought (Montuori & Purser, 1995). To be able to build something different, people need emotional, informational, and financial help (West, 1995).

According to Madjar (2005), novelty is a spectrum, with proposals ranging from relatively fresh and gradual (e.g., recommendations for minor improvements that enhance current practices) to entirely new and unique concepts, rather than an actual concept (novel vs. not novel) (e.g., suggestions that create new practices, products that transform industries). Most people quickly equate imagination with novelty and originality (e.g., Zhou, 2003). More simply, a product or technique should be not only innovative and unique but also helpful; that is, both "novel" and "useful" are essential and required characteristics for a concept to be considered creative (Madjar, 2005).

Value Congruence and Creativity

Employees may feel connected to the organization's larger purpose whether they think their ideals align with the organization's values and other employees' beliefs (Cable & DeRue, 2002). As suggested by Saks and Ashforth (1997), people who think they are a successful match for their business are most inclined to describe themselves in terms of their company. Perceived organizational help, which refers to global views on how strongly an organization supports workers' efforts and cares about their well-being, can be linked to person-organization match expectations (Eisenberger et al., 1986). Chatman (1989) noted that people who share an organization's values should be more likely to contribute to the firm in constructive ways. Lauver and Kristof-Brown (2001) found that perceived person-organization fit predicted employee's extra-role behaviors. Individuals can feel a deep connection to their organization if they think the ideals represent their personality, making it more challenging for them to quit even if better monetary incentives are accessible somewhere. Furthermore, persons who respect their organization's workers' ideals should find it simpler to function and connect with others, strengthening their ties to the organization's people and making it more challenging to quit (Jackson et al., 1991). Kristof (1996) Values, appearance, experience, talents, and abilities (KSAs), and ambitions were discovered to be four common factors used to specify P–O suit (Supeli & Creed, 2014). Hence, it can be argued that if employees perceive their value are aligned with the value of the organization, they will do better for an organization where they also see own betterment. Considering these arguments and empirical evidences, this study predicts the following hypothesis:

Hypothesis 1: Employees' value congruence with organizational value positively affects employees' supervisor creativity.

Pay Satisfaction and Creativity

Pay satisfaction is described as the overall positive effect people have on how they are paying (Miceli & Lane, 1991). Organizations must ensure that workers are happy with their wages because pay discontent can have a detrimental impact on employee engagement, loyalty, confidence, and, most significantly, success (Jung & Yoon, 2015). Employees' pay satisfaction signifies their positive and negative feelings for their pay (Panaccio et al., 2014) and is an essential factor that ensures their effective performance (Gieter & Hofmans, 2015). Employee perceptions (such as satisfaction and workplace commitment) and behaviors (such as absenteeism and employee engagement) are thought to be positively influenced by improved salary satisfaction. In contrast, employee productivity is believed to be negatively impacted by it (Singh & Loncar, 2010). After exploring few of groundbreaking motivational theories such as expectancy theory (Blau, 1964), equity theory (Adam, 1963), and reinforcement theory (Skinner, 1968), Employee satisfaction with benefits has been seen to cause the behaviors that organizations want in terms of loyalty and success (Gieter & Hofmans, 2015). Of all companies, salary is a significant component of employee benefits, and employee pay satisfaction is a critical factor in meeting corporate priorities and objectives (Milkovich et al., 2014). Employee salary appreciation can increase workers' emotional attachment to the company, but it can also affect employees' perceptions of the cost of quitting the company. Whether salary or pay is more excellent, the cost of leaving the company would be higher as well (Kim, 2014). These findings indicate that an employee's pay satisfaction affects their work-related behaviors, such as job satisfaction and morale, and, as a result, employee in-role and extra-role efficiency. Hence, pay satisfaction positively influences employees' attitudinal and behavioral outcomes, which ultimately contribute to employees' greater creativity. Considering these theoretical argument and empirical evidences, this study proposed the following hypothesis:

Hypothesis 2: Employees' pay satisfaction positively affects their supervisor-rated creativity.

Interactive Effect of Value Congruence and Pay Satisfaction on Creativity

Personality congruence has been used by some researchers in person-organization-congruence studies (e.g., Westerman & Cyr, 2004), but these studies have found inconsistent relationships between personality congruence and work outcome variables. In some studies, personality congruence was significantly related to work behavior (e.g., Westerman & Vanka, 2005), but in others, no relationship was found (e.g., Westerman & Cyr, 2004). Although the impact of personality congruence is yet to be resolved, Ryan and Kristof-Brown (2003) conclude that it is necessary to determine this form of congruence. Specific traits, social influences, and underlying motives have also been analyzed to see whether they may make individuals more innovative (Hon & Leung, 2011). These empirical evidence and conceptual arguments indicate that third factors also determine the relationship between employees' value congruence and its impact. Due to interaction of third factors, there might be the inconsistent effect of value congruence on employee outcomes. Here, these studies consider pay satisfaction as a third variable that might influence value congruence on creativity. Moreover, if hypothesis 2 and hypothesis 3, proposed in this study, are true, then it might be true that interaction (combined effect of) of employees' value congruence and pay satisfaction on creativity are significant. Hence, this study proposed the following hypothesis:

Hypothesis 3: Employees' pay satisfaction influences the relationship between value congruence and creativity. Employees who are satisfied with pay and dissatisfied with pay are not equally creative even though their value congruence is similar.

Methods

Instruments

A five point Likert-type scale was used to measure all the items adopted in the study. Likert Scale was ranged from strongly disagree (1) to strongly agree (2). *Creativity:* employees' creativity was measured adopting the thirteen items Likert-type scale of the Zhou and George (2001). The creativity of the employees was rated by their supervisor. A sample item includes: this staff always comes up with creative solutions to the problems. In the Zhou and George's (2001) studies' internal reliability was measured .96, and in the current study it was measured. 83. *Value congruence*: Cable and DeRue's (2002) three items scale was adopted to measure the employees' value congruence. A sample item includes: My organization's values and culture provide a good fit with the things that I value in life. This instrument is widely used with adequate reliability and validity (e.g., Kim et al., 2005). In Cable and DeRue's (2002) studies, internal consistency was .92, and in the current study, it was .88. *Pay Satisfaction:* Pay satisfaction was measured by three items Likert-type scale developed by Mitchell et al. (2001). A sample items includes "I am well paid for my level of performance". In the Mitchell et al.'s (2001) studies, internal consistency was measured .89, and in present studies, it was measured .79.

Participants and Procedure

Two set of questionnaire was prepared. Set-A questionnaire was used to measure respondents' perceived value congruence and pay satisfaction. In the Set-A questionnaire, respondents were also requested to provide their demographic details. Set-B was used to measure respondents' creativity by their immediate supervisor. Twenty non-profit making and non-government organization (NGO) was selected from the Social Welfare Council of Nepal. NGOs were selected randomly. Within the chosen NGOs randomly, 550 pairs (Set-A and Set- B) of questionnaires were distributed as per the convenience of researchers. In Set-B, the instruction was provided to write the subordinates' name so that Set-A and Set-B can be matched. After one week, 450 (82%) filled up questionnaires were collected. Again, the entire compiled questionnaire was not useable. Only 326 (59%) sets of questionnaires were found well-matched and usable for further analysis.

Male employees were 158 (48%), and female employees were 168 (52%). Married employees were 88 (27%), and unmarried employees were 238 (73%). Likewise, permanent employees were 36 (11%), and temporary employees were 290 (89%). Similarly, non-officer levels of employees were 233 (72%), officer levels of employees were 79 (24%), and managerial levels of employees were 14 (4%).

Data Analysis

First of all reliability of the measure was ensured by calculating Cronbach alpha. Secondly, assumptions of the ordinary least square were analyzed. To test the normality of the residual, Q-Q plot was plotted. Similarly, a scatter plot was plotted to test the homoscedasticity. Likewise, variance inflation factors (VIFs) was calculated to measure the multicollinearity. Consequently, it was ensured that data were normally distributed, there was no heteroscedasticity, and dependent and independent variables were linearly distributed. Thirdly, frequency distribution, mean, standard deviation and correlation were calculated using the descriptive statistics. Fourthly, multiple regression and hierarchical regression analysis were calculated to measure value congruence's direct and indirect effect and pay satisfaction on creativity. Finally, the interactive effect was presented in figure to have a clear underrating of the moderating effect of pay satisfaction in the relationship between value congruence and creativity (Aiken & West, 1991).

RESULTS

As depicted in Table 1, relationships between all variables (non-demographic variables) of the current study were statistically significant. The relationship between predictor variables is less than .80; hence the data is free from multicollinearity. The highest correlation was .65 between value congruence and creativity, and the lowest correlation was -.12 between value congruence and pay satisfaction, except for the relationship between demographic variables.

TABLE 1 MEAN, STANDARD DEVIATION AND CORRELATION OF THE STUDY VARIABLES

	Mean	SD	1	2	3	4	5	6	7
1) Gender									
2) Marital Status			-.36**						
3) Contract			.11	.09					
4) Designation			.24**	-.17**	-.08				
5) Value congruence	2.84	1.56	-.10	.45**	.17**	-.22**			
6) Pay satisfaction	3.16	1.57	-23**	-.15**	.12*	.03	-.12*		
7) Creativity	2.86	1.02	.10	.14*	.20**	-.12*	.65**	.57**	

**, *, indicate correlation is significant at the .01 level and .05, level (2-tailed).

As depicted in step 1 of Table 2, demographic variables (i.e., gender, marital status, job contract, and designation) jointly predicted the employees' creativity with 33% ($\Delta R^2 = .33$) variation in the model. That is why the effect of demographic variables was controlled while measuring the direct and interactive impact of value congruence and pay satisfaction on creativity. As shown in step 2 of Table 2, after controlling the effect of demographic variables, the direct effect of pay satisfaction and interactive impact of pay satisfaction and value congruence; coefficient of value congruence to predict creativity was positive and statistically significant ($B = .45$, $p < .01$, $\Delta R^2 = .26$). Hence, hypothesis 1 is supported with contributing 26% additional variation in the model.

Likewise, as shown in step 2 of Table 2, coefficient of pay satisfaction to predict creativity was positive and statistically significant (*B* = .40, $p < .01$, $\Delta R^2 = .40$). This coefficient was calculated by controlling the demographic variables' effect, value congruence, and interaction of value congruence and pay satisfaction. Hence, hypothesis 2 was accepted, contributing 40% additional variation in the model.

TABLE 2 REGRESSION ANALYSIS: DIRECT EFFECT OF VALUE CONGRUENCE AND PAY SATISFACTION ON CREATIVITY

Steps	Variables	Dependent variable: Creativity
		Coefficients (*B*)
Step 1	Control variable	
	Gender	-.05*
	Marital status	-.08**
	Contract	.01
	Designation	.03**
	ΔR^2	.33**
Step 2	Direct effects	
	Value congruence	.46**
	ΔR^2	.26**
	Pay satisfaction	.40**
	ΔR^2	.40**
Step 3	Interactive effect	
	Value congruence x pay satisfaction	.03**
	ΔR^2	.004**

*, **, indicate the level of significance at .05 level and .01 level, respectively.

Step 3 in Table 2 was calculated to measure the interactive effect of value congruence and pay satisfaction on creativity after controlling the effect of demographic variables, value congruence, and pay satisfaction. This model revealed that the coefficient of the interactive effect of value congruence and pay satisfaction was positive and statistically significant (*B* =. 03, $p < .01$, ΔR^2 = .004). Therefore, hypothesis 3 was supported with .4% additional deviation in the model. Change in R^2 was used to measure effect of the interaction of the value congruence and pay satisfaction on creativity. To see the interactive effect's clearer picture, interaction was plotted in a graph as suggested by Aikin and West (1991).

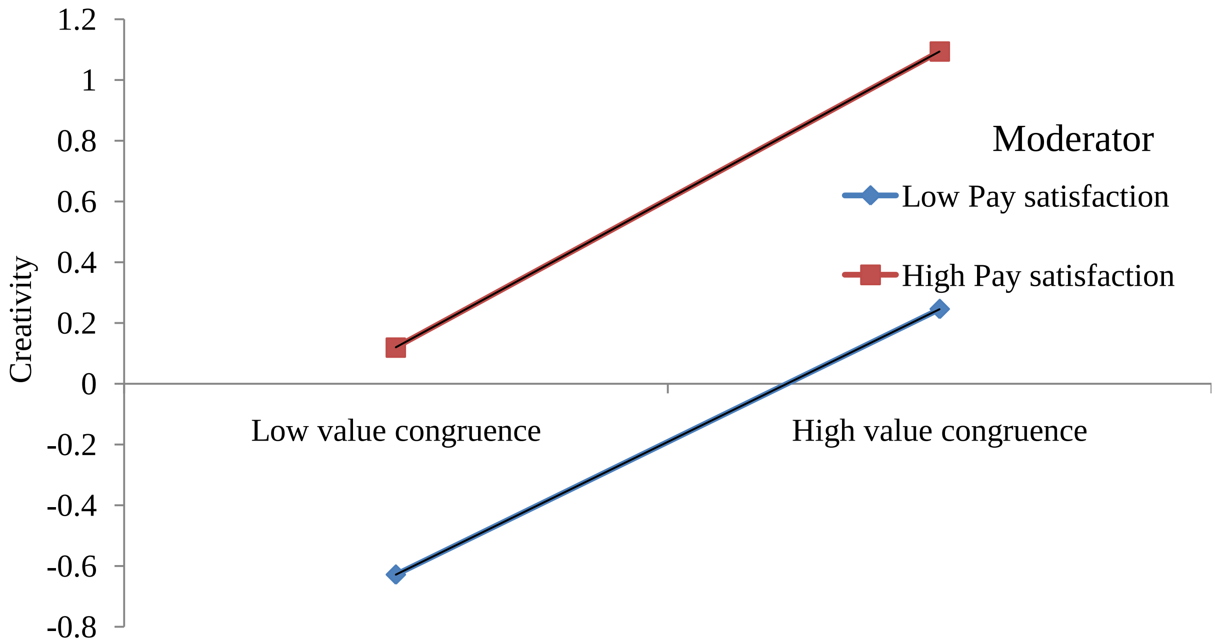


Figure 1: Interactive Effect of Value Congruence and Pay Satisfaction on Creativity

As shown in Figure 1, employees' satisfaction with pay moderated the relationship between value congruence and creativity. However, whether employees perceived high pay satisfaction or low pay satisfaction, there was a positive relationship between value congruence and creativity. With an increase in pay satisfaction, employees' level of creativity was increased. Hence, pay satisfaction strengthens the impact of value congruence on employees' creativity. At a fixed point of value congruence, employees' creativity increased as an increased level of pay satisfaction.

DISCUSSION

This study tested that employees' value congruence positively impacts their creativity. This finding was as hypothesized. The result indicated that if employees perceive their value as compatible with their organization's value and culture, they bring novel and valuable ideas that benefit the organization. The prior study did not test the direct effect of employees' value congruence on their creativity. Similar studies tested the impact of person-organization congruence on employees' outcomes. For example- Eisenberger et al. (1986), Jackson et al.(1991), Lauver and Kristof-Brown (2001), Supeli and Creed (2014). The finding of the current studies consists with conclusions of these studies. Such consistency of results indicated that the present study's findings could be generalized across the culture.

Likewise, as hypothesized, this study tested that employees' satisfaction with pay positively impacts on their creativity. It means employees' satisfaction with payment contributes to their novel and valuable work and business ideas. To the best of review of the current study, prior studies did not measure the direct effect of pay satisfaction on creativity. However, findings of the study consists with number of prior studies (e. g., Gieter & Hofmans, 2015; Jung & Yoon, 2015; Panaccio et al., 2014; Singh & Loncar, 2010) who have tested impact of person-organization congruence on different aspect of employee outcomes. Hence, findings of the study contributes for the generalization of the theory that employees' and organization's value congruence positively impact on employees creativity.

Similarly, confirming the hypothesized relationship, this study tested that pay satisfaction moderated the direct impact of value congruence on employees' creativity. This indicated that employees perceiving high pay satisfaction and low pay satisfaction are not equally affected for their creativity due to their value congruence. Level of satisfaction on pay matters to have employees' novel and useful ideas created due to value congruence. Especially, employees perceiving high pay satisfaction have a high impact of value congruence on creativity than employees perceiving low pay satisfaction. This is the novel finding of the current study, and there were no prior studies for compare and contrast. A possible cause of such a finding can be the value of money in human life. If the people lack the money they have to think for money, not for creation. Hence, it is natural that less satisfied with money might have less creativity even they have value congruence. As this is the first study, further studies are suggested to replicate this study in a different culture with a larger sample size before generalizing the findings.

CONCLUSION

This study concluded that if employees perceive the good congruence of their value with organization value, they will offer novel and valuable ideas relating to work and organization. Moreover, if employees are satisfied with the organization's payment, that will also enhance workplace creativity. Likewise, this study revealed that employees perceiving high pay satisfaction are more creative due to their value congruence than their co-workers perceiving low pay satisfaction.

Implications of the Study

The current study's novel findings is that satisfaction with payment plays a crucial role in the relationship between employees' value congruence and creativity. Employees' value congruence enhances their creativity. The impact on creativity due to value congruence is higher for the employees who perceive a high level of pay satisfaction and lower creativity for those who perceive less pay satisfaction. This finding will be a foundation for further study in the literature of value congruence, creativity, and compensation. Likewise, this study tested that employees' value congruence positively impacted the employees' creativity. Therefore, the manager can intervene to improve the employees' value with organizational value. For example, selections of the employees only after having value congruence test.

Similarly, this study tested that employees' pay satisfaction positively contributes to their creativity. Therefore, as this study revealed, practicing managers might pay attention to the employees' payment level to enhance employees' creativity. Furthermore, this study added empirical evidence from a different context in the knowledge body. It might help the generalization of the theory regarding the effect of employees' value congruence and pay satisfaction on their creativity.

REFERENCES

1. Adam, J. S. (1963). Towards an understanding of inequity. Journal of Abnormal and Social Psychology, 67(5), 422–436.

2. Aiken, L. S., & West, S. G. (1991). *Multiple regression: Testing and interpreting interactions*. Thousand Oaks, CA, US: Sage Publications, Inc.

3. Amabile, T. M. (1996). *Creativity in context*. Boulder, CO: Westview.

4. Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of management journal*, *39*(5), 1154-1184.

5. Blau, P. M. (1964). *Exchange and power in social life*. John Wiley.

6. Bowen, D. E., Ledford Jr, G. E., & Nathan, B. R. (1991). Hiring for the organization, not the job. *Academy of Management Perspectives*, *5*(4), 35-51.

7. Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology*, *87*(5), 875–884.

8. Cable, D. M., & Judge, T. A. (1996). Person–organization fit, job choice decisions, and organizational entry. *Organizational behavior and human decision processes*, *67*(3), 294-311.

9. Chatman, J. A. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of management Review*, *14*(3), 333-349.

10. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied psychology*, *71*(3), 500.

11. Gieter, S. D., & Hofmans, J. (2015). How reward satisfaction affects employees' turnover intentions and performance: An individual differences approach. *Human Resource Management Journal*, *25*(2), 200–216.

12. Hoffman, B. J., & Woehr, D. J. (2006). A quantitative review of the relationship between person–organization fit and behavioral outcomes. *Journal of vocational behavior*, *68*(3), 389-399.

13. Hon, A. H., & Leung, A. S. (2011). Employee creativity and motivation in the Chinese context: The moderating role of organizational culture. *Cornell Hospitality Quarterly*, *52*(2), 125-134.

14. Jackson, S. E., Brett, J. F., Sessa, V. I., Cooper, D. M., Julin, J. A., & Peyronnin, K. (1991). Some differences make a difference: Individual dissimilarity and group heterogeneity as correlates of recruitment, promotions, and turnover. *Journal of applied psychology*, *76*(5), 675.

15. Judge, T. A., & Cable, D. M. (1997). Applicant personality, organizational culture, and organization attraction. *Personnel psychology*, *50*(2), 359-394.

16. Jung, H. S., & Yoon, H. H. (2015). Understanding pay satisfaction: The impacts of pay satisfaction on employees' job engagement and withdrawal in deluxe hotel. *International Journal of Hospitality Management*, *48*, 22-26.

17. Kim, H. K. (2014). Work-life balance and employees' performance:The mediating role of affective commitment. *Global Business and Management Research: An International Journal*, *6*(1), 37–51.

18. Kim, T. Y., Cable, D. M., & Kim, S. P. (2005). Socialization tactics, employee proactivity, and person-organization fit. *Journal of Applied Psychology*, *90*(2), 232.

19. Kristof, A. L. (1996). Person‐organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel psychology*, *49*(1), 1-49.

20. Kristof-Brown, A. L. (2000). Perceived applicant fit: Distinguishing between recruiters' perceptions of person–job and person– organization fit. *Personnel Psychology*, *53*(3), 643–671.

21. Kristof-Brown, A. L., & Jansen, K. J. (2007). Issues of person-organization fit. In C. Ostroff & T. A. Judge (Eds.), Perspectives on organizational fit (pp. 123–153). New York, NY: Lawrence Erlbaum

22. Lauver, K. J., & Kristof-Brown, A. (2001). Distinguishing between employees' perceptions of person–job and person–organization fit. *Journal of vocational behavior*, *59*(3), 454-470.

23. Madjar, N. (2005). The contributions of different groups of individuals to employees' creativity. *Advances in developing human resources*, *7*(2), 182-206.

24. Miceli, M. P., & Lane, M. C. (1991). Antecedents of pay satisfaction: A review and extension. In K. Rowland & J. Ferssis (Eds.), Research in personnel and human resources management (Vol. 9, pp. 235-309). Bingley, England: Emerald Group.

25. Milkovich, G. T., Newman, J. M., & Gerhart, B. A. (2014). Compensation (11th ed.). McGraw-Hill.

26. Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablynski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of management journal*, *44*(6), 1102-1121..

27. Montuori, A., & Purser, R. E. (1995). Deconstructing the lone genius myth: Toward a contextual view of creativity. *Journal of Humanistic psychology*, *35*(3), 69-112.

28. Oldham, G. R. (2002). Stimulating and supporting creativity in organizations. In S. Jackson, M. Hitt, & A. DeNisi (Eds.), *managing knowledge for sustained competitive advantage* (pp. 243-273). San Francisco: Jossey-Bass.

29. Panaccio, A., Vandenberghe, C., & Ben Ayed, A. K. (2014). The role of negative affectivity in the relationships between pay satisfaction, affective and continuance commitment and voluntary turnover: A moderated mediation model. *Human Relations*, *67*(7), 821–848.

30. Ryan, A. M., & Kristof-Brown, A. (2003). Focusing on personality in person-organization fit research: Unaddressed issues. In M. R. Barrick & A. M. Ryan (Eds.), Personality and work: Reconsidering the role of personality in organizations (pp. 262–288). San Francisco, CA: Jossey-Bass.

31. Saks, A. M., & Ashforth, B. E. (1997). A longitudinal investigation of the relationships between job information sources, applicant perceptions of fit, and work outcomes. *Personnel psychology*, *50*(2), 395-426.

32. Shalley, C. E., Zhou, J., & Oldham, G. R. (2004). The effects of personal and contextual characteristics on creativity: Where should we go from here?. *Journal of management*, *30*(6), 933-958.

33. Singh, P., & Loncar, N. (2010). Pay satisfaction, job satisfaction and turnover intent. *Relations industrielles/industrial relations*, *65*(3), 470-490.

34. Skinner, B. F. (1968). *Contingencies of reinforcement: A theoretical analysis*. Appleton Century Crafts.

35. Supeli, A., & Creed, P. A. (2014). The incremental validity of perceived goal congruence: The assessment of person–organizational fit. *Journal of Career Assessment*, *22*(1), 28-42.

36. West, M. A. (1995). Creativity values and creativity visions in teams at work. In C. Ford & D. A. Gioia (Eds.), Creative action in organizations: Ivory tower visions and real world voices (pp. 71-77). Thousand Oaks, CA: Sage.

37. Westerman, J. W., & Cyr, L. A. (2004). An integrative analysis of person–organization fit theories. *International Journal of selection and assessment*, *12*(3), 252-261.

38. Westerman, J. W., & Vanka, S. (2005). A cross-cultural empirical analysis of person-organization fit measures as predictors of student performance in business education: Comparing students in the United States and India. *Academy of Management Learning & Education*, *4*(4), 409-420.

39. Zhou, J. (2003). When the presence of creative co-workers is related to creativity: Role of supervisor close monitoring, developmental feedback, and creative personality. *Journal of Applied Psychology*, *88*(3), 413–422.

40. Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management journal*, *44*(4), 682-696.

41. Zhou, J.,&Shalley, C. E. (2003). Research on employee creativity: Acritical reviewand directions for future research. In J. Martocchio (Ed.), *Research in personnel and human resource management* (pp. 165-217). Oxford, UK: Elsevier.

Editorial Board

Dr. SS Narta
Professor
Department of Commerce,
Himachal Pradesh University,
Summerhill, Shimla – 171005,
H.P., India.

Dr. Mamta Mokta
Professor
Department of Public Administration,
Himachal Pradesh University,
Shimla, India.

Prof. Shyam Lal Kaushal
School of Management Studies
Himachal Pradesh University,
Shimla, India.

Dr. Durgesh Nandini
Associate Professor
Department of Public Administration,
IGNOU, Delhi, India.

Dr B. Mohan
Associate Professor in English
S.V. College of Engineering and Technology
Chittoor, Andhra Pradesh, India.

Dr. Dalbir Singh
Assistant Professor
Haryana School of Business,
G.J.U.S & T, Hisar,
Haryana, India.

Dr. Sonia Sharma Uppal
P.G. Department of Commerce and Management
Arya College, Ludhiana,
India.

Nadeera Jayathunga
Senior Lecturer
Department of Social Sciences
Sabaragamuwa University, Belihuloya
Sri Lanka

Mrs. Sabina Dinesh Kumar
Assistant Lecturer
Faculty of Management Studies & Comm.
University of Jaffna,
Sri Lanka

Jumana M. Elhafiz
Assistant Professor
Department of Biochemistry,
Shendi University, Ministry of Heath,
Sudan

Dr. Sunil Kumar
Assistant Professor,
Punjab School of Economics,
Guru Nanak Dev University,
Amritsar, Punjab, India

Dr. Ebele P. ifionu
Faculty, Department of Finance and Banking
University of Port Harcourt, Nigeira

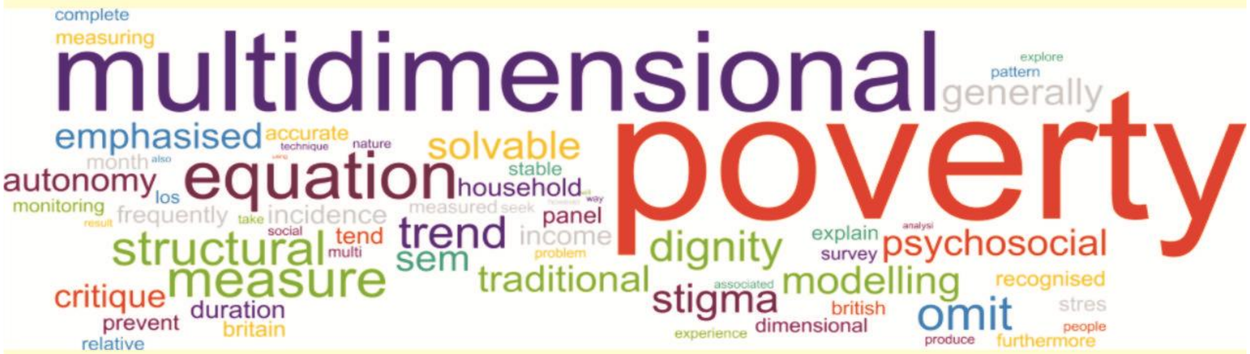
Review Process

Each research paper/article submitted to the journal is subject to the following reviewing process:

1. Each research paper/article will be initially evaluated by the editor to check the quality of the research article for the journal. The editor may make use of ithenticate/Viper software to examine the originality of research articles received.
2. The articles passed through screening at this level will be forwarded to two referees for blind peer review.
3. At this stage, two referees will carefully review the research article, each of whom will make a recommendation to publish the article in its present form/modify/reject.
4. The review process may take one/two months.
5. In case of acceptance of the article, journal reserves the right of making amendments in the final draft of the research paper to suit the journal's standard and requirement.

Categories

- Business Management
- Social Science and Humanities
- Education
- Information Technology
- Scientific Fields



Published by

Trans Asian Research Journals
SCO 34, Ist Floor, HUDA Market,
Near Red Cross, Jagadhri - 135 003 (Haryana) INDIA
Website : www.tarj.in

Our other publications :
Trans Asian Journal of Marketing & Management Research (TAJMMR)
ISSN (online) : 2279-0667